

**Main Criteria:** Arkansas Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 7  
**Correlation Options:** Show Correlated

**Arkansas Standards**  
**Science**  
Grade: 7 - Adopted: 2017

STRAND / TOPIC	AR.SC.1.	Structure and Properties of Matter
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 7-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

[Social Studies Online](#)  
[Amazon Rainforest - People and Threats - Grades 6-8](#)

STRAND / TOPIC	AR.SC.3.	Interdependent Relationships in Ecosystems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 7-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

[Social Studies Online](#)  
[African Safari](#)  
[Amazon Rainforest - Grades 6-8](#)  
[Amazon Rainforest - People and Threats - Grades 6-8](#)  
[Galapagos Islands](#)  
[National Parks - Alaska & Hawaii](#)

PERFORMANCE EXPECTATION 7-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

[Social Studies Online](#)  
[African Safari](#)  
[Amazon Rainforest - People and Threats - Grades 6-8](#)  
[Canada: Coast to Coast](#)  
[Galapagos Islands](#)  
[National Parks - Alaska & Hawaii](#)  
[National Parks - Nevada, California](#)  
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)  
[National Parks - Wyoming, Utah](#)

STRAND / TOPIC	AR.SC.4.	Matter and Energy in Organisms and Ecosystems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 7-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

[Social Studies Online](#)  
[Amazon Rainforest - Grades 6-8](#)  
[Amazon Rainforest - People and Threats - Grades 6-8](#)  
[Galapagos Islands](#)

PERFORMANCE EXPECTATION	7-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>

STRAND / TOPIC	AR.SC.5.	Earth's Systems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	7-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Galapagos Islands</a>

PERFORMANCE EXPECTATION	7-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 geoscience processes.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a>

STRAND / TOPIC	AR.SC.6.	History of Earth
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	7-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
		<a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>

PERFORMANCE EXPECTATION	7-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
		<a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Wyoming, Utah</a>

Arkansas Standards  
Social Studies  
Grade: 7 - Adopted: 2022

STRAND / TOPIC		Grade 7 - United States History Era 1: Beginnings through Era 4: 1850
----------------	--	---

<b>CONTENT STANDARD</b>	<b>C.1.</b>	<b>Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Civic and Political Institutions</b>

BENCHMARK / PROFICIENCY C.1.7.2. Examine the legislative, executive, and judicial branches of government, including their checks and balances and separation of powers.

[Social Studies Online](#)

Washington, DC - Grades 6 - 12

<b>STRAND / TOPIC</b>		<b>Grade 7 - United States History Era 1: Beginnings through Era 4: 1850</b>
<b>CONTENT STANDARD</b>	<b>C.1.</b>	<b>Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Civic and Political Institutions</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>C.1.7.3.</b>	<b>Explain and compare origins, functions, and structures of different systems of government, including those created by the Arkansas and U.S. Constitutions:</b>

DESCRIPTOR C.1.7.3.b. State powers and national powers

[Social Studies Online](#)

Washington, DC - Grades 6 - 12

DESCRIPTOR C.1.7.3.c. Concurrent and reserved powers

[Social Studies Online](#)

Washington, DC - Grades 6 - 12

<b>STRAND / TOPIC</b>		<b>Grade 7 - United States History Era 1: Beginnings through Era 4: 1850</b>
<b>CONTENT STANDARD</b>	<b>G.1.</b>	<b>Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Geographic Representations</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>G.1.5.2.</b>	<b>Analyze human movement and economic activities over time using maps and other geographic representations:</b>

DESCRIPTOR G.1.5.2.a. Pre-Columbian Indigenous Nations' settlement patterns

[Social Studies Online](#)

Ancient Mayan Civilization

<b>STRAND / TOPIC</b>		<b>Grade 7 - United States History Era 1: Beginnings through Era 4: 1850</b>
<b>CONTENT STANDARD</b>	<b>H.3.</b>	<b>History - United States Beginnings through 1850 (Era 1 through Era 4) -- Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</b>

PERFORMANCE EXPECTATION		Era 3: 1754 through the 1820s, Revolution and the New Nation
BENCHMARK / PROFICIENCY	H.3.7.12.	Examine short- and long-term effects of the drafting and signing of the U.S. Constitution:

DESCRIPTOR H.3.7.12.a Federalism and the establishment of three branches

[Social Studies Online](#)  
Washington, DC - Grades 6 - 12

DESCRIPTOR H.3.7.12.b. Bicameral house (i.e., the Great Compromise)

[Social Studies Online](#)  
Washington, DC - Grades 6 - 12