

**Main Criteria:** Oregon Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**Oregon Academic Content Standards**

**Science**

Grade: 7 - Adopted: 2022

STANDARD / CONTENT AREA	OR.MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
CONTENT STANDARD / PROFICIENCY		Students who demonstrate understanding can:

BENCHMARK / STRAND	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.  <u><b>Social Studies Online</b></u> African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii
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BENCHMARK / STRAND	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.  <u><b>Social Studies Online</b></u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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BENCHMARK / STRAND	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.  <u><b>Social Studies Online</b></u> 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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BENCHMARK / STRAND	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.  <u><b>Social Studies Online</b></u> 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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STANDARD / CONTENT AREA	OR.MS-ESS2.	Earth's Systems
CONTENT STANDARD / PROFICIENCY		Students who demonstrate understanding can:

BENCHMARK / STRAND	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
BENCHMARK / STRAND	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
BENCHMARK / STRAND	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

STANDARD / CONTENT AREA	OR.MS- ESS3.	Earth and Human Activity
CONTENT STANDARD / PROFICIENCY		Students who demonstrate understanding can:

BENCHMARK / STRAND	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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STANDARD / CONTENT AREA	OR.MS- PS1.	Matter and Its Interactions
CONTENT STANDARD / PROFICIENCY		Students who demonstrate understanding can:

BENCHMARK / STRAND	MS-PS1- 3.	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8
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### Oregon Academic Content Standards

#### Social Studies

Grade: 7 - Adopted: 2018

STANDARD / CONTENT AREA	OR.SS.7.	Grade 7
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<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Civics and Government—Eastern Hemisphere</b>
BENCHMARK / STRAND	7.2.	<p>Compare and contrast early forms of government via the study of early civilizations.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Mayan Civilization</a></p>
BENCHMARK / STRAND	7.4.	<p>Analyze the origins, and influence of historical documents (including but not limited to, Ten Commandments, Magna Carta, Hammurabi's Code, Confucianism, Vedic Law Code) on the development of modern governments.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a></p>
BENCHMARK / STRAND	7.5.	<p>Compare historical and contemporary means of changing societies and promoting the common good.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Rome - The Eternal City</a></p>
<b>STANDARD / CONTENT AREA</b>	<b>OR.SS.7.</b>	<b>Grade 7</b>
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Multicultural Studies</b>
BENCHMARK / STRAND	7.15.	<p>Explain how the physical and human characteristics of places and regions connect to human identities and cultures in the Eastern Hemisphere. (Geography)</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Tokyo - City of Contrasts</a></p>
BENCHMARK / STRAND	7.25.	<p>Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender). (History)</p> <p><b><u>Social Studies Online</u></b>  <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></p>
<b>STANDARD / CONTENT AREA</b>	<b>OR.SS.7.</b>	<b>Grade 7</b>
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Financial Literacy</b>

BENCHMARK / STRAND	7.11.	Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency).
		<a href="#">Social Studies Online</a> <a href="#">Barcelona</a>
STANDARD / CONTENT AREA	OR.SS.7.	Grade 7
CONTENT STANDARD / PROFICIENCY		Geography—Eastern Hemisphere
BENCHMARK / STRAND	7.15.	Explain how the physical and human characteristics of places and regions connect to human identities and cultures.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Tokyo - City of Contrasts</a>
BENCHMARK / STRAND	7.16.	Explain how changes in transportation and communication technology affects the spatial connections among human settlements and the diffusion of ideas and cultural practices.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a>
BENCHMARK / STRAND	7.17.	Describe the historical and current physical, cultural, and economic characteristics of eco-regions.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Tokyo - City of Contrasts</a>
STANDARD / CONTENT AREA	OR.SS.7.	Grade 7
CONTENT STANDARD / PROFICIENCY		History (Local, State, National, and World) [Eastern Hemisphere – World History]
BENCHMARK / STRAND		Historical Knowledge
EXPECTATION / BENCHMARK	7.20.	Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere.
		<a href="#">Social Studies Online</a> <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 Greece</a> <a href="#">Tokyo - City of Contrasts</a>

EXPECTATION / BENCHMARK	7.21.	Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism).  <a href="#">Social Studies Online</a> <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 Greece</a>
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EXPECTATION / BENCHMARK	7.22.	Compare the political, technological, and cultural achievements of individuals and groups; and transformation of cultures and civilizations.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Tokyo - City of Contrasts</a>
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STANDARD / CONTENT AREA	OR.SS.7.	Grade 7
CONTENT STANDARD / PROFICIENCY		History (Local, State, National, and World) [Eastern Hemisphere – World History]
BENCHMARK / STRAND		Historical Thinking

EXPECTATION / BENCHMARK	7.24.	Compare alternative ways that historical periods and eras are designated by identifying organizing principles in the Eastern Hemisphere (e.g. BC, BCE, AD, CE, decade, century, millennia).  <a href="#">Social Studies Online</a> <a href="#">Tokyo - City of Contrasts</a>
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EXPECTATION / BENCHMARK	7.25.	Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender).  <a href="#">Social Studies Online</a> <a href="#">Tokyo - City of Contrasts</a>
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