

Main Criteria: Kentucky Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 7
Correlation Options: Show Correlated

**Kentucky Academic Standards
Science**

Grade: 7 - Adopted: 2013

STRAND	KY.MS.A.	Structure and Properties of Matter
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	06-PS1-3.	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STRAND	KY.MS.F.	Structure, Function, and Information Processing
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	08-LS1-8.	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. <u>Virtual Field Trips</u> African Safari
STRAND	KY.MS.G.	Matter and Energy in Organisms and Ecosystems
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	06-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	08-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Virtual Field Trips</u> 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 of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STRAND	KY.MS.H.	Interdependent Relationships in Ecosystems
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	06-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol

		La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	08-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
STRAND	KY.MS.J.	Growth, Development, and Reproduction of Organisms
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	07-LS1-5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol
STRAND	KY.MS.L.	History of Earth
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	06-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / ORGANIZER	06-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. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STRAND	KY.MS.M.	Earth's Systems
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	06-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	08-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. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California

STRAND	KY.MS.N.	Weather and Climate
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	06-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. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STANDARD / ORGANIZER	08-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
STRAND	KY.MS.O.	Human Impacts
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	08-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. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades

**Kentucky Academic Standards
Social Studies**

Grade: 7 - Adopted: 2015

STRAND	KY.SS.GC.	Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.
CATEGORY / GOAL	GC.EK.	Grade 7 Enduring Knowledge – Understandings
STANDARD / ORGANIZER	GC.EK.1.	Forms of government in world civilizations prior to 1500 A.D. had similarities and differences in their purposes and sources of power. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
STANDARD / ORGANIZER	GC.EK.2.	The key ideals (e.g., citizenship, justice, equality, and rule of law) of a democratic form of government were practiced in some world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1
STANDARD / ORGANIZER	GC.EK.3.	Individual rights in world civilizations prior to 1500 A.D. varied under different forms of government. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1

STRAND	KY.SS.GC.	Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.
CATEGORY / GOAL	GC.SC.	Grade 7 Skills and Concepts
STANDARD / ORGANIZER	GC.SC.1.	Demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:
EXPECTATION	GC.SC.1.a.	<p>Explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D. and make connections to how government influences culture, society and the economy</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
EXPECTATION	GC.SC.1.b.	<p>Compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
EXPECTATION	GC.SC.1.c.	<p>Analyze how some world civilizations prior to 1500 A.D. (e.g. Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, freedom)</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1</p>
STRAND	KY.SS.GC.	Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.
CATEGORY / GOAL	GC.SC.	Grade 7 Skills and Concepts
STANDARD / ORGANIZER	GC.SC.2.	<p>Compare rights and responsibilities of individuals in world civilizations prior to 1500 A.D. to the rights and responsibilities of U.S. citizens today</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1</p>
STANDARD / ORGANIZER	GC.SC.3.	<p>Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p>

		<u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
STRAND	KY.SS.CS.	Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.
CATEGORY / GOAL	CS.EK.	Grade 7 Enduring Knowledge – Understandings
STANDARD / ORGANIZER	CS.EK.1.	Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society’s culture, individuals learn the relationships, structures, patterns and processes to be members of the society. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Exploring Cuba Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	CS.EK.2.	Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STANDARD / ORGANIZER	CS.EK.4.	Culture affects how people in a society behave in relation to groups and their environment. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STRAND	KY.SS.CS.	Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.
CATEGORY / GOAL	CS.SC.	Grade 7 Skills and Concepts
STANDARD / ORGANIZER	CS.SC.1.	Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives

		<p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
STANDARD / ORGANIZER	CS.SC.2.	<p>Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades) Rome - The Eternal City - Part 1</p>
STANDARD / ORGANIZER	CS.SC.3.	<p>Explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy</p>
STANDARD / ORGANIZER	CS.SC.4.	<p>Describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D.</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy</p>
STANDARD / ORGANIZER	CS.SC.5.	<p>Compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
STRAND	KY.SS.E.	<p>Big Idea: Economics - Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.</p>
CATEGORY / GOAL	E.EK.	Grade 7 Enduring Knowledge – Understandings
STANDARD / ORGANIZER	E.EK.1.	The basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made.

		<u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
STANDARD / ORGANIZER	E.EK.2.	The study of economics includes a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) that apply to individuals, societies and governments in world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
STANDARD / ORGANIZER	E.EK.3.	Individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions about the use of resources in the production, distribution and consumption of goods and services. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
STRAND	KY.SS.E.	Big Idea: Economics - Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.
CATEGORY / GOAL	E.SC.	Grade 7 Skills and Concepts
STANDARD / ORGANIZER	E.SC.1.	Demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:
EXPECTATION	E.SC.1.a.	Explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods) <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION	E.SC.1.b.	Compare economic systems and explain the concept of supply and demand in world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION	E.SC.1.c.	Describe how goods and services were exchanged in world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
STRAND	KY.SS.E.	Big Idea: Economics - Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.
CATEGORY / GOAL	E.SC.	Grade 7 Skills and Concepts
STANDARD / ORGANIZER	E.SC.2.	Investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge,

		<p>technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy</p>
STRAND	KY.SS.G.	<p>Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p>
CATEGORY / GOAL	G.AE.	Academic Expectations
STANDARD / ORGANIZER	G.AE.2.19.	<p>Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STRAND	KY.SS.G.	<p>Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p>
CATEGORY / GOAL	G.EK.	Grade 7 Enduring Knowledge – Understandings
STANDARD / ORGANIZER	G.EK.1.	<p>The use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
STANDARD / ORGANIZER	G.EK.2.	<p>Patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>

STANDARD / ORGANIZER	G.EK.3.	Regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	G.EK.4.	People depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
STRAND	KY.SS.G.	Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
CATEGORY / GOAL	G.SC.	Grade 7 Skills and Concepts
STANDARD / ORGANIZER	G.SC.1.	Demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):
EXPECTATION	G.SC.1.a.	Locate, in absolute or relative terms, landforms and bodies of water <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview 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 of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts
EXPECTATION	G.SC.1.b.	Locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
STRAND	KY.SS.G.	Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and

		human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
CATEGORY / GOAL	G.SC.	Grade 7 Skills and Concepts
STANDARD / ORGANIZER	G.SC.2.	Investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):
EXPECTATION	G.SC.2.a.	<p>Explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
EXPECTATION	G.SC.2.b.	<p>Describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
EXPECTATION	G.SC.2.c.	<p>Evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization</p>
EXPECTATION	G.SC.2.d.	<p>Analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
STRAND	KY.SS.G.	Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
CATEGORY / GOAL	G.SC.	Grade 7 Skills and Concepts

STANDARD / ORGANIZER	G.SC.3.	Investigate interactions among human activities and the physical environment:
EXPECTATION	G.SC.3.a.	<p>Explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
EXPECTATION	G.SC.3.b.	<p>Describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
EXPECTATION	G.SC.3.c.	<p>Analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
STRAND	KY.SS.HP.	<p>Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.</p>
CATEGORY / GOAL	HP.AE.	Academic Expectations
STANDARD / ORGANIZER	HP.AE.2.20.	<p>Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Washington, DC - Grades 6 - 12</p>
STRAND	KY.SS.HP.	<p>Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how</p>

		individuals and societies have changed over time in Kentucky, the United States and the World.
CATEGORY / GOAL	HP.EK.	Grade 7 Enduring Knowledge – Understandings
STANDARD / ORGANIZER	HP.EK.1.	History is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
STANDARD / ORGANIZER	HP.EK.2.	World civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
STANDARD / ORGANIZER	HP.EK.3.	Geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
STANDARD / ORGANIZER	HP.EK.4.	Advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
STANDARD / ORGANIZER	HP.EK.5.	Each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
STRAND	KY.SS.HP.	Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how

		individuals and societies have changed over time in Kentucky, the United States and the World.
CATEGORY / GOAL	HP.SC.	Grade 7 Skills and Concepts
STANDARD / ORGANIZER	HP.SC.1.	Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):
EXPECTATION	HP.SC.1.b.	Examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
EXPECTATION	HP.SC.1.c.	Analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades) Rome - The Eternal City - Part 1
STRAND	KY.SS.HP.	Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.
CATEGORY / GOAL	HP.SC.	Grade 7 Skills and Concepts
STANDARD / ORGANIZER	HP.SC.2.	Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:
EXPECTATION	HP.SC.2.b.	Describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
EXPECTATION	HP.SC.2.c.	Examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy

		Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION	HP.SC.2.d.	Describe the rise of western civilizations (e.g., Mayan, Incan, Aztec) and non-western civilizations (e.g., Egyptian, Chinese, Indian, Persian) and analyze ways in which these cultures influenced government, philosophy, art, drama and literature in the present day <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Mayan Civilization

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