

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

**Utah Core Standards**

**Science**

Grade: 7 - Adopted: 2015

<b>STANDARD / AREA OF LEARNING</b>		<b>SEEd - Grade 7 (2017)</b>
<b>OBJECTIVE / STRAND</b>	<b>Strand 7.2:</b>	<b>CHANGES TO EARTH OVER TIME</b>
<b>INDICATOR / CLUSTER</b>		Earth's processes are dynamic and interactive, and are the result of energy flowing and matter cycling within and among Earth's systems. Energy from the sun and Earth's internal heat are the main sources driving these processes. Plate tectonics is a unifying theory that explains crustal movements of Earth's surface, how and where different rocks form, the occurrence of earthquakes and volcanoes, and the distribution of fossil plants and animals.

EXPECTATION / STANDARD      Standard 7.2.2      Construct an explanation based on evidence for how processes have changed Earth's surface at varying time and spatial scales. Examples of processes that occur at varying time scales could include slow plate motions or rapid landslides. Examples of processes that occur at varying spatial scales could include uplift of a mountain range or deposition of fine sediments.

**Social Studies Online**

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

EXPECTATION / STANDARD      Standard 7.2.3      Ask questions to identify constraints of specific geologic hazards and evaluate competing design solutions for maintaining the stability of human- engineered structures, such as homes, roads, and bridges. Examples of geologic hazards could include earthquakes, landslides, or floods.

**Social Studies Online**

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

EXPECTATION / STANDARD      Standard 7.2.5      Ask questions and analyze and interpret data about the patterns between plate tectonics and: (1) The occurrence of earthquakes and volcanoes. (2) Continental and ocean floor features. (3) The distribution of rocks and fossils. Examples could include identifying patterns on maps of earthquakes and volcanoes relative to plate boundaries, the shapes of the continents, the locations of ocean structures (including mountains, volcanoes, faults, and trenches), and similarities of rock and fossil types on different continents.

**Social Studies Online**

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Wyoming, Utah

<b>STANDARD / AREA OF LEARNING</b>		<b>SEEd - Grade 7 (2017)</b>
<b>OBJECTIVE / STRAND</b>	<b>Strand 7.4:</b>	<b>REPRODUCTION AND INHERITANCE</b>
<b>INDICATOR / CLUSTER</b>		The great diversity of species on Earth is a result of genetic variation. Genetic traits are passed from parent to offspring. These traits affect the structure and behavior of organisms, which affect the organism's ability to survive and reproduce. Mutations can cause changes in traits that may affect an organism. As technology has developed, humans have been able to change the inherited traits in organisms, which may have an impact on society.

EXPECTATION / STANDARD	Standard 7.4.2	Obtain, evaluate, and communicate information about specific animal and plant adaptations and structures that affect the probability of successful reproduction. Examples of adaptations could include nest building to protect young from the cold, herding of animals to protect young from predators, vocalization of animals and colorful plumage to attract mates for breeding, bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.
<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - 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 - Nevada, California</a>		

STANDARD / AREA OF LEARNING		SEEd - Grade 7 (2017)
OBJECTIVE / STRAND	Strand 7.5:	CHANGES IN SPECIES OVER TIME
INDICATOR / CLUSTER		Genetic variation and the proportion of traits within a population can change over time. These changes can result in evolution through natural selection. Additional evidence of change over time can be found in the fossil record, anatomical similarities and differences between modern and ancient organisms, and embryological development.

EXPECTATION / STANDARD	Standard 7.5.2	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, under the assumption that natural laws operate today as in the past.
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[Social Studies Online](#)  
[Galapagos Islands](#)

Utah Core Standards  
Social Studies  
Grade: 7 - Adopted: 2016

STANDARD / AREA OF LEARNING	UT.USI.	UNITED STATES HISTORY I
OBJECTIVE / STRAND	USI.1.	THREE WORLDS MEET (Prehistory–Ca. 1650)
INDICATOR / CLUSTER		Europe's exploration of America had a profound impact on the world. For thousands of years, complex and sophisticated American Indian civilizations had flourished in the Americas, separated from other parts of the world by vast bodies of water. After Columbus' arrival, the lands of the Western Hemisphere were forever connected to the rest of the world. The international slave trade forced millions of Africans to the Americas, bringing these "three worlds" together in unprecedented ways. Patterns of trade, exploration, conquest, and settlement have ramifications that continue to the present day.

EXPECTATION / STANDARD	USI.1.3.	Students will draw from multiple perspectives and cite evidence to explain the effects of European exploration, specifically on Africa, the Caribbean, and North and South America.
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[Social Studies Online](#)  
[Canada: Our Northern Neighbor](#)

STANDARD / AREA OF LEARNING	UT.USI.	UNITED STATES HISTORY I
OBJECTIVE / STRAND	USI.4.	THE U. S. CONSTITUTION (Ca. 1781–1789)

INDICATOR / CLUSTER		American independence brought with it the need for self-government. Dissatisfaction with inadequate early political structures led to the creation of the Constitution. The Constitutional Convention brought together the greatest political minds of the fledgling nation. Through debate and compromise, the Founding Fathers brought together in a unique way the principles and philosophies that had been theorized and tested for centuries. The Bill of Rights was then added, enumerating the rights of American citizens. In the end, the Constitution and Bill of Rights created the structure of a government that has functioned, survived crises, and evolved for over two centuries, affecting the life of every citizen today.
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EXPECTATION / STANDARD US1.4.2. Students will describe the structure and function of the government that the Constitution creates.

[Social Studies Online](#)

Washington, DC - Grades 6 - 12

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.1.	HUMANS AND THEIR PHYSICAL ENVIRONMENT
INDICATOR / CLUSTER		The earth's physical environment varies greatly from place to place. The interactions between physical systems and human systems create opportunities and challenges for people and places. The implications of these interactions affect both physical systems and human systems.

EXPECTATION / STANDARD WG.1.1. Students will describe the significant forces that influence the physical environment, such as plate tectonics, erosion, climate, and natural disasters, and explain how the effects of physical processes vary across regions of the world.

[Social Studies Online](#)

National Parks - Alaska & Hawaii

EXPECTATION / STANDARD WG.1.2. Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them.

[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

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

EXPECTATION / STANDARD WG.1.3. Students will cite evidence of how the distribution of natural resources affects physical and human systems.

[Social Studies Online](#)

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

EXPECTATION / STANDARD WG.1.4. Students will use geographic reasoning to propose actions that mitigate or solve issues, such as natural disasters, pollution, climate change, and habitat loss.

[Social Studies Online](#)

Exploring Cuba

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.2.	POPULATION DISTRIBUTION AND MIGRATION

INDICATOR / CLUSTER		The movement and distribution of people is influenced by many factors, including environmental, cultural, economic, and geopolitical forces. These migration trends alter geographic conditions. Geographers use data to understand population distribution and migration by looking at population characteristics, push and pull factors, and numerous other variables. Analyzing this data offers an opportunity to examine complex and challenging real-world issues.
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EXPECTATION / STANDARD	WG.2.1.	Students will evaluate the impact of population distribution patterns at various scales by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density using maps, population pyramids, and other geographic data.  <b><u>Social Studies Online</u></b> Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.2.2.	Students will explain push and pull factors causing voluntary and involuntary migration and the consequences created by the movement of people.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8
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EXPECTATION / STANDARD	WG.2.3.	Students will investigate the effects of significant patterns of human movement that shape urban and rural environments over time, such as mass urbanization, immigration, and the movement of refugees.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Tokyo - City of Contrasts
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STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.3.	CULTURE
INDICATOR / CLUSTER		Culture is the total sum of human expression. A culture's purpose, as well as how and where cultures originate, diffuse, and change, are all topics worth studying. Students will explore religion, language, ethnicity and other cultural characteristics by looking at patterns and processes. As students explore what people care about and care for, they can learn not only about other cultures but also about the unique attributes of their own culture.

EXPECTATION / STANDARD	WG.3.1.	Students will identify and describe the essential defining characteristics and functions of culture.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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EXPECTATION / STANDARD	WG.3.2.	Students will explain how the physical environment influences and is influenced by culture.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.3.3.	Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.3.4.	Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.3.5.	Students will explain how the basic tenets of world religions affect the daily lives of people.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)
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EXPECTATION / STANDARD	WG.3.6.	Students will cite examples of how globalization creates challenges and opportunities for different cultures.  <b><u>Social Studies Online</u></b> Exploring Cuba
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STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.4.	POLITICAL SYSTEMS
INDICATOR / CLUSTER		People organize themselves into distinctive groups. Geographers examine how the interactions between these groups influence the division and control of the earth's surface. Political systems have profound influences on the lives of people, including their access to resources, economic opportunities, and basic rights.

EXPECTATION / STANDARD	WG.4.2.	Students will describe and explain the role physical and human characteristics play in establishing political boundaries.  <b><u>Social Studies Online</u></b> 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
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STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
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OBJECTIVE / STRAND	WG.5.	ECONOMIC DEVELOPMENT
INDICATOR / CLUSTER		Humans have created complex and varied economic systems. These systems, whether based on free markets or other structures, have various levels of development, infrastructure, and divisions of labor. Economic systems are influenced by their unique landscapes and resources, and their locations influence patterns of interconnections with other economic systems. Geographers can use the insights they learn about economic development to identify patterns or propose solutions to complex issues.

EXPECTATION / STANDARD      WG.5.2.      Students will describe and compare the function and distribution of economic activities in primary, secondary, and tertiary sectors.

[Social Studies Online](#)

[Canada: Our Northern Neighbor](#)

EXPECTATION / STANDARD      WG.5.4.      Students will cite examples of various levels of economic interdependence between nations and peoples.

[Social Studies Online](#)

[Exploring Cuba](#)

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.1.	PREHISTORY TO THE NEOLITHIC REVOLUTION (Ca. 150,000 B.C.E.–1,000 B.C.E.)
INDICATOR / CLUSTER		The advent of farming, sometimes referred to as the Neolithic Revolution, changed the world in profound ways. The transition from procuring to producing food altered the genetic structure of plants and animals. Some societies became sedentary. Inequalities between individuals and societies grew. Land ownership became more important. Specialization and trade became possible. Large-scale warfare became more common. Written records were needed. The changes that resulted from farming created a substantially different world, leading to the formation of the first civilizations and shaping world history.

EXPECTATION / STANDARD      WH.1.3.      Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization.

[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](#)

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.2.	THE RISE OF CLASSICAL SOCIETIES (Ca. 1000 B.C.E.–900 C.E.)
INDICATOR / CLUSTER		The classical civilizations of the Mediterranean (Egypt, ancient Israel, Greece, and Rome), Persia, China, India, and other regions have had a significant impact on global belief systems, legal systems, governments, culture, and social systems. Some developed vast empires, consolidating government power in revolutionary and influential structures. Emerging contacts between civilization centers began the diffusion of ideas and technologies. Classical civilizations rose and fell under remarkably similar circumstances, exhibiting global patterns.

EXPECTATION / STANDARD      WH.2.1.      Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam.

[Social Studies Online](#)

[Ancient China - Qin & Han Dynasties](#)

[Ancient China - Shang & Zhou Dynasties](#)

[Jerusalem - Then and Now \(Older Grades\)](#)

EXPECTATION / STANDARD	WH.2.2.	<p>Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations.</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>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Rome</a></p>
EXPECTATION / STANDARD	WH.2.3.	<p>Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Rome</a>  <a href="#">Rome - The Eternal City</a></p>
EXPECTATION / STANDARD	WH.2.4.	<p>Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture.</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 Rome</a>  <a href="#">Jerusalem - Then and Now (Older Grades)</a></p>
EXPECTATION / STANDARD	WH.2.5.	<p>Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations.</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>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Rome</a>  <a href="#">Jerusalem - Then and Now (Older Grades)</a>  <a href="#">Rome - The Eternal City</a></p>

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.3.	AN AGE OF EXPANDING CONNECTIONS (Ca. 500 C.E.–1450 C.E.)
INDICATOR / CLUSTER		The collapse of classical civilizations ushered in an era of unprecedented connection, sometimes referred to as the post-classical period. The fall of some civilizations opened opportunities for the growth of others, most notably the Islamic world. This era brought increasing oceanic and land trade in trans-regional networks. Civilization spread from its traditional centers as powerful states emerged in Japan, the Asian steppes, Sub-Saharan Africa, Europe, Southeast Asia, and other locations. In spite of their relative isolations, civilizations flourished in the Americas.

EXPECTATION / STANDARD	WH.3.2.	<p>Students will evaluate historians' interpretations regarding the patterns in the development of civilizations in the Americas compared to other places in the world.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient Mayan Civilization</a></p>
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STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
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<b>OBJECTIVE / STRAND</b>	<b>WH.4.</b>	<b>GLOBAL INTERACTIONS (Ca. 1400 C.E.–1750 C.E.)</b>
<b>INDICATOR / CLUSTER</b>		During what is sometimes referred to as the early modern period, the balance of global power shifted toward Europe. Europeans gained increasing control of international trade routes. European exploration led to the inclusion of the formerly isolated Americas and Oceanic regions in global systems. Global connections brought drastic environmental and social changes.

EXPECTATION / STANDARD WH.4.2. Students will develop an interpretation of whether the ideas embodied in movements such as the Renaissance, the Reformation, scientific revolution, and Enlightenment led to a changing balance of world power.

[Social Studies Online](#)  
Rome - The Eternal City

<b>STANDARD / AREA OF LEARNING</b>	<b>UT.USII.</b>	<b>UNITED STATES HISTORY II</b>
<b>OBJECTIVE / STRAND</b>	<b>USII.7.</b>	<b>THE COLD WAR ERA AND A CHANGING AMERICA (Ca. 1950–2000)</b>
<b>INDICATOR / CLUSTER</b>		Cold War ideologies have shaped American life and influenced foreign policy since the middle of the 20th century. Cold War rivalries escalated into hot wars in Korea and Vietnam. Alliances led to proxy wars in a number of contested areas. An arms race escalated fears. Eventually, American and Soviet leaders eased Cold War tensions, and the Soviet Union dissolved, ushering in a period of uncertainty in global affairs. American interests in the Middle East have complicated international policies. Differing political philosophies spurred debates over the size and role of government. Throughout the era, American society, education, culture, and politics were shaped by Cold War tensions, technological developments, and changing demographics.

EXPECTATION / STANDARD USII.7.2. Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.

[Social Studies Online](#)  
Exploring Cuba

<b>STANDARD / AREA OF LEARNING</b>	<b>UT.USG.</b>	<b>UNITED STATES GOVERNMENT AND CITIZENSHIP</b>
<b>OBJECTIVE / STRAND</b>	<b>USG.1.</b>	<b>FOUNDATIONAL PRINCIPLES</b>
<b>INDICATOR / CLUSTER</b>		The framework of the United States Constitution and the functions of government are guided by principles essential for our way of life. An understanding of how these principles are applied in the rule of law, government, and politics is vital in order to be a responsible and effective citizen. Students need to be able to see how the ideals found in the Constitution are present in many of the issues of the day.

EXPECTATION / STANDARD USG.1.2. Students will describe the structure of the United States' form of government as a compound constitutional republic, including the ideas of federalism; checks and balances; separation of powers; commerce, elastic, and supremacy clauses; popular sovereignty; and limited government.

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

<b>STANDARD / AREA OF LEARNING</b>	<b>UT.USG.</b>	<b>UNITED STATES GOVERNMENT AND CITIZENSHIP</b>
<b>OBJECTIVE / STRAND</b>	<b>USG.3.</b>	<b>DISTRIBUTION OF POWER</b>



INDICATOR / CLUSTER		The Constitution distributes authority between the legislative, executive, and judicial branches. Additionally, power embedded in the federalist system, or compound constitutional republic, is distributed between the federal, state, and local governments. American Indian tribal governments maintain a unique relationship with other levels and branches of government, adding yet another dimension for consideration. Finally, individuals and groups use a range of strategies and methods for wielding their own political power.
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EXPECTATION / STANDARD USG.3.1. Students will explain the distribution of power among national, state, tribal, and local governments in order to identify how needs are met by governance systems.

[Social Studies Online](#)

Washington, DC - Grades 6 - 12

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.4.	FISCAL POLICIES AND DECISIONS
INDICATOR / CLUSTER		Fiscal policies can have profound implications in the daily lives of citizens. An essential component of understanding government and civics rests in deliberating government's role in the economy. Informed citizens understand taxation, budgets, and debt as these concepts relate to the government. Students use this understanding of basic economic principles to make informed decisions, knowing that economic policies are a reflection of economic philosophies and values.

EXPECTATION / STANDARD USG.4.2. Students will explain how government services and other budget priorities are funded through various forms of revenue streams, such as fees, bonding, and regressive and progressive taxes, including property taxes, income taxes, and sales taxes.

[Social Studies Online](#)

Barcelona

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.5.	THE U.S. AND OUR RELATIONSHIP TO THE WORLD
INDICATOR / CLUSTER		As a global superpower with an enormous influence on other nations, it is vital to understand the ways in which the U.S. interacts with the world. Whether through negotiating trade agreements, protecting the security of this nation and its allies, cooperating in humanitarian campaigns, creating infrastructure to handle immigration and refugee demands, or any number of other initiatives, this nation has significant interrelationships with other countries and international bodies. These complex relationships deserve study if students are to understand the global implications of decisions made by leaders and policymakers.

EXPECTATION / STANDARD USG.5.3. Students will evaluate how global economic interdependence and international trade policies affect the economy of the United States.

[Social Studies Online](#)

Exploring Cuba

Grade: 7 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Craft and Structure

INDICATOR / CLUSTER	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>

STANDARD / AREA OF LEARNING	UT.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Integration of Knowledge and Ideas

INDICATOR / CLUSTER	RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</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 Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Barcelona</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">Galapagos Islands</a> <a href="#">Jerusalem - Then and Now (Older Grades)</a> <a href="#">London - City of Pomp &amp; Majesty</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> <a href="#">Paris - City of Light - Grades 6 - 12</a> <a href="#">Rome - The Eternal City</a> <a href="#">Tokyo - City of Contrasts</a> <a href="#">Washington, DC - Grades 6 - 12</a>