

Main Criteria: DC Educational Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

DC Educational Standards

Science

Grade: 7 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	MS-PS1.	Matter and Its Interactions
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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
CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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
EXPECTATION	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
CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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

EXPECTATION	MS-LS2-3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><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</p>
EXPECTATION	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><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</p>
EXPECTATION	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><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</p>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
EXPECTATION	MS-ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><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</p>
EXPECTATION	MS-ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California</p>

		National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
EXPECTATION	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
CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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
EXPECTATION	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
EXPECTATION	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

DC Educational Standards

Social Studies

Grade: 7 - Adopted: 2011

CONTENT STANDARD / STRAND / DISCIPLINE	DC.7.	World History and Geography: Ancient World
STANDARD / ESSENTIAL SKILL		ERA II: EARLY RIVER CIVILIZATIONS TO 1000 B.C./B.C.E.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.3.	Students analyze the geographic, political, religious, social, and economic structures of Mesopotamia, Egypt, and Kush.
EXPECTATION	7.3.1.	Locate and describe the major river systems and the physical settings that supported permanent settlement and early civilizations. (G) <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION	7.3.5.	Describe the relationship between religion (polytheism) and the social and political order in Mesopotamia and Egypt. (P, R, S) <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs
EXPECTATION	7.3.6.	Understand the significance of Egyptian rulers Amenemhat, Queen Hatshepsut, and Ramses the Great. (P)

		<u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION	7.3.7.	Understand the contribution of Egyptian intellectual thought, including the moral teachings of Ptahotep (the Wisdom Texts), contributions in mathematics (Rhind Mathematical Papyrus), and religion (Pyramid texts). (I, R) <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs
EXPECTATION	7.3.8.	Explain the relationship of pharaohs to peasants as a primary form of labor in Egypt. (S, E) <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION	7.3.9.	Describe the main features of Egyptian art and monumental architecture, particularly sculptures, such as the Pyramids and Sphinx at Giza. (S,I) <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION	7.3.11.	Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. (E) <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs
CONTENT STANDARD / STRAND / DISCIPLINE	DC.7.	World History and Geography: Ancient World
STANDARD / ESSENTIAL SKILL		ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.7.	Students analyze the geographic, political, religious, social, and economic structures of the Ancient Hebrews.
EXPECTATION	7.7.1.	Identify the location of ancient Israel. (G) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION	7.7.2.	Describe the settlements and movements of Hebrew peoples, including the exodus and their movement to and from Egypt, and the significance of the exodus to the Jewish and other peoples. (G) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION	7.7.3.	Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God; emphasis on individual worth; personal responsibility; the rule of law; observance of law; and practice of the concepts of righteousness and justice; and importance of study. (P, R) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION	7.7.4.	Describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. (P, S) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION	7.7.5.	Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. (R)

		<u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION	7.7.6.	Explain how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second temple in A.D. 70. (G, R) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.7.	World History and Geography: Ancient World
STANDARD / ESSENTIAL SKILL		ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.8.	Students analyze the geographic, political, religious, social, and economic structures of the early civilization of Ancient Greece.
EXPECTATION	7.8.1.	Identify the location of Ancient Greece. (G) <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION	7.8.2.	Describe the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. (G, E) <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION	7.8.3.	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration). (P) <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION	7.8.4.	Explain the democratic political concepts developed in ancient Greece (i.e., the polis, or city-state; civic participation and voting rights; legislative bodies; constitution writing; and rule of law). (P) <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION	7.8.5.	State the key differences between Athenian, or direct democracy, and representative democracy. (P) <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION	7.8.7.	Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables. (S, I) <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION	7.8.9.	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. (P, S) <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION	7.8.10.	Identify key Greek figures in the arts and sciences (e.g., Hypatia, Hippocrates, Homer, Socrates, Sophocles, Plato, Pythagoras,

		Aristotle, Euclid, Euripedes, and Thucydides). (I) <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
CONTENT STANDARD / STRAND / DISCIPLINE	DC.7.	World History and Geography: Ancient World
STANDARD / ESSENTIAL SKILL		ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.9.	Students analyze the geographic, political, religious, social, and economic structures during the development of Rome.
EXPECTATION	7.9.1.	Locate and describe the major river system and the physical setting that supported the rise of this civilization and the expansion of its political power in the Mediterranean region and beyond through the use of currency and trade routes. (G, E) <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION	7.9.2.	Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. (P) <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION	7.9.3.	Explain the government of the Roman Republic and its significance (e.g., written constitution, separation of powers, rule of law, representative government, the notion of civic duty, and checks and balances) and why it was inadequate to administer Roman affairs by the end of the second century B.C. (B.C.E.). (P) <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1
EXPECTATION	7.9.4.	Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. (P) <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION	7.9.5.	Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. (G, P) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION	7.9.8.	Describe the legacies of Roman art and architecture, technology and science (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation), literature and poetry, language, and law. (I) <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION	7.9.9.	Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (I) <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2

EXPECTATION	7.9.10.	Describe how inner forces (including the rise of autonomous military powers, political corruption, unemployment, and economic and political instability) and external forces (shrinking trade, external attacks, and barbarian invasions) led to the disintegration of the Roman Empire. (P, E) <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
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