

Main Criteria: Michigan Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Michigan Academic Standards

Science

Grade: 7 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.1.	Structure and Properties of Matter
STANDARD	MS-PS1-3.	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STRAND / STANDARD CATEGORY	MI.SC.7.	Structure, Function, and Information Processing (continued)
STANDARD	MS-LS1-8.	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. <u>Virtual Field Trips</u> African Safari
STRAND / STANDARD CATEGORY	MI.SC.8.	Matter and Energy in Organisms and Ecosystems
STANDARD	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STRAND / STANDARD CATEGORY	MI.SC.9.	Interdependent Relationships in Ecosystems
STANDARD	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii

		The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
STRAND / STANDARD CATEGORY	MI.SC.10.	Growth, Development, and Reproduction of Organisms
STANDARD	MS-LS1-5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol
STRAND / STANDARD CATEGORY	MI.SC.14.	History of Earth
STANDARD	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STRAND / STANDARD CATEGORY	MI.SC.15.	Earth's Systems
STANDARD	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
STRAND / STANDARD CATEGORY	MI.SC.16.	Weather and Climate

STANDARD	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STANDARD	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
STRAND / STANDARD CATEGORY	MI.SC.17.	Human Impacts
STANDARD	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades

Michigan Academic Standards

Social Studies

Grade: 7 - Adopted: 2007

STRAND / STANDARD CATEGORY	MI.H1.	Eastern Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind: Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
STANDARD	H1.2.	Historical Inquiry and Analysis: Use historical inquiry and analysis to study the past.
GRADE LEVEL EXPECTATION	7-H1.2.2.	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
GRADE LEVEL EXPECTATION	7-H1.2.5.	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
STRAND / STANDARD CATEGORY	MI.H1.	Eastern Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind: Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

STANDARD	H1.4.	Historical Understanding: Use historical concepts, patterns, and themes to study the past.
GRADE LEVEL EXPECTATION	7-H1.4.1.	Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
GRADE LEVEL EXPECTATION	7-H1.4.2.	Describe and use themes of history to study patterns of change and continuity. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
STRAND / STANDARD CATEGORY	MI.W1.	Eastern Hemisphere Studies - World History and Geography (WHG) Era 1 - Beginnings to 4000 B.C.E./B.C.: Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.
STANDARD	W1.2.	Agricultural Revolution: Describe the Agricultural Revolution and explain why it was a turning point in history.
GRADE LEVEL EXPECTATION	7-W1.2.3.	Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile). <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
STRAND / STANDARD CATEGORY	MI.W2.	Eastern Hemisphere Studies - World History and Geography (WHG) Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.: Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.
STANDARD	W2.1.	Early Civilizations and Early Pastoral Societies: Analyze early Eastern Hemisphere civilizations and pastoral societies.
GRADE LEVEL EXPECTATION	7-W2.1.2.	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
GRADE LEVEL EXPECTATION	7-W2.1.3.	Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
GRADE LEVEL EXPECTATION	7-W2.1.4.	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g.,

		plants, crops, plow, wheel, bronze metallurgy). <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
STRAND / STANDARD CATEGORY	MI.W3.	Eastern Hemisphere Studies - World History and Geography (WHG) Era 3 - Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.: Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.
STANDARD	W3.1.	Classical Traditions in Regions of the Eastern Hemisphere: Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.
GRADE LEVEL EXPECTATION	7-W3.1.1.	Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries). <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
GRADE LEVEL EXPECTATION	7-W3.1.2.	Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
GRADE LEVEL EXPECTATION	7- W3.1.3.	Compare and contrast the defining characteristics of a city-state, civilization, and empire. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
GRADE LEVEL EXPECTATION	7-W3.1.4.	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
GRADE LEVEL EXPECTATION	7-W3.1.5.	Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
GRADE LEVEL EXPECTATION	7-W3.1.7.	Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

		<u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs
GRADE LEVEL EXPECTATION	7-W3.1.8.	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
GRADE LEVEL EXPECTATION	7-W3.1.9.	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
GRADE LEVEL EXPECTATION	7-W3.1.10.	Create a time line that illustrates the rise and fall of classical empires during the classical period. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
STRAND / STANDARD CATEGORY	MI.W3.	Eastern Hemisphere Studies - World History and Geography (WHG) Era 3 - Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.: Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.
STANDARD	W3.2.	Growth and Development of World Religions: Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)
GRADE LEVEL EXPECTATION	7-W3.2.1.	Identify and describe the beliefs of the five major world religions. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
GRADE LEVEL EXPECTATION	7-W3.2.3.	Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STRAND / STANDARD CATEGORY	MI.G1.	Eastern Hemisphere Studies - Geography - The World in Spatial Terms: Geographical Habits of Mind: Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and

		processes) that geographers use to organize information and inform their study of the world.
STANDARD	G1.2.	Geographical Inquiry and Analysis: Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.
GRADE LEVEL EXPECTATION	7-G1.2.1.	<p>Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts</p>
GRADE LEVEL EXPECTATION	7-G1.2.3.	<p>Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts</p>
GRADE LEVEL EXPECTATION	7-G1.2.4.	<p>Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts</p>
GRADE LEVEL EXPECTATION	7-G1.2.5.	<p>Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12</p>

		Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
GRADE LEVEL EXPECTATION	7-G1.2.6.	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere. <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
STRAND / STANDARD CATEGORY	MI.G1.	Eastern Hemisphere Studies - Geography - The World in Spatial Terms: Geographical Habits of Mind: Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.
STANDARD	G1.3.	Geographical Understanding: Use geographic themes, knowledge about processes and concepts to study the Earth.
GRADE LEVEL EXPECTATION	7-G1.3.1.	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. <u>Virtual Field Trips</u> African Safari Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts
GRADE LEVEL EXPECTATION	7-G1.3.2.	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns. <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1

		<p>Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts</p>
GRADE LEVEL EXPECTATION	7-G1.3.3.	<p>Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
STRAND / STANDARD CATEGORY	MI.G2.	<p>Eastern Hemisphere Studies - Geography - Places and Regions: Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.</p>
STANDARD	G2.1.	<p>Physical Characteristics of Place: Describe the physical characteristics of places.</p>
GRADE LEVEL EXPECTATION	7-G2.1.1.	<p>Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts</p>
STRAND / STANDARD CATEGORY	MI.G2.	<p>Eastern Hemisphere Studies - Geography - Places and Regions: Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.</p>
STANDARD	G2.2.	<p>Human Characteristics of Place: Describe the human characteristics of places.</p>
GRADE LEVEL EXPECTATION	7-G2.2.1.	<p>Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts</p>
GRADE LEVEL EXPECTATION	7-G2.2.3.	<p>Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</p> <p><u>Virtual Field Trips</u> African Safari</p>

		Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
STRAND / STANDARD CATEGORY	MI.G3.	Eastern Hemisphere Studies - Geography - Physical Systems: Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.
STANDARD	G3.1.	Physical Processes: Describe the physical processes that shape the patterns of the Earth's surface.
GRADE LEVEL EXPECTATION	7-G3.1.1.	Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi). <u>Virtual Field Trips</u> African Safari Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STRAND / STANDARD CATEGORY	MI.G3.	Eastern Hemisphere Studies - Geography - Physical Systems: Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.
STANDARD	G3.2.	Ecosystems: Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.
GRADE LEVEL EXPECTATION	7-G3.2.1.	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China). <u>Virtual Field Trips</u> African Safari Galapagos Islands National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
GRADE LEVEL EXPECTATION	7-G3.2.2.	Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
STRAND / STANDARD CATEGORY	MI.G4.	Eastern Hemisphere Studies - Geography - Human Systems: Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.
STANDARD	G4.1.	Cultural Mosaic: Describe the characteristics, distribution and complexity of Earth's cultural mosaic.

GRADE LEVEL EXPECTATION	7-G4.1.1.	Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe). <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
STRAND / STANDARD CATEGORY	MI.G4.	Eastern Hemisphere Studies - Geography - Human Systems: Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.
STANDARD	G4.3.	Patterns of Human Settlement: Describe patterns, processes and functions of human settlement.
GRADE LEVEL EXPECTATION	7-G4.3.1.	Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
STRAND / STANDARD CATEGORY	MI.G4.	Eastern Hemisphere Studies - Geography - Human Systems: Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.
STANDARD	G4.4.	Forces of Cooperation and Conflict: Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.
GRADE LEVEL EXPECTATION	7-G4.4.1.	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth). <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
STRAND / STANDARD CATEGORY	MI.G5.	Eastern Hemisphere Studies - Geography - Environment and Society: Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.
STANDARD	G5.1.	Humans and the Environment: Describe how human actions modify the environment.
GRADE LEVEL EXPECTATION	7-G5.1.3.	Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g.,

		cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream). <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
STRAND / STANDARD CATEGORY	MI.G6.	Eastern Hemisphere Studies - Geography - Global Issues Past and Present: Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects. (H1.4.3, G1.2.6)
STANDARD	G6.1.	Public Discourse, Decision Making, and Citizen Involvement (P3, P4): Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects.
GRADE LEVEL EXPECTATION	7-G6.1.1.	Contemporary Investigations - Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4) (H1.4.3, G1.2.6, See P3 and P4)
EXPECTATION	7-G6.1.1a.	Contemporary Investigation Topics: Conflict, Stability, and Change- Investigate the significance of conflict, stability, and change in governmental systems within the region. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Tokyo - City of Contrasts
STRAND / STANDARD CATEGORY	MI.G6.	Eastern Hemisphere Studies - Geography - Global Issues Past and Present: Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects. (H1.4.3, G1.2.6)
STANDARD	G6.1.	Public Discourse, Decision Making, and Citizen Involvement (P3, P4): Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects.
GRADE LEVEL EXPECTATION	7-G6.1.2.	Investigations Designed for Ancient World History Eras - Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4) (H1.4.3, G1.2.6, See P3 and P4)
EXPECTATION	7-G6.1.2a.	Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 1: Population

		Growth and Resources - Investigate how population growth affects resource availability. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION	7-G6.1.2b.	Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 1: Migration - Investigate the significance of migrations of peoples and the resulting benefits and challenges. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION	7-G6.1.2d.	Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 3: Development - Investigate economic effects on development in a region and its ecosystems and societies. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION	7-G6.1.2e.	Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 3: Religious Conflict - Investigate conflict that arises from varying religious beliefs. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STRAND / STANDARD CATEGORY	MI.C3.	Eastern Hemisphere Studies - Civics and Government - Structure and Functions of Government: Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.
STANDARD	C3.6.	Characteristics of Nation-States: Describe the characteristics of nation-states and how nation-states may interact.
GRADE LEVEL EXPECTATION	7-C3.6.1.	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Tokyo - City of Contrasts

Grade: 7 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol

		<p> Canada - An Overview Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 12 </p>
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