

**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: 2013

<b>STRAND / TOPIC / STANDARD</b>	<b>NGSS.MS-PS.</b>	<b>PHYSICAL SCIENCE</b>
<b>TOPIC / INDICATOR</b>	<b>MS-PS1.</b>	<b>Matter and Its Interactions</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>		Students who demonstrate understanding can:

**OBJECTIVE** MS-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

<b>STRAND / TOPIC / STANDARD</b>	<b>NGSS.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>TOPIC / INDICATOR</b>	<b>MS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>		Students who demonstrate understanding can:

**OBJECTIVE** MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

**Social Studies Online**

Galapagos Islands

<b>STRAND / TOPIC / STANDARD</b>	<b>NGSS.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>TOPIC / INDICATOR</b>	<b>MS-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>		Students who demonstrate understanding can:

**OBJECTIVE** MS-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

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

OBJECTIVE	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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OBJECTIVE	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
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OBJECTIVE	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.  <b><u>Social Studies Online</u></b> 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
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STRAND / TOPIC / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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OBJECTIVE	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.  <b><u>Social Studies Online</u></b> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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OBJECTIVE	MS-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.  <b><u>Social Studies Online</u></b> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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OBJECTIVE	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.  <b><u>Social Studies Online</u></b> Canada: Coast to Coast
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OBJECTIVE	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  <b><u>Social Studies Online</u></b> Galapagos Islands
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<b>STRAND / TOPIC / STANDARD</b>	<b>NGSS.MS-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>TOPIC / INDICATOR</b>	<b>MS-ESS3.</b>	<b>Earth and Human Activity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>		<b>Students who demonstrate understanding can:</b>

OBJECTIVE	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 geoscience processes.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California
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OBJECTIVE	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.  <b><u>Social Studies Online</u></b> 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
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OBJECTIVE	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.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8
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OBJECTIVE MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

**Social Studies Online**  
 Canada: Coast to Coast  
 National Parks - Washington, Oregon, Idaho, Montana, Colorado

**Maryland College and Career-Ready Standards**  
**Social Studies**  
 Grade: 7 - Adopted: 2023

<b>STRAND / TOPIC / STANDARD</b>		<b>State Social Studies Standards</b>
<b>TOPIC / INDICATOR</b>	<b>2.0.</b>	<b>Peoples of the Nations and World</b>

INDICATOR / PROFICIENCY LEVEL Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

**Social Studies Online**  
 Amazon Rainforest - Grades 6-8  
 Amazon Rainforest - People and Threats - Grades 6-8  
 Ancient China - Qin & Han Dynasties  
 Canada: Our Northern Neighbor  
 Exploring Cuba  
 Washington, DC - Grades 6 - 12

<b>STRAND / TOPIC / STANDARD</b>		<b>State Social Studies Standards</b>
<b>TOPIC / INDICATOR</b>	<b>3.0.</b>	<b>Geography</b>

INDICATOR / PROFICIENCY LEVEL Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

**Social Studies Online**  
 African Safari  
 Amazon Rainforest - Grades 6-8  
 Amazon Rainforest - People and Threats - Grades 6-8  
 Ancient China - Qin & Han Dynasties  
 Canada: Coast to Coast  
 Canada: Our Northern Neighbor  
 Exploring Cuba  
 London - City of Pomp & Majesty  
 National Parks - Alaska & Hawaii  
 National Parks - Nevada, California  
 National Parks - Washington, Oregon, Idaho, Montana, Colorado  
 National Parks - Wyoming, Utah  
 Paris - City of Light - Grades 6 - 12  
 Tokyo - City of Contrasts

<b>STRAND / TOPIC / STANDARD</b>		<b>State Social Studies Standards</b>
<b>TOPIC / INDICATOR</b>	<b>5.0.</b>	<b>History</b>

INDICATOR /  
PROFICIENCY  
LEVEL

Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

- Social Studies Online**  
 Ancient China - Qin & Han Dynasties  
 Ancient China - Shang & Zhou Dynasties  
 Ancient Egypt - Land of the Pharaohs  
 Ancient Egypt - Land of the Pyramids  
 Ancient Greece  
 Ancient Mayan Civilization  
 Ancient Rome  
 Canada: Coast to Coast  
 Canada: Our Northern Neighbor  
 Rome - The Eternal City  
 Washington, DC - Grades 6 - 12

<b>STRAND / TOPIC / STANDARD</b>	<b>Unit 1: Geographic Thinking</b>
<b>TOPIC / INDICATOR</b>	<b>Unit Enduring Understanding: Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in. Unit Question: How would a geographer interpret Earth and the land now called the United States?</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>Geographic Understandings (2000 – present): Why study Earth and the people who live on it?</b>
<b>OBJECTIVE</b>	<b>Students will analyze geography as a tool for learning about the past, present, and planning for future by:</b>

EXPECTATION

Analyzing how the physical and human attributes or characteristics of a location make areas unique.

- Social Studies Online**  
 African Safari  
 Amazon Rainforest - Grades 6-8  
 Amazon Rainforest - People and Threats - Grades 6-8  
 Ancient China - Qin & Han Dynasties  
 Barcelona  
 Canada: Coast to Coast  
 Canada: Our Northern Neighbor  
 Exploring Cuba  
 London - City of Pomp & Majesty  
 National Parks - Alaska & Hawaii  
 National Parks - Nevada, California  
 National Parks - Washington, Oregon, Idaho, Montana, Colorado  
 National Parks - Wyoming, Utah  
 Paris - City of Light - Grades 6 - 12  
 Tokyo - City of Contrasts

EXPECTATION

Analyzing how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms.

- Social Studies Online**  
 Amazon Rainforest - People and Threats - Grades 6-8  
 Ancient China - Qin & Han Dynasties

EXPECTATION	<p>Compare how humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe.</p> <p><b>Social Studies Online</b>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Jerusalem - Then and Now (Older Grades)</a></p>
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EXPECTATION	<p>Identifying how humans adapt, exploit, and manipulate the environment to meet wants and needs.</p> <p><b>Social Studies Online</b>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a></p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>Unit 2: Human Interaction with the Environment</b>
<b>TOPIC / INDICATOR</b>	<b>Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment. Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>The Neolithic Revolution and River Valley Civilizations (12,000 BCE-450 BCE): Why do complex societies emerge?</b>
<b>OBJECTIVE</b>	<b>Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by:</b>

EXPECTATION	<p>Comparing and contrasting how early complex societies in Africa, Asia, and the Americas interacted with the environment to create thriving settlements.</p> <p><b>Social Studies Online</b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Mayan Civilization</a></p>
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EXPECTATION	<p>Evaluating the role of human interactions with the environment in the progression of early complex societies.</p> <p><b>Social Studies Online</b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Mayan Civilization</a></p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>Unit 2: Human Interaction with the Environment</b>
<b>TOPIC / INDICATOR</b>	<b>Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment. Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>Industrialization and Urbanization (1800s CE – 2000s CE): Are industrialization and urbanization good for everyone?</b>
<b>OBJECTIVE</b>	<b>Students will evaluate regional and local examples of how humans adapted to, modified, or exploited their environment to promote industrialization and urbanization by:</b>

EXPECTATION	Identifying the geographic factors that led to societies becoming industrialized and urbanized.
	<p><b>Social Studies Online</b>  Barcelona  London - City of Pomp &amp; Majesty  Paris - City of Light - Grades 6 - 12  Tokyo - City of Contrasts</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>Unit 3: Human Systems – Political Structures</b>
<b>TOPIC / INDICATOR</b>	<b>Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>Early State Formation (3100 BCE–500 CE): How is power lost and gained?</b>
<b>OBJECTIVE</b>	<b>Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by:</b>
EXPECTATION	Examining social structures and belief systems in the early states of Greece, Rome, China, and Nubia/Egypt to compare how power is divided and maintained.
	<p><b>Social Studies Online</b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Greece  Ancient Rome</p>
EXPECTATION	Analyzing the motivations for territorial expansion among early complex societies.
	<p><b>Social Studies Online</b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Greece</p>
EXPECTATION	Analyzing how power shifts from one authority to another.
	<p><b>Social Studies Online</b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Greece  Ancient Mayan Civilization</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>Unit 3: Human Systems – Political Structures</b>
<b>TOPIC / INDICATOR</b>	<b>Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>Authoritarian Regimes (2000 CE – today): Can authoritarian regimes survive in the 21st century?</b>
<b>OBJECTIVE</b>	<b>Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:</b>

EXPECTATION	Examining efforts to resist the centralization of power within authoritarian regimes and the ways that they connected and divided people.  <b>Social Studies Online</b> Ancient China - Shang & Zhou Dynasties
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EXPECTATION	Evaluating how policies in 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology.  <b>Social Studies Online</b> Ancient China - Shang & Zhou Dynasties
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STRAND / TOPIC / STANDARD	Unit 4: Movement of Pathogens and Ideas
TOPIC / INDICATOR	Unit Enduring Understanding: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change. Unit Question: How can the movement of ideas and the spread of disease create change?
INDICATOR / PROFICIENCY LEVEL	The Movement of Faith (600 BCE-1000 CE): How do religious systems move and spread?
OBJECTIVE	Students will evaluate the global movement of religion and its impacts by:

EXPECTATION	Examining the similarities and differences between Judaism, Christianity, Hinduism, Buddhism, Sikhism, and Islam.  <b>Social Studies Online</b> Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)
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EXPECTATION	Analyzing how trade, war, and other factors facilitate the spread of religions.  <b>Social Studies Online</b> Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)
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EXPECTATION	Evaluating how religions influenced human communities and the formation of societies and empires.  <b>Social Studies Online</b> Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)
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STRAND / TOPIC / STANDARD	Unit 6: Human Systems - Economic Systems
TOPIC / INDICATOR	Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How can economic systems connect and divide people regionally and globally?
INDICATOR / PROFICIENCY LEVEL	Networks of Exchange (1200 CE-1450 CE): Is trade worth it?

<b>OBJECTIVE</b>	<b>Students will investigate how regional control of resources promoted regional and global trade among complex societies by:</b>
EXPECTATION	Determining the incentives, costs, and benefits of the salt and spice trade in Asia, Africa, and Europe.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties
EXPECTATION	Analyzing the movement of goods and ideas traded along the Silk Road, Indian Ocean Trade Routes, and Trans Saharan trade routes.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties
EXPECTATION	Evaluating the impact of the trade systems that emerged to meet the demand for salt and spice.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties

<b>STRAND / TOPIC / STANDARD</b>	<b>Unit 6: Human Systems - Economic Systems</b>
<b>TOPIC / INDICATOR</b>	<b>Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How can economic systems connect and divide people regionally and globally?</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>Centralized Planning in the Twentieth Century (1900 CE-2000 CE): How did centrally planned economies connect and divide people?</b>
<b>OBJECTIVE</b>	<b>Students will investigate how centrally planned economies impacted regional and global relationships by:</b>

EXPECTATION	Identifying the principles of communism and socialism.  <b><u>Social Studies Online</u></b> Exploring Cuba
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<b>STRAND / TOPIC / STANDARD</b>	<b>Unit 7: Place and Region</b>
<b>TOPIC / INDICATOR</b>	<b>Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors. Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>Pre-Columbian Civilizations in the Americas (250 CE-1600 CE): Does where you live determine how you live?</b>
<b>OBJECTIVE</b>	<b>Students will analyze the local and regional growth connections and decline of Pre-Columbian civilizations by:</b>

EXPECTATION	Assessing how geographic features impacted trade, economics, and settlement patterns of the Mayan, Aztec, and Incan civilizations.  <b><u>Social Studies Online</u></b> Ancient Mayan Civilization
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EXPECTATION	Examining the social structures and belief systems of the Maya, Aztec, and Inca civilizations.  <b><u>Social Studies Online</u></b> Ancient Mayan Civilization
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EXPECTATION Explaining the internal and external causes for the decline of the Maya, Aztec, and Inca civilizations.

[Social Studies Online](#)  
[Ancient Mayan Civilization](#)

<b>STRAND / TOPIC / STANDARD</b>	<b>Unit 7: Place and Region</b>
<b>TOPIC / INDICATOR</b>	<b>Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors. Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>Tokugawa Shogunate (1600 CE-1868 CE): How do geographic features influence the distribution of power?</b>
<b>OBJECTIVE</b>	<b>Students will analyze how Japan's physical and human characteristics impacted regional and power relationships under the Tokugawa Shogunate by:</b>

EXPECTATION Investigating the physical and human characteristics of Japan and how they influenced the development of Japanese feudalism.

[Social Studies Online](#)  
[Tokyo - City of Contrasts](#)

EXPECTATION Assessing the effectiveness of the tools and methods used to unify, stabilize, and centralize Japanese life under the Tokugawa Shogunate Empire.

[Social Studies Online](#)  
[Tokyo - City of Contrasts](#)

EXPECTATION Evaluating the myth of Japanese isolationism under the Tokugawa Shogunate.

[Social Studies Online](#)  
[Tokyo - City of Contrasts](#)