

Main Criteria: New Hampshire College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

New Hampshire College and Career Ready Standards

Science

Grade: 7 - Adopted: 2006

STRAND / STANDARD	NH.SPS1.	Science Process Skills: Scientific Inquiry and Critical Thinking Skills
STANDARD / GLE	S:SPS1:8:1.5.	<p>Making Observations and Asking Questions: Students will apply skills from previous grades and evaluate methods of classification for a specific purpose.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol</p>
STRAND / STANDARD	NH.SPS2.	Science Process Skills: Unifying Concepts of Science
STANDARD / GLE	S:SPS2:8:1.3.	<p>Nature of Science: Students will apply skills from previous grades and Realize that knowledge, based on science, 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.</p> <p><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</p>
STANDARD / GLE	S:SPS2:8:1.6.	<p>Nature of Science: Students will apply skills from previous grades and Give examples of how science can sometimes be used to inform ethical decisions by identifying the likely consequences of particular actions but cannot be used to establish that some action is either moral or immoral.</p> <p><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 The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / GLE	S:SPS2:8:4.1.	<p>Patterns of Change: Students will apply skills from previous grades and analyze how physical and biological systems tend to change until they become stable and then stay that way unless their surroundings change.</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</p>

STANDARD / GLE	S:SPS2:8:4.3.	<p>Patterns of Change: Students will apply skills from previous grades and realize that symbolic equations can be used to summarize how the quantity of something changes over time or in response to other changes.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii</p>
STANDARD / GLE	S:SPS2:8:4.3.	<p>Patterns of Change: Students will apply skills from previous grades and realize that cycles, such as the seasons or body temperature, can be described by their cycle length or frequency, what their highest and lowest values are, and when those values occur; different cycles range from many thousand years down to less than a billionth of a second.</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>
STANDARD / GLE	S:SPS2:8:5.2.	<p>Form and Function: Students will apply skills from previous grades and describe the structure and function of various organ systems (i.e., digestion, respiration, circulation, nervous, protection and support) and how these systems contribute to homeostasis of the organism.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks West - Nevada, California</p>
STRAND / STANDARD	NH.SPS3.	Science Process Skills: Personal, Social, and Technological Perspectives
STANDARD / GLE	S:SPS3:8:2.4.	<p>Common Environmental Issues, Natural Resources Management and Conservation: Students will apply skills from previous grades and synthesize observations and findings into coherent explanations about natural resources and the environment.</p> <p><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 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STRAND / STANDARD	NH.SPS4.	Science Process Skills: Science Skills for Information, Communication and Media Literacy
STANDARD / GLE	S:SPS4:8:9.2.	<p>Social Responsibility: Students will apply skills from previous grades and participate in simulation or role-playing activities in which students grapple with the ethics of complex issues.</p> <p><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</p>

		The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STRAND / STANDARD	NH.ESS1.	Earth Space Science: The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
STANDARD / GLE	S:ESS1:8:1.2.	Atmosphere, Climate, and Weather: Students will identify and describe the impact certain factors have on the Earth's climate, including changes in the oceans' temperature, changes in the composition of the atmosphere, and geological shifts due to events such as volcanic eruptions and glacial movements. <u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks of the Western Region - Part 1
STANDARD / GLE	S:ESS1:8:2.2.	Composition and Features: Students will describe use geological evidence provided to support the idea that Earth's crust/lithosphere is composed of plates that move. <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
STANDARD / GLE	S:ESS1:8:5.1.	Processes and Rates of Change: Students will explain that the Earth's crust is divided into plates which move at extremely slow rates in response to movements in the mantle. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STANDARD / GLE	S:ESS1:8:5.2.	Processes and Rates of Change: Students will explain how Earth events, abruptly and over time, can bring about changes on Earth's surface (e.g., landforms, ocean floor, rock features, climate). <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 / GLE	S:ESS1:8:5.3.	Processes and Rates of Change: Students will explain the role of differential heating or convection in ocean currents, winds, weather and weather patterns, atmosphere, or climate. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STANDARD / GLE	S:ESS1:8:7.1.	Water: Students will describe how water flows into and through a watershed, falling on the land, collecting in rivers and lakes, soil, and porous layers of rock, until much of it flows back into the ocean. <u>Virtual Field Trips</u> National Parks of the Western Region - Part 1
STRAND / STANDARD	NH.ESS4.	Earth Space Science: The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
STANDARD / GLE	S:ESS4:8:3.1.	Local and Global Environmental Issues: Students will provide examples of how creative thinking and economic need has shaped the way people use natural materials, such as the use of metal ores,

		<p>petroleum, and fresh water.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / GLE	S:ESS4:8:3.2.	<p>Local and Global Environmental Issues: Students will explain how to test natural materials to measure and compare their properties.</p> <p><u>Virtual Field Trips</u> National Parks West - Wyoming, Utah</p>
STANDARD / GLE	S:ESS4:8:3.4.	<p>Local and Global Environmental Issues: Students will identify the potential impact of converting forested land to uses such as farms, homes, factories, or tourist attractions.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
STRAND / STANDARD	NH.LS1.	<p>Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).</p>
STANDARD / GLE	S:LS1:8:1.1.	<p>Classification: Students will recognize that similarities among organisms are found in anatomical features and patterns of development; and explain how these can be used to infer the degree of relatedness among organisms.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:LS1:8:1.2.	<p>Classification: Students will describe or compare how different organisms have mechanisms that work in a coordinated way to obtain energy, grow, move, respond, provide defense, enable reproduction, or maintain internal balance (e.g., cells, tissues, organs and systems).</p> <p><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</p>
STANDARD / GLE	S:LS1:8:2.2.	<p>Living Things and Organization: Students define a population and describe the factors that can affect it.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:LS1:8:2.3.	<p>Living Things and Organization: Students explain why it is beneficial for an organism to be able to regulate its internal environment while living in a constantly changing external environment.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks West - Nevada, California</p>
STANDARD / GLE	S:LS1:8:2.5.	<p>Living Things and Organization: Students using data and observations about the biodiversity of an ecosystem, make predictions or draw conclusions about how the diversity contributes to the stability of the ecosystem.</p>

		<u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks West - Nevada, California The Amazon Rainforest - Part 1 - Older Grades
STANDARD / GLE	S:LS1:8:3.2.	Reproduction: Students will explain that a species of sexually reproducing organisms is comprised of all the organisms that can mate to produce fertile offspring. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STRAND / STANDARD	NH.LS2.	Life Science: Energy flows and matter recycles through an ecosystem.
STANDARD / GLE	S:LS2:8:1.1.	Environment: Students will explain how changes in environmental conditions can affect the survival of individual organisms and an entire species. <u>Virtual Field Trips</u> 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
STANDARD / GLE	S:LS2:8:1.3.	Environment: Students will using data and observations, predict outcomes when abiotic/biotic factors are changed in an ecosystem. <u>Virtual Field Trips</u> 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
STANDARD / GLE	S:LS2:8:2.2.	Flow of Energy: Given a scenario, students will trace the flow of energy through an ecosystem, beginning with the sun, through organisms in the food web, and into the environment (includes photosynthesis and respiration). <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / GLE	S:LS2:8:3.3.	Recycling of Materials: Students will know that all organisms, including humans, are part of, and depend on, two main interconnected global food webs: one which includes microscopic ocean plants, and the other which includes land plants. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STANDARD / GLE	S:LS2:8:3.4.	Recycling of Materials: Students will describe how matter is recycled within ecosystems and explain that the total amount of matter remains the same, though its form and location change. <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

STANDARD / GLE	S:LS2:8:3.6.	<p>Recycling of Materials: Given an ecosystem, students will trace how matter cycles among and between organisms and the physical environment (includes water, oxygen, food web, decomposition and recycling, but not carbon cycle nor nitrogen cycle).</p> <p><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</p>
STRAND / STANDARD	NH.LS3.	Life Science: Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
STANDARD / GLE	S:LS3:8:1.1.	<p>Change: Students will describe the type of impact certain environmental changes, including deforestation, invasive species, increased erosion, and pollution containing toxic substances, could have on local environments.</p> <p><u>Virtual Field Trips</u> 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>
STANDARD / GLE	S:LS3:8:2.1.	<p>Evolution: Students will describe how the fossil record provides geologic evidence verifying the existence of now extinct life forms, and explains how this evidence provides documented proof of their appearance, diversification and extinction.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / GLE	S:LS3:8:2.2.	<p>Evolution: Students will explain the concept of extinction and describes its importance in biological evolution.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / GLE	S:LS3:8:2.3.	<p>Evolution: Students will use a model, classification system, or dichotomous key to illustrate, compare, or interpret possible relationships among groups of organisms (e.g., internal and external structures, anatomical features).</p> <p><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</p>
STANDARD / GLE	S:LS3:8:3.2.	<p>Natural Selection: Students recognize that in any given environment the growth and survival of organisms depend on the physical conditions that exist; and explain that in all environments, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter.</p> <p><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</p>

STRAND / STANDARD	NH.LS4.	Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms.
STANDARD / GLE	S:LS4:8:1.2.	Behavior: Students will explain that organism's behavioral response is a reaction to internal or and environmental stimuli, and that these responses may be determined by heredity or from past experience. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Older Grades
STANDARD / GLE	S:LS4:8:1.3.	Behavior: Students will explain how all behavior is affected by both inheritance and experience. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STRAND / STANDARD	NH.LS5.	Life Science: The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
STANDARD / GLE	S:LS5:8:1.1.	Design Technology: Students will explain how technology has influenced the course of history, and provide examples such as those that relate to agriculture, sanitation and medicine. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STRAND / STANDARD	NH.PS3.	Physical Science: The motion of an object is affected by force.
STANDARD / GLE	S:PS3:8:1.3.	Forces: Students will use data to determine or predict the overall (net) effect of multiple forces (e.g., friction, gravitational, magnetic) on the position, speed, and direction of motion of objects. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
STANDARD / GLE	S:PS3:8:2.2.	Motion: Students will explain how the motion of an object can be described by its position, direction of motion, and speed; and illustrate how that motion can be measured and represented graphically. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii

New Hampshire College and Career Ready Standards

Social Studies

Grade: 7 - Adopted: 2006

STRAND / STANDARD	NH.3.	Civics and Governments: The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.
STANDARD / GLE	3.2.	Structure and Function of United States and New Hampshire Government: Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
GRADE LEVEL EXPECTATION	3.2.8.1.	Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of

		<p>Powers, Division of Powers, or the Bill of Rights.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
GRADE LEVEL EXPECTATION	3.2.8.2.	<p>Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol</p>
STRAND / STANDARD	NH.4.	<p>Economics: Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p>
STANDARD / GLE	4.5.	<p>International Economics and Trade: Students will recognize the importance of international trade and how economies are affected by it.</p>
GRADE LEVEL EXPECTATION	4.5.8.2.	<p>Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes.</p> <p><u>Virtual Field Trips</u> Exploring Cuba</p>
GRADE LEVEL EXPECTATION	4.5.8.4.	<p>Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence.</p> <p><u>Virtual Field Trips</u> Exploring Cuba</p>
STRAND / STANDARD	NH.4.	<p>Economics: Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p>
STANDARD / GLE	4.6.	<p>Personal Finance: Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.</p>
GRADE LEVEL EXPECTATION	4.6.8.1.	<p>Compare the advantages and disadvantages of different payment methods.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol</p>
STRAND / STANDARD	NH.5.	<p>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize</p>

		complex regional patterns, and appreciate the influence of place on human development.
STANDARD / GLE	5.2.	Places and Regions: Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.
GRADE LEVEL EXPECTATION	5.2.8.1.	Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
GRADE LEVEL EXPECTATION	5.2.8.2.	Illustrate the connections among regions, e.g., world trade or regional alliances. <u>Virtual Field Trips</u> Exploring Cuba
STRAND / STANDARD	NH.5.	Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.
STANDARD / GLE	5.4.	Human Systems: Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.
GRADE LEVEL EXPECTATION	5.4.8.2.	Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
STRAND / STANDARD	NH.6.	New Hampshire and United States History: The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.
STANDARD / GLE	6.2.	Contacts, Exchanges & International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.
GRADE LEVEL EXPECTATION	6.2.8.2.	Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis. <u>Virtual Field Trips</u> Exploring Cuba
STRAND / STANDARD	NH.6.	New Hampshire and United States History: The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and

		issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.
STANDARD / GLE	6.3.	World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.
GRADE LEVEL EXPECTATION	6.3.8.1.	Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Exploring Cuba Jerusalem - Then and Now (Older Grades)
STRAND / STANDARD	NH.7.	World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.
STANDARD / GLE	7.3.	World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.
GRADE LEVEL EXPECTATION	7.3.8.1.	Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Exploring Cuba Jerusalem - Then and Now (Older Grades)
GRADE LEVEL EXPECTATION	7.3.8.2.	Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy London - City of Pomp & Majesty Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 2 - Older Grades

Grade: 7 - Adopted: 2010

STRAND / STANDARD	NH.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STANDARD / GLE		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.

		<p><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</p>
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