

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 7 - Adopted: 2008

STRAND / TOPIC / STANDARD	MD.1.0.	Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science.
TOPIC / INDICATOR	1.A.1.	Constructing Knowledge: Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
INDICATOR / PROFICIENCY LEVEL	1.A.1.a.	Explain that scientists differ greatly in what phenomena they study and how they go about their work. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STRAND / TOPIC / STANDARD	MD.1.0.	Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science.
TOPIC / INDICATOR	1.C.1.	Communicating Scientific Information: Develop explanations that explicitly link data from investigations conducted, selected readings and, when appropriate, contributions from historical discoveries.
INDICATOR / PROFICIENCY LEVEL	1.C.1.c.	Give examples of how scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way. <u>Virtual Field Trips</u> 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
INDICATOR / PROFICIENCY LEVEL	1.C.1.g.	Recognize that important contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah
STRAND / TOPIC / STANDARD	MD.3.0.	Life Science: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
TOPIC / INDICATOR	3.A.1.	Diversity of Life: Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them-these include external and internal structures (features) and processes.
INDICATOR / PROFICIENCY LEVEL	3.A.1.a.	Provide examples and explain that organisms sorted into groups share similarities in external structures as well as similarities in internal anatomical structures and processes which can be used to infer the degree of relatedness among organisms: Vascular - non vascular plants; Closed - open circulatory systems; Asexual - sexual reproduction; Respiration (lungs-gills-skin); Digestion.

		<u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
INDICATOR / PROFICIENCY LEVEL	3.A.1.b.	Identify general distinctions among organisms that support classifying some things as plants, some as animals, and some that do not fit neatly into either group: Animals consume food; Plants make food. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
INDICATOR / PROFICIENCY LEVEL	3.A.1.c.	Use analogies, models, or drawings to represent that animals and plants have a great variety of body plans and internal structures that define the way they live, grow, survive, and reproduce. <u>Virtual Field Trips</u> African Safari 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
STRAND / TOPIC / STANDARD	MD.3.0.	Life Science: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
TOPIC / INDICATOR	3.B.1.	Cells: Gather and organize data to defend or argue the proposition that all living things are cellular (composed of cells) and that cells carry out the basic life functions.
INDICATOR / PROFICIENCY LEVEL	3.B.1.a.	Use microscopes or other magnifying instruments to observe, describe, and compare the cellular composition of different body tissues and organs in a variety of organisms (animals and plants). <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
INDICATOR / PROFICIENCY LEVEL	3.B.1.b.	Based on data from readings and designed investigations, cite evidence to illustrate that the life functions of multicellular organisms (plant and animal) are carried out within complex systems of different tissues, organs and cells: Extracting energy from food; Getting rid of wastes; Making raw materials. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
INDICATOR / PROFICIENCY LEVEL	3.B.1.d.	Collect data from investigations using single celled organisms, such as yeast or algae to explain that a single cell carries out all the basic life functions of a multicellular organism: Reproducing; Extracting energy from food; Getting rid of wastes.

		<u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STRAND / TOPIC / STANDARD	MD.3.0.	Life Science: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
TOPIC / INDICATOR	3.E.1.	Flow of Matter and Energy: Explain that the transfer and transformation of matter and energy links organisms to one another and to their physical setting.
INDICATOR / PROFICIENCY LEVEL	3.E.1.e.	Ask and seek answers to questions about the fact that transfer of matter between organisms continues indefinitely because organisms are decomposed after death to return food materials to the environment. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STRAND / TOPIC / STANDARD	MD.6.0.	Environmental Science: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.
TOPIC / INDICATOR	6.A.1.	Natural Resources and Human Needs: Recognize and explain the impact of a changing human population on the use of natural resources and on environmental quality.
INDICATOR / PROFICIENCY LEVEL	6.A.1.a.	Based on data identify and describe the positive and negative impacts of an increasing human population on the use of natural resources <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / PROFICIENCY LEVEL	6.A.1.b.	Recognize and describe the decreasing dependence on local resources due to the impact of available transportation. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades
STRAND / TOPIC / STANDARD	MD.6.0.	Environmental Science: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.
TOPIC / INDICATOR	6.B.1.	Environmental Issues: Recognize and describe that environmental changes can have local, regional, and global consequences.
INDICATOR / PROFICIENCY LEVEL	6.B.1.a.	Identify and describe a local, regional, or global environmental issue. <u>Virtual Field Trips</u> African Safari 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
INDICATOR / PROFICIENCY LEVEL	6.B.1.b.	Identify and describe that different individuals or groups are affected by an issue in different ways. <u>Virtual Field Trips</u>

		African Safari 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
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Maryland College and Career-Ready Standards

Social Studies

Grade: 7 - Adopted: 2006

STRAND / TOPIC / STANDARD	MD.2.0.	Peoples of the Nation 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 both a multicultural and historic perspective.
TOPIC / INDICATOR	2.A.	Elements of culture
INDICATOR / PROFICIENCY LEVEL	2.A.1.	Analyze characteristics that are used to organize people into cultures
OBJECTIVE	2.A.1.a.	Apply understandings of the elements of culture to the studies of modern world regions, such as art, music, religion, government, social structure, education, values, beliefs and customs <u>Virtual Field Trips</u> Exploring Cuba Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STRAND / TOPIC / STANDARD	MD.2.0.	Peoples of the Nation 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 both a multicultural and historic perspective.
TOPIC / INDICATOR	2.B.	Cultural diffusion
INDICATOR / PROFICIENCY LEVEL	2.B.1.	Analyze how diverse cultures shape a pluralistic society
OBJECTIVE	2.B.1.a.	Identify cultural groups within a contemporary world region <u>Virtual Field Trips</u> Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STRAND / TOPIC / STANDARD	MD.3.0.	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.
TOPIC / INDICATOR	3.A.	Using geographic tools
INDICATOR / PROFICIENCY LEVEL	3.A.1.	Use geographic tools to locate places and describe the human and physical characteristics in the contemporary world
OBJECTIVE	3.A.1.b.	Use photographs and thematic maps to compare human and physical characteristics of places and regions <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol)

		<p>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 / TOPIC / STANDARD	MD.3.0.	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.
TOPIC / INDICATOR	3.B.	Geographic characteristics of places and regions
INDICATOR / PROFICIENCY LEVEL	3.B.1.	Analyze interrelationships among physical and human characteristics that shape the identity of places and regions around the world
OBJECTIVE	3.B.1.b.	<p>Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
TOPIC / INDICATOR	4.A.	Scarcity and economic decision-making
INDICATOR / PROFICIENCY LEVEL	4.A.2.	Analyze how scarcity of economic resources affects economic choices in contemporary world regions
OBJECTIVE	4.A.2.c.	<p>Explain how available resources affect specialization and trade</p> <p><u>Virtual Field Trips</u> Exploring Cuba</p>
STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
TOPIC / INDICATOR	4.B.	Economic systems and the role of government in the economy
INDICATOR / PROFICIENCY LEVEL	4.B.2.	Analyze the role of government in the economies of contemporary societies
OBJECTIVE	4.B.2.c.	<p>Analyze the ways that governments can help or impede economic activity, such as providing a stable monetary system, protecting property rights, maintaining infrastructure and providing public goods and services</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol</p>
STRAND / TOPIC / STANDARD	MD.5.0.	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, the United States and around the world.
TOPIC / INDICATOR	5.B.	Emergence, expansion and changes in nations and empires
INDICATOR / PROFICIENCY LEVEL	5.B.1.	Analyze the growth and the development of nations in the contemporary world

OBJECTIVE	5.B.1.a.	Describe the social, political and economic impacts of various world religions on a global society, such as Judaism, Christianity, Islam, Hinduism, Taoism and Buddhism <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.A.	Read to learn and construct meaning about social studies
INDICATOR / PROFICIENCY LEVEL	6.A.1.	Use appropriate strategies and opportunities to increase understandings of social studies vocabulary
OBJECTIVE	6.A.1.a.	Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources <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 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
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.A.	Read to learn and construct meaning about social studies
INDICATOR / PROFICIENCY LEVEL	6.A.3.	Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)
OBJECTIVE	6.A.3.a.	Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning <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 / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.C.	Ask social studies questions
INDICATOR / PROFICIENCY LEVEL	6.C.1.	Identify a topic that requires further study
OBJECTIVE	6.C.1.b.	Pose questions the about the topic <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 / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.C.	Ask social studies questions
INDICATOR / PROFICIENCY LEVEL	6.C.2.	Identify a situation/issue that requires further study
OBJECTIVE	6.C.2.c.	Pose questions about the situation/issue from a variety of perspectives <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
OBJECTIVE	6.C.2.d.	Pose questions that elicit higher order thinking responses <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 / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.F.	Analyze social studies information
INDICATOR / PROFICIENCY LEVEL	6.F.3.	Synthesize information from a variety of sources
OBJECTIVE	6.F.3.a.	Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details

		<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
OBJECTIVE	6.F.3.b.	Reconstruct the arguments of issues or events <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
OBJECTIVE	6.F.3.d.	Modify understandings of social studies concepts and trend <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
OBJECTIVE	6.F.3.e.	Verify or change prior understandings based on new information <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 / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.G.	Answer social studies questions
INDICATOR / PROFICIENCY LEVEL	6.G.2.	Use historic contexts to answer questions
OBJECTIVE	6.G.2.a.	Use historically accurate resources to answer questions, make predictions, and support ideas <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
OBJECTIVE	6.G.2.b.	Explain why historic interpretations vary and are subject to change <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

OBJECTIVE	6.G.2.c.	Construct a sound historical interpretation <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
OBJECTIVE	6.G.2.d.	Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions <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 Washington, DC - Grades 6 - 12

Grade: 7 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RH.	Reading Standards for Literacy in History/Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RH7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	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 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