

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: 7 - Adopted: 2016

FOCUS / COURSE	MA.7-ESS.	Grade 7: Earth and Space Sciences
STRAND	ESS2.	Earth's Systems

STANDARD / CONCEPT / SKILL 7.MS-ESS2-2. Construct an explanation based on evidence for how Earth's surface has changed over scales that range from local to global in size.

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

FOCUS / COURSE	MA.7-ESS.	Grade 7: Earth and Space Sciences
STRAND	ESS3.	Earth and Human Activity

STANDARD / CONCEPT / SKILL 7.MS-ESS3-4. Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

FOCUS / COURSE	MA.7-LS.	Grade 7: Life Science
STRAND	LS2.	Ecosystems: Interactions, Energy, and Dynamics

STANDARD / CONCEPT / SKILL 7.MS-LS2-1. Analyze and interpret data to provide evidence for the effects of periods of abundant and scarce resources on the growth of organisms and the size of populations in an ecosystem.

Virtual Field Trips

Galapagos Islands

STANDARD / CONCEPT / SKILL 7.MS-LS2-2. Describe how relationships among and between organisms in an ecosystem can be competitive, predatory, parasitic, and mutually beneficial and that these interactions are found across multiple ecosystems.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Galapagos Islands

STANDARD / CONCEPT / SKILL	7.MS- LS2-3.	Develop a model to describe that matter and energy are transferred among living and nonliving parts of an ecosystem and that both matter and energy are conserved through these processes. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8
STANDARD / CONCEPT / SKILL	7.MS- LS2-4.	Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations. 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 National Parks - Washington, Oregon, Idaho, Montana, Colorado
STANDARD / CONCEPT / SKILL	7.MS- LS2-5.	Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
STANDARD / CONCEPT / SKILL	7.MS- LS2- 6(MA).	Explain how changes to the biodiversity of an ecosystem—the variety of species found in the ecosystem—may limit the availability of resources humans use. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii

Massachusetts Curriculum Frameworks

Social Studies

Grade: 7 - Adopted: 2018

FOCUS / COURSE		Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12
STRAND	1	Demonstrate civic knowledge, skills, and dispositions.

STANDARD / CONCEPT / SKILL		Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history. Virtual Field Trips African Safari 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 Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 Rome - The Eternal City Tokyo - City of Contrasts
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STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science. Virtual Field Trips African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 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 Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 Rome - The Eternal City Tokyo - City of Contrasts Washington, DC - Grades 6 - 8
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FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 1.	Central and South Asia

STANDARD / CONCEPT / SKILL	a.	Physical and political geography of Central and South Asia
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INDICATOR	1	On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
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Virtual Field Trips

Tokyo - City of Contrasts

INDICATOR	2	On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
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Virtual Field Trips

Tokyo - City of Contrasts

INDICATOR	3	Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.
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Virtual Field Trips

Tokyo - City of Contrasts

FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 1.	Central and South Asia
STANDARD / CONCEPT / SKILL	b.	Early Indian and Central Asian civilizations, religions, and cultures – Supporting Question: What was the most significant contribution of early societies in India and Central Asia to mathematics, science, the arts, and technology in the modern world?

INDICATOR	1	Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies (e.g., by conquest, trade, colonization, diffusion of religion, language, and culture).
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Virtual Field Trips

Ancient China - Qin & Han Dynasties

FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 1.	Central and South Asia
STANDARD / CONCEPT / SKILL	b.	Early Indian and Central Asian civilizations, religions, and cultures – Supporting Question: What was the most significant contribution of early societies in India and Central Asia to mathematics, science, the arts, and technology in the modern world?
INDICATOR	2	Describe important economic, political, and religious developments in Indian and Central Asian history and evaluate the ways in which they conform to or differ from developments in societies in other regions of the world:

EXPECTATION	g.	the role topography and geography played in making trade along the several routes of the Silk Road viable and lucrative; connections through trade routes to Africa, Europe, and China
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Virtual Field Trips

Ancient China - Qin & Han Dynasties

FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
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STRAND	Topic 2.	East Asia
STANDARD / CONCEPT / SKILL	b.	Early East Asian societies, religions, and cultures - Ancient China, c. 1600 BCE-500 CE – Supporting Question: To what degree have Chinese societies over time been shaped by geography?
INDICATOR	2	Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world:

EXPECTATION a. the continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600-256 BCE);

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

EXPECTATION b. the teachings of Confucius (551-479 BCE), including writings on ethics and good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler and the philosophy/religion of Taoism, emphasizing harmony of humanity and nature;

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

EXPECTATION c. the First Emperor's unification of China in the short Qin Dynasty (221-206 BCE) by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating, with the use of slave labor, large state building projects for irrigation, transportation, and defense (e.g., the Great Wall) and his own tomb with life-size terracotta warriors;

Virtual Field Trips

Ancient China - Qin & Han Dynasties

EXPECTATION d. the Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system;

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

EXPECTATION e. important technologies of China such as bronze casting, silk and gunpowder manufacture;

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

EXPECTATION f. China's role in trade across Asia and to and from Africa and Europe along the Silk Roads and the introduction of Buddhism in China starting c. 1st century CE.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 2.	East Asia
STANDARD / CONCEPT / SKILL	c.	Early East Asian societies, religions, and cultures - Ancient Japan and Korea, c. 300 BCE-1300 CE – Supporting Question: How has Korea served as both a cultural bridge and a battleground between China and Japan?

INDICATOR	1	Trace the spread of Buddhism from India in the 4th century BCE to China, Korea, and Japan, and its development in Japan from the 6th through the 13th century CE; explain significant cultural contributions of ancient Japan (e.g., Buddhist philosophy, art, calligraphy, and temple and landscape architecture).
		Virtual Field Trips Ancient China - Qin & Han Dynasties

INDICATOR	2	Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Tokyo - City of Contrasts

FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 4.	Europe
STANDARD / CONCEPT / SKILL	a.	Physical and political geography of Europe

INDICATOR	1	On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
		Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City

INDICATOR	3	Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.
		Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City

FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 4.	Europe
STANDARD / CONCEPT / SKILL	b.	Ancient and Classical Greece, c. 1200-300 BCE – Supporting Question: How does the democracy of Athens compare to the democracies of today?

INDICATOR	1	On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence from c. 1200 to 300 BCE.
		Virtual Field Trips Ancient Greece

INDICATOR	2	Explain how the geographical location of ancient Athens and other city-states such as Corinth and Sparta contributed to their role in maritime trade, colonies in the Mediterranean, and the expansion of their cultural influence. Virtual Field Trips Ancient Greece
FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 4.	Europe
STANDARD / CONCEPT / SKILL	b.	Ancient and Classical Greece, c. 1200-300 BCE – Supporting Question: How does the democracy of Athens compare to the democracies of today?
INDICATOR	3	Explain the democratic political concepts developed in ancient Greece:
EXPECTATION	a.	the “polis” or city-state Virtual Field Trips Ancient Greece
EXPECTATION	b.	civic participation and voting rights Virtual Field Trips Ancient Greece
EXPECTATION	c.	legislative bodies Virtual Field Trips Ancient Greece
EXPECTATION	d.	constitution writing Virtual Field Trips Ancient Greece
EXPECTATION	e.	rule of law Virtual Field Trips Ancient Greece
FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 4.	Europe
STANDARD / CONCEPT / SKILL	b.	Ancient and Classical Greece, c. 1200-300 BCE – Supporting Question: How does the democracy of Athens compare to the democracies of today?
INDICATOR	4	Compare and contrast life in Athens and Sparta, including the status and role of women and enslaved people in the two city-states. Virtual Field Trips Ancient Greece

INDICATOR	6	Give examples of Greek gods and goddesses, heroes, and events; explain the persistence of terms from Greek and Roman mythology in modern English and other European languages (e.g., Pandora's box, a Herculean task, the wrath of Achilles, Amazon, Olympics, marathon, narcissism).
		Virtual Field Trips Ancient Greece
FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 4.	Europe
STANDARD / CONCEPT / SKILL	b.	Ancient and Classical Greece, c. 1200-300 BCE – Supporting Question: How does the democracy of Athens compare to the democracies of today?
INDICATOR	7	Identify the major accomplishments of the ancient Greeks by researching and reporting on one of the following:

EXPECTATION	a.	a scientist or mathematician (e.g., Thales, Pythagoras, Euclid, or Hippocrates)
		Virtual Field Trips Ancient Greece
EXPECTATION	c.	architecture (e.g., the Parthenon, the Acropolis, and the Temple of Apollo)
		Virtual Field Trips Ancient Greece
EXPECTATION	d.	writing (e.g., development of the first complete alphabet with symbols for consonants and vowels)
		Virtual Field Trips Ancient Greece
EXPECTATION	e.	art (e.g., the development of ideals of beauty and proportions in the human body in sculpture or the depiction of myths and heroes in vase painting)
		Virtual Field Trips Ancient Greece

FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 4.	Europe
STANDARD / CONCEPT / SKILL	c.	Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE-500 CE – Supporting Questions: What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled?

INDICATOR	1	Locate Rome on a map, trace the expansion of the Roman Empire to 500 CE and explain how Rome's location contributed to its political power in the Mediterranean and beyond.
		Virtual Field Trips Ancient Rome Rome - The Eternal City
INDICATOR	2	Describe the rise of the Roman Republic, its government, including separation of powers, rule of law, representative government, and the notion of civic duty.
		Virtual Field Trips Ancient Rome

FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 4.	Europe
STANDARD / CONCEPT / SKILL	c.	Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE-500 CE – Supporting Questions: What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled?
INDICATOR	3	Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire:

EXPECTATION a. Military organization, tactics, and conquests; and decentralized administration

Virtual Field Trips

Ancient Rome

EXPECTATION b. the purpose and functions of taxes

Virtual Field Trips

Ancient Rome

EXPECTATION c. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes and the benefits of a Pax Romana

Virtual Field Trips

Ancient Rome

Rome - The Eternal City

FOCUS / COURSE		Grade 7 Content Standards: World Geography and Ancient Civilizations II
STRAND	Topic 4.	Europe
STANDARD / CONCEPT / SKILL	c.	Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE-500 CE – Supporting Questions: What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled?

INDICATOR 4 Describe the characteristics of the system of classes and slavery under the Romans.

Virtual Field Trips

Ancient Rome

Rome - The Eternal City

INDICATOR 6 Describe the contribution of the Romans to architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).

Virtual Field Trips

Ancient Rome

Rome - The Eternal City

INDICATOR 8 Describe how scientific, philosophical, and aesthetic ideas diffused throughout Europe, Asia, and Africa as a result of trade, migration, conquest, and colonization.

Virtual Field Trips

Ancient Rome

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

STANDARD / CONCEPT / SKILL		Craft and Structure
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INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

INDICATOR 5 Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

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

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]
STANDARD / CONCEPT / SKILL		Integration of Knowledge and Ideas

INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 8

Rome - The Eternal City

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 8

