

**Main Criteria:** Maryland College and Career-Ready Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Science**

Grade: 7 - Adopted: 2008

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

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>Social Studies Online</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>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
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>Social Studies Online</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.	<p>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.</p> <p><u>Social Studies Online</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  La Selva Amazonica - Pte 1 (En Espagnol)  The Amazon Rainforest - Part 1 - Older Grades</p>
INDICATOR / PROFICIENCY LEVEL	3.A.1.b.	<p>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.</p> <p><u>Social Studies Online</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  La Selva Amazonica - Pte 1 (En Espagnol)  The Amazon Rainforest - Part 1 - Older Grades</p>
INDICATOR / PROFICIENCY LEVEL	3.A.1.c.	<p>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.</p> <p><u>Social Studies Online</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  La Selva Amazonica - Pte 1 (En Espagnol)  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks - WA, OR, ID, MT, CO  The Amazon Rainforest - Part 1 - Older Grades</p>
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.	<p>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).</p> <p><u>Social Studies Online</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  La Selva Amazonica - Pte 1 (En Espagnol)  The Amazon Rainforest - Part 1 - Older Grades</p>
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

		<p>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.</p> <p><u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades</p>
INDICATOR / PROFICIENCY LEVEL	3.B.1.d.	<p>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.</p> <p><u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades</p>
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.	<p>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.</p> <p><u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
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.	<p>Based on data identify and describe the positive and negative impacts of an increasing human population on the use of natural resources</p> <p><u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Older Grades</p>
INDICATOR / PROFICIENCY LEVEL	6.A.1.b.	<p>Recognize and describe the decreasing dependence on local resources due to the impact of available transportation.</p> <p><u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades</p>
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>Social Studies Online</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>Social Studies Online</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

### 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>Social Studies Online</u> Exploring Cuba Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) Rome – The Eternal City 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>Social Studies Online</u> Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) Rome – The Eternal City 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>Social Studies Online</u> African Safari Barcelona - English Barcelona - Espagnol Canada 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 - WA, OR, ID, MT, CO Highlights of Paris - Grades 6 - 8 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts
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.	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  <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Older Grades
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.	Explain how available resources affect specialization and trade  <u>Social Studies Online</u> Exploring Cuba
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.	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

		<a href="#">Social Studies Online</a> Barcelona - English Barcelona - Espagnol
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  <a href="#">Social Studies Online</a> 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  <a href="#">Social Studies Online</a> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada 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 - WA, OR, ID, MT, CO Highlights of Paris - Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Ancient Rome Rome – The Eternal City The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 8
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>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
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>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
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>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
OBJECTIVE	6.C.2.d.	Pose questions that elicit higher order thinking responses  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
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>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
OBJECTIVE	6.F.3.b.	Reconstruct the arguments of issues or events  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
OBJECTIVE	6.F.3.d.	Modify understandings of social studies concepts and trend  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
OBJECTIVE	6.F.3.e.	Verify or change prior understandings based on new information  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
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>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization



		Ancient Rome Rome – The Eternal City
OBJECTIVE	6.G.2.b.	Explain why historic interpretations vary and are subject to change  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
OBJECTIVE	6.G.2.c.	Construct a sound historical interpretation  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City
OBJECTIVE	6.G.2.d.	Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome – The Eternal City Washington, DC - Grades 6 - 8

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>Social Studies Online</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada 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 - WA, OR, ID, MT, CO Highlights of Paris - Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Ancient Rome

		Rome – The Eternal City The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 8
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