

**Main Criteria:** South Carolina Standards & Learning

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**South Carolina Standards & Learning**

**Science**

Grade: 7 - Adopted: 2014

Does not include:

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

STANDARD / COURSE	SC.7.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.S.1:	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	7.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	7.S.1A.5.	Use mathematical and computational thinking to (1) use and manipulate appropriate metric units, (2) collect and analyze data, (3) express relationships between variables for models and investigations, or (4) use grade-level appropriate statistics to analyze data.  <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / COURSE	SC.7.L.	LIFE SCIENCE: ORGANIZATION IN LIVING SYSTEMS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.L.3.	The student will demonstrate an understanding of how the levels of organization within organisms support the essential functions of life.
PERFORMANCE DESCRIPTOR / STANDARD	7.L.3A.	Conceptual Understanding: Cells are the most basic unit of any living organism. All organisms are composed of one (unicellular) or many cells (multicellular) and require food and water, a way to dispose of waste, and an environment in which they can live in order to survive. Through the use of technology, scientists have discovered special structures within individual cells that have specific functions that allow the cell to grow, survive, and reproduce. Bacteria are one-celled organisms found almost everywhere and can be both helpful and harmful. They can be simply classified by their size, shape and whether or not they can move.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	7.L.3A.4.	Construct scientific arguments to support claims that bacteria are both helpful and harmful to other organisms and the environment.

		<a href="#">Social Studies Online</a> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / COURSE	SC.7.L.	HEREDITY-INHERITANCE AND VARIATION OF TRAITS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.L.4.	The student will demonstrate an understanding of how genetic information is transferred from parent to offspring and how environmental factors and the use of technologies influence the transfer of genetic information.
PERFORMANCE DESCRIPTOR / STANDARD	7.L.4A.	Conceptual Understanding: Inheritance is the key process causing similarities between parental organisms and their offspring. Organisms that reproduce sexually transfer genetic information (DNA) to their offspring. This transfer of genetic information through inheritance leads to greater similarity among individuals within a population than between populations. Technology allows humans to influence the transfer of genetic information.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	7.L.4A.2.	Construct explanations for how genetic information is transferred from parent to offspring in organisms that reproduce sexually.  <a href="#">Social Studies Online</a> Galapagos Islands Galapagos Islands - Espagnol
STANDARD / COURSE	SC.7.E.	ECOLOGY: INTERACTIONS OF LIVING SYSTEMS AND THE ENVIRONMENT
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.E.5.	The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic components of their environments.
PERFORMANCE DESCRIPTOR / STANDARD	7.E.5A.	Conceptual Understanding: In all ecosystems, organisms and populations of organisms depend on their environmental interactions with other living things (biotic factors) and with physical (abiotic) factors (such as light, temperature, water, or soil quality). Disruptions to any component of an ecosystem can lead to shifts in its diversity and abundance of populations.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	7.E.5A.1.	Develop and use models to describe the characteristics of the levels of organization within ecosystems (including species, populations, communities, ecosystems, and biomes).  <a href="#">Social Studies Online</a> 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 - WA, OR, ID, MT, CO The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
INDICATOR	7.E.5A.3.	Analyze and interpret data to predict changes in the number of organisms within a population when certain changes occur to the physical environment (such as changes due to natural hazards or limiting factors).  <a href="#">Social Studies Online</a> La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & 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
STANDARD / COURSE	SC.7.E.	ECOLOGY: INTERACTIONS OF LIVING SYSTEMS AND THE ENVIRONMENT
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.E.5.	The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic components of their environments.
PERFORMANCE DESCRIPTOR / STANDARD	7.E.5B.	Conceptual Understanding: Organisms in all ecosystems interact with and depend upon each other. Organisms with similar needs compete for limited resources. Food webs and energy pyramids are models that demonstrate how energy is transferred within an ecosystem.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	7.E.5B.1.	Develop and use models to explain how organisms interact in a competitive or mutually beneficial relationship for food, shelter, or space (including competition, mutualism, commensalism, parasitism, and predator-prey relationships).  <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
INDICATOR	7.E.5B.3.	Analyze and interpret data to predict how changes in the number of organisms of one species affects the balance of an ecosystem.  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 1 - Older Grades

### South Carolina Standards & Learning

#### Social Studies

Grade: 7 - Adopted: 2011

STANDARD / COURSE	SC.7.	Contemporary Cultures: 1600 to the Present
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7-5:	The student will demonstrate an understanding of international developments during the Cold War era.
PERFORMANCE DESCRIPTOR / STANDARD		Events during the Cold War affected the world politically, socially, and economically. To understand the significance of the Cold War, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	7-5.3.	Explain the spread of communism in Eastern Europe, Asia, Africa, and Latin America, including the ideas of the satellite state containment, and the domino theory.  <u>Social Studies Online</u> Exploring Cuba
GRADE LEVEL EXAMPLE / STAGE	7-5.4.	Analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the "space race," and the threat of nuclear annihilation.  <u>Social Studies Online</u> Exploring Cuba

<b>STANDARD / COURSE</b>	<b>SC.7-SSLS.</b>	<b>Social Studies Literacy Skills for the Twenty-First Century</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	<b>7-SSLS.1.</b>	<b>Literacy Skills for Social Studies</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>7-SSLS.1.1.</b>	Identify and explain the relationships among multiple causes and multiple effects.  <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
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>7-SSLS.1.2.</b>	Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.  <u>Social Studies Online</u> Exploring Cuba
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>7-SSLS.1.4.</b>	Identify the location of places, the conditions at places, and the connections between places.  <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Older Grades
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>7-SSLS.1.9.</b>	Compare the locations of places, the conditions at places, and the connections between places.  <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Older Grades
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>7-SSLS.1.13.</b>	Interpret Earth's physical and human systems by using maps, mental maps, geographic models, and other social studies resources.  <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

Grade: 7 - Adopted: 2010

<b>STANDARD / COURSE</b>	<b>SC.CC.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>RH.6-8.7.</b>	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

		<b>Ancient Mayan Civilization</b> <b>Barcelona - English</b> <b>Barcelona - Espagnol</b> <b>Canada</b> <b>Exploring Cuba</b> <b>Galapagos Islands</b> <b>Jerusalem - Then and Now (Older Grades)</b> <b>La Selva Amazonica - Pte 1 (En Espagnol)</b> <b>London - City of Pomp &amp; Majesty</b> <b>National Parks - West - Alaska &amp; Hawaii</b> <b>National Parks West - Nevada, California</b> <b>National Parks West - Wyoming, Utah</b> <b>National Parks - WA, OR, ID, MT, CO</b> <b>Highlights of Paris – Grades 6 – 8</b> <b>Paris - La Ville Lumiere (En Francais)</b> <b>Ancient Rome</b> <b>Rome - The Eternal City</b> <b>The Amazon Rainforest - Part 1 - Older Grades</b> <b>The Amazon Rainforest - Part 2 - Older Grades</b> <b>Tokyo - City of Contrasts</b> <b>Washington, DC - Grades 6 - 8</b>
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