

**Main Criteria:** Kansas Academic Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**Kansas Academic Standards**

**Science**

Grade: 7 - Adopted: 2013

| STANDARD                      | KS.MS-PS. | PHYSICAL SCIENCE                            |
|-------------------------------|-----------|---------------------------------------------|
| BENCHMARK                     | MS-PS1.   | Matter and Its Interactions                 |
| INDICATOR / PROFICIENCY LEVEL |           | Students who demonstrate understanding can: |

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

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 6-8

| STANDARD                      | KS.MS-LS. | LIFE SCIENCE                                          |
|-------------------------------|-----------|-------------------------------------------------------|
| BENCHMARK                     | MS-LS1.   | From Molecules to Organisms: Structures and Processes |
| INDICATOR / PROFICIENCY LEVEL |           | Students who demonstrate understanding can:           |

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

**Virtual Field Trips**

Galapagos Islands

| STANDARD                      | KS.MS-LS. | LIFE SCIENCE                                   |
|-------------------------------|-----------|------------------------------------------------|
| BENCHMARK                     | MS-LS2.   | Ecosystems: Interactions, Energy, and Dynamics |
| INDICATOR / PROFICIENCY LEVEL |           | Students who demonstrate understanding can:    |

INDICATOR MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**Virtual Field Trips**

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

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

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

|           |           |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | MS-LS2-4. | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado |
|-----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
|-----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                               |            |                                             |
|-------------------------------|------------|---------------------------------------------|
| STANDARD                      | KS.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| BENCHMARK                     | MS-ESS2.   | Earth's Systems                             |
| INDICATOR / PROFICIENCY LEVEL |            | Students who demonstrate understanding can: |

|           |            |                                                                                                                                                                                                                             |
|-----------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | MS-ESS2-1. | Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands |
|-----------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |            |                                                                                                                                                                                                                                                                                                                                                          |
|-----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | MS-ESS2-2. | Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.<br><br><b>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
|-----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |            |                                                                                                                                                                                                                                                                         |
|-----------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 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.<br><br><b>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah |
|-----------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |            |                                                                                                                                                                                                   |
|-----------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | MS-ESS2-5. | Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.<br><br><b>Virtual Field Trips</b><br>Canada: Coast to Coast |
|-----------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |            |                                                                                                                                                                                                                                  |
|-----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 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.<br><br><b>Virtual Field Trips</b><br>Galapagos Islands |
|-----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                               |            |                                             |
|-------------------------------|------------|---------------------------------------------|
| STANDARD                      | KS.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| BENCHMARK                     | MS-ESS3.   | Earth and Human Activity                    |
| INDICATOR / PROFICIENCY LEVEL |            | Students who demonstrate understanding can: |

|           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 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.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California |
|-----------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | MS-ESS3-3. | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
|-----------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |            |                                                                                                                                                                                                                                                    |
|-----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 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.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8 |
|-----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |            |                                                                                                                                                                                                                                                       |
|-----------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | MS-ESS3-5. | Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.<br><br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado |
|-----------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| STANDARD                      |   | Kansas History, Government, and Social Studies Standards                                                                                                                                                                                                                                                                                                                         |
|-------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BENCHMARK                     | 1 | Choices have consequences.                                                                                                                                                                                                                                                                                                                                                       |
| INDICATOR / PROFICIENCY LEVEL |   | History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences: |

INDICATOR Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.

**Virtual Field Trips**

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

INDICATOR Every choice comes with a cost.

**Virtual Field Trips**

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

INDICATOR Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.

**Virtual Field Trips**

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

| STANDARD                      |   | Kansas History, Government, and Social Studies Standards |
|-------------------------------|---|----------------------------------------------------------|
| BENCHMARK                     | 1 | Choices have consequences.                               |
| INDICATOR / PROFICIENCY LEVEL |   | Benchmark:                                               |

|           |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 1.2. | <p>The student will analyze the context and draw conclusions about choices and consequences.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p> |
|-----------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                               |   |                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                      |   | Kansas History, Government, and Social Studies Standards                                                                                                                                                                                                                                                                                                               |
| BENCHMARK                     | 3 | Societies are shaped by the identities, beliefs, and practices of individuals and groups.                                                                                                                                                                                                                                                                              |
| INDICATOR / PROFICIENCY LEVEL |   | People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices: |

|           |  |                                                                                                                                                                                                                                       |
|-----------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR |  | <p>Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Jerusalem - Then and Now (Older Grades)</p> |
|-----------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |  |                                                                                                                                                                                                                                     |
|-----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR |  | <p>Practices are the actual application of identities, beliefs, and ideas on real-world issues.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Jerusalem - Then and Now (Older Grades)</p> |
|-----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                               |   |                                                                                           |
|-------------------------------|---|-------------------------------------------------------------------------------------------|
| STANDARD                      |   | Kansas History, Government, and Social Studies Standards                                  |
| BENCHMARK                     | 3 | Societies are shaped by the identities, beliefs, and practices of individuals and groups. |
| INDICATOR / PROFICIENCY LEVEL |   | Benchmark:                                                                                |

|           |      |                                                                                                                                                                                                                                                                              |
|-----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 3.1. | <p>The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Jerusalem - Then and Now (Older Grades)</p> |
|-----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |      |                                                                                                                                                                                                                                                                                               |
|-----------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 3.2. | <p>The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Jerusalem - Then and Now (Older Grades)</p> |
|-----------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |   |                                                          |
|-----------|---|----------------------------------------------------------|
| STANDARD  |   | Kansas History, Government, and Social Studies Standards |
| BENCHMARK | 4 | Societies experience continuity and change over time.    |

|                               |  |                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR / PROFICIENCY LEVEL |  | People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a society's ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change: |
|-------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

INDICATOR Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by "turning or tipping" points.

**Virtual Field Trips**

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

INDICATOR Progress and regression are one of several ways of determining change.

**Virtual Field Trips**

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

INDICATOR Continuity is the connection between events, ideas or beliefs over time.

**Virtual Field Trips**

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

|                               |   |                                                          |
|-------------------------------|---|----------------------------------------------------------|
| STANDARD                      |   | Kansas History, Government, and Social Studies Standards |
| BENCHMARK                     | 4 | Societies experience continuity and change over time.    |
| INDICATOR / PROFICIENCY LEVEL |   | Benchmark:                                               |

|           |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 4.1. | <p>The student will recognize and evaluate continuity and change over time.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p>                                                           |
| INDICATOR | 4.2. | <p>The student will analyze the context and draw conclusions about continuity and change.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p>                                             |
| INDICATOR | 4.3. | <p>The student will investigate and connect continuity and change to a contemporary issue.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                               |
| INDICATOR | 4.4. | <p>The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p> |

|                               |  |                                                             |
|-------------------------------|--|-------------------------------------------------------------|
| STANDARD                      |  | Middle-Level Ancient World History: (Beginnings to 1300 CE) |
| BENCHMARK                     |  | Middle-Level Competencies                                   |
| INDICATOR / PROFICIENCY LEVEL |  | History                                                     |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | <p>demonstrates historical knowledge about a time period or era by demonstrating significance and/or recounting an appropriate narrative.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | <p>discusses specific instances of continuity and change over time.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | <p>demonstrates their understanding of history by categorizing the causes and impact of significant events.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                               |                                                             |
|-------------------------------|-------------------------------------------------------------|
| STANDARD                      | Middle-Level Ancient World History: (Beginnings to 1300 CE) |
| BENCHMARK                     | Middle-Level Competencies                                   |
| INDICATOR / PROFICIENCY LEVEL | Civics/Government                                           |

|           |                                                                                                                                                                             |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | <p>demonstrates the connection to personal interest, civic virtue, and democratic principles in their own life.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient Greece</p> |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                                                                                                                                                                                                 |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | <p>explains the origins and structures defined by the United States Constitution and compares those structures to those of other political systems.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient Greece</p> |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                               |                                                             |
|-------------------------------|-------------------------------------------------------------|
| STANDARD                      | Middle-Level Ancient World History: (Beginnings to 1300 CE) |
| BENCHMARK                     | Middle-Level Competencies                                   |
| INDICATOR / PROFICIENCY LEVEL | Cultural                                                    |



|                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR                     |  | <p>investigates other people's histories and lived experiences, respectfully asks questions, and listens nonjudgmentally.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> |
| STANDARD                      |  | Middle-Level Ancient World History: (Beginnings to 1300 CE)                                                                                                                                                                                                                                                                                                                                                                          |
| BENCHMARK                     |  | Middle-Level Competencies                                                                                                                                                                                                                                                                                                                                                                                                            |
| INDICATOR / PROFICIENCY LEVEL |  | Economic                                                                                                                                                                                                                                                                                                                                                                                                                             |

|           |  |                                                                                                                                                                                     |
|-----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR |  | <p>gathers and organizes economic information from a variety of sources.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient Greece</p> |
|-----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |  |                                                                                                                                                             |
|-----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR |  | <p>analyzes and interprets economic information.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient Greece</p> |
|-----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |  |                                                                                                                                                                 |
|-----------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR |  | <p>draws conclusions and answers economic questions.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient Greece</p> |
|-----------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                               |  |                                                             |
|-------------------------------|--|-------------------------------------------------------------|
| STANDARD                      |  | Middle-Level Ancient World History: (Beginnings to 1300 CE) |
| BENCHMARK                     |  | Middle-Level Competencies                                   |
| INDICATOR / PROFICIENCY LEVEL |  | Geography                                                   |

|           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR |  | <p>asks geographic questions about spatial distributions, place, location scale and perspective, patterns and other geographic concepts.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> |
|-----------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                                                                                                                                                                                                                                                                                                                                               |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | <p>analyzes and interprets geographic information.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                                                                                                                                                                                                                                                                                                                                                   |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | <p>draws conclusions and answers geographic questions.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                               |  |                           |
|-------------------------------|--|---------------------------|
| STANDARD                      |  | Middle-Level Geography    |
| BENCHMARK                     |  | Middle-Level Competencies |
| INDICATOR / PROFICIENCY LEVEL |  | Geography                 |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | <p>asks geographic questions about spatial distributions, place, location scale and perspective, patterns and other geographic concepts.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 8</p> <p>Tokyo - City of Contrasts</p> |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | <p>analyzes and interprets geographic information.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 8</p> <p>Tokyo - City of Contrasts</p> |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                                                                                               |
|-----------|---------------------------------------------------------------------------------------------------------------|
| INDICATOR | uses technology and other representations to explain relationships between geographic and/or political areas. |
|           | <b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor                         |

|           |                                                                                                                                                                                             |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | discusses possible reasons for differences between areas with similar environments yet distinctly different cultures.                                                                       |
|           | <b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties<br>Canada: Our Northern Neighbor |

|                               |  |                           |
|-------------------------------|--|---------------------------|
| STANDARD                      |  | Middle-Level Geography    |
| BENCHMARK                     |  | Middle-Level Competencies |
| INDICATOR / PROFICIENCY LEVEL |  | Cultural                  |

|           |                                                                                                                        |
|-----------|------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | investigates other people's histories and lived experiences, respectfully asks questions, and listens nonjudgmentally. |
|           | <b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor     |

|                               |  |                           |
|-------------------------------|--|---------------------------|
| STANDARD                      |  | Middle-Level Geography    |
| BENCHMARK                     |  | Middle-Level Competencies |
| INDICATOR / PROFICIENCY LEVEL |  | Economic                  |

|           |                                                             |
|-----------|-------------------------------------------------------------|
| INDICATOR | analyzes and interprets economic information.               |
|           | <b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor |

|           |                                                             |
|-----------|-------------------------------------------------------------|
| INDICATOR | draws conclusions and answers economic questions.           |
|           | <b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor |

|                               |  |                           |
|-------------------------------|--|---------------------------|
| STANDARD                      |  | Middle-Level Geography    |
| BENCHMARK                     |  | Middle-Level Competencies |
| INDICATOR / PROFICIENCY LEVEL |  | History                   |

|           |                                                                                       |
|-----------|---------------------------------------------------------------------------------------|
| INDICATOR | analyzes and interprets a variety of texts and media.                                 |
|           | <b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor |

---

|           |                                                                                         |
|-----------|-----------------------------------------------------------------------------------------|
| INDICATOR | describes and communicates what context is and its importance in understanding history. |
|-----------|-----------------------------------------------------------------------------------------|

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

|                               |  |                                                                         |
|-------------------------------|--|-------------------------------------------------------------------------|
| STANDARD                      |  | Middle-Level US History: (Constitution through International Expansion) |
| BENCHMARK                     |  | Middle-Level Competencies                                               |
| INDICATOR / PROFICIENCY LEVEL |  | Civics/Government                                                       |

|           |                                                                                                         |
|-----------|---------------------------------------------------------------------------------------------------------|
| INDICATOR | examines the powers and limits of the three branches of government at federal, state, and local levels. |
|-----------|---------------------------------------------------------------------------------------------------------|

**Virtual Field Trips**

Washington, DC - Grades 6 - 8

---

|           |                                                                                                                                                 |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | explains the origins and structures defined by the United States Constitution and compare those structures to those of other political systems. |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**Virtual Field Trips**

Washington, DC - Grades 6 - 8