

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 7 - Adopted: 2016

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.MS.1.</b>	<b>Structure and Properties of Matter</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-PS1-3.</b>	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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.MS.6.</b>	<b>Structure, Function, and Information Processing</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-LS1-3.</b>	Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks West - Nevada, California
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-LS1-8.</b>	Gather and synthesize information that sensory receptors respond to stimuli, resulting in immediate behavior and/or storage as memories.  <u>Virtual Field Trips</u> African Safari
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.MS.7.</b>	<b>Matter and Energy in Organisms and Ecosystems</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-LS2-3.</b>	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
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-LS2-4.</b>	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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.MS.8.</b>	<b>Interdependent Relationships in Ecosystems</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Students who demonstrate understanding can:
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-LS2-2.</b>	Construct an explanation that predicts patterns of interactions among organisms in a variety of 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
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-LS2-5.</b>	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.  <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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.MS.9.</b>	<b>Growth, Development, and Reproduction of Organisms</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Students who demonstrate understanding can:
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-LS1-5.</b>	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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.MS.12.</b>	<b>History of Earth</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Students who demonstrate understanding can:
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-ESS2-2.</b>	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying temporal 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
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>MS-ESS2-3.</b>	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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.MS.13.	Earth's Systems
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Students who demonstrate understanding can:
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	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
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	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 geologic processes.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.MS.14.	Weather and Climate
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Students who demonstrate understanding can:
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.MS.15.	Human Impacts
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Students who demonstrate understanding can:
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	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

**New York State Learning Standards and Core Curriculum  
Social Studies**

Grade: 7 - Adopted: 2016

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.7P.	Grade 7: Social Studies Practices
<b>CATEGORY / CLUSTER / KEY IDEA</b>	7P.B.	Chronological Reasoning
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	7P.B.4.	Identify and analyze the relationship between multiple causes and multiple effects.

		<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
STANDARD / CONCEPTUAL UNDERSTANDING	7P.B.5.	Distinguish between long-term and immediate causes and effects of an event from current events or history.  <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 / DOMAIN / UNIFYING THEME	NY.7P.	Grade 7: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	7P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDING	7P.C.4.	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of United States.  <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 / CONCEPTUAL UNDERSTANDING	7P.C.5.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.  <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 / DOMAIN / UNIFYING THEME	NY.7P.	Grade 7: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	7P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDING	7P.D.2.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.  <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 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 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts
STANDARD / CONCEPTUAL UNDERSTANDING	7P.D.4.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.  <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 Washington, DC - Grades 6 - 12
STANDARD / CONCEPTUAL UNDERSTANDING	7P.D.5.	Characterize and analyze changing connections between places and regions.  <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 / DOMAIN / UNIFYING THEME	NY.7P.	Grade 7: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	7P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDING	7P.F.3.	Identify and explain different types of political systems and ideologies used at various times in colonial and early United States history and explain the roles of individuals and key groups in those political and social systems.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STRAND / DOMAIN / UNIFYING THEME	NY.7.	Grade 7: History of the United States and New York State I
CATEGORY / CLUSTER / KEY IDEA	7.4.	HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	7.4c.	Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.
EXPECTATION / CONTENT SPECIFICATION	7.4c.2.	Students will examine how key issues were resolved during the Constitutional Convention, including:
GRADE EXPECTATION	7.4c.2.c.	The prevention of parts of government becoming too powerful (the establishment of the three branches)  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STRAND / DOMAIN / UNIFYING THEME	NY.7.	Grade 7: History of the United States and New York State I
CATEGORY / CLUSTER / KEY IDEA	7.5.	THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes.

		The New York State Constitution also has been changed over time. (Standards: 1, 5; Themes: TCC, GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	7.5b.	The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.
EXPECTATION / CONTENT SPECIFICATION	7.5b.1.	Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12

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