

**Main Criteria:** Virtual Field Trips  
**Secondary Criteria:** Arizona's College and Career Ready Standards  
**Subject:** Social Studies  
**Grade:** 8

## Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

### Arizona's College and Career Ready Standards Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	AZ.SS08-S2.	World History
<b>CONCEPT / STANDARD</b>	SS08-S2C1.	Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SS08-S2C1-04.	Formulate questions that can be answered by historical study and research.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SS08-S2C1-07.	Analyze cause and effect relationships between and among individuals and/or historical events.
<b>STRAND</b>	AZ.SS08-S4.	Geography
<b>CONCEPT / STANDARD</b>	SS08-S4C2.	Places and Regions: Places and regions have distinct physical and cultural characteristics.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SS08-S4C2-01.	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
<b>STRAND</b>	AZ.SS08-S4.	Geography
<b>CONCEPT / STANDARD</b>	SS08-S4C6.	Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SS08-S4C6-01.	Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)

Grade 8 - Adopted: 2010

<b>STRAND</b>	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
<b>CONCEPT / STANDARD</b>		Integration of Knowledge and Ideas
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Ancient Egypt - Land of the Pyramids

### Arizona's College and Career Ready Standards

## Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	Formulate questions that can be answered by historical study and research.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-07.</b>	Analyze cause and effect relationships between and among individuals and/or historical events.
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C6-01.</b>	Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Ancient Greece - Birthplace of Democracy

## Arizona's College and Career Ready Standards Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	Formulate questions that can be answered by historical study and research.
<b>PERFORMANCE OBJECTIVE /</b>	<b>SS08-S2C1-07.</b>	Analyze cause and effect relationships between and among individuals and/or historical events.

PROFICIENCY LEVEL		
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C2.	Places and Regions: Places and regions have distinct physical and cultural characteristics.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C2-01.	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C6.	Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C6-01.	Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)

Grade 8 - Adopted: 2010

STRAND	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### Ancient Mayan Civilization

### Arizona's College and Career Ready Standards Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

STRAND	AZ.SS08-S2.	World History
CONCEPT / STANDARD	SS08-S2C1.	Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S2C1-04.	Formulate questions that can be answered by historical study and research.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S2C1-07.	Analyze cause and effect relationships between and among individuals and/or historical events.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C2.	Places and Regions: Places and regions have distinct physical and cultural characteristics.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C2-01.	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
STRAND	AZ.SS08-S4.	Geography

<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
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Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Barcelona - English

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Barcelona - Espagnol

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Canada - An Overview

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Exploring Cuba

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S1.</b>	<b>American History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S1C9.</b>	<b>Postwar United States 1945 - 1970s: Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S1C9-02.</b>	<b>Describe the impact of the Cold War on the United States: a) McCarthyism; b) arms race; c) space race; d) Cuban Missile Crisis; e) creation of the CIA.</b>
<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C8.</b>	<b>World at War: Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C8-09.</b>	<b>Describe the spread of Communism after World War II: a) China - Mao Tse-tung and Chinese Revolution; b) Korea - 38th parallel and division of country; c) Cuba - Fidel Castro and Cuban Missile Crisis; d) Vietnam - Ho Chi Minh.</b>

<b>STRAND</b>	<b>AZ.SS08-S3.</b>	<b>Civics/Government</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S3C5.</b>	<b>Government Systems of the World: Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S3C5-01.</b>	<b>Compare the different world governments and ideologies: a) dictatorship; b) totalitarian (fascist, Nazis); c) democracy; d) Socialism; e) Communism.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C4.</b>	<b>Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C4-03.</b>	<b>Describe the characteristics and locations of various cultures throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C5.</b>	<b>Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C5-06.</b>	<b>Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).</b>
<b>STRAND</b>	<b>AZ.SS08-S5.</b>	<b>Economics</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S5C4.</b>	<b>Global Economics: Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S5C4-02.</b>	<b>Identify the effects of trade restrictions between national and world regions.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S5C4-03.</b>	<b>Describe the role of the United States government in influencing international commerce in regions studied.</b>

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Galapagos Islands

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Jerusalem - Then and Now (Older Grades)

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

La Selva Amazonica - Pte 1 (En Espagnol)

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C2-01.	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C4.	Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C4-03.	Describe the characteristics and locations of various cultures throughout the world.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C5.	Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C5-02.	Describe why (e.g., resources, economic livelihood) humans modify ecosystems.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C6.	Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C6-01.	Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)

Grade 8 - Adopted: 2010

STRAND	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

London - City of Pomp & Majesty

Arizona's College and Career Ready Standards  
Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C1.	The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C1-04.	Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.
STRAND	AZ.SS08-S4.	Geography



<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

National Parks - West - Alaska & Hawaii

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
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<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

National Parks West - Nevada, California

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
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<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
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Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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National Parks West - Wyoming, Utah

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

National Parks of the Western Region - Part 1

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Paris - City of Light - Grades 6 - 12

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>

<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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Paris - La Ville Lumiere (En Francais)

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Rome - The Eternal City - Part 1

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	<b>Formulate questions that can be answered by historical study and research.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-07.</b>	<b>Analyze cause and effect relationships between and among individuals and/or historical events.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>

<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C6-01.</b>	<b>Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Rome - The Eternal City - Part 2

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	<b>Formulate questions that can be answered by historical study and research.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-07.</b>	<b>Analyze cause and effect relationships between and among individuals and/or historical events.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C4.</b>	<b>Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C4-03.</b>	<b>Describe the characteristics and locations of various cultures throughout the world.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE /</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

PROFICIENCY LEVEL		
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The Amazon Rainforest - Part 1 - Older Grades

Arizona's College and Career Ready Standards  
Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C1.	The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C1-04.	Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C2.	Places and Regions: Places and regions have distinct physical and cultural characteristics.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C2-01.	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C4.	Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C4-03.	Describe the characteristics and locations of various cultures throughout the world.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C5.	Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C5-02.	Describe why (e.g., resources, economic livelihood) humans modify ecosystems.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C6.	Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C6-01.	Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)

Grade 8 - Adopted: 2010

STRAND	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONCEPT / STANDARD		Integration of Knowledge and Ideas

<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>
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The Amazon Rainforest - Part 2 - Older Grades

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C4.</b>	<b>Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C4-03.</b>	<b>Describe the characteristics and locations of various cultures throughout the world.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C4-06.</b>	<b>Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C5.</b>	<b>Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C5-02.</b>	<b>Describe why (e.g., resources, economic livelihood) humans modify ecosystems.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C6-01.</b>	<b>Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</b>

<b>PROFICIENCY LEVEL</b>		
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Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Tokyo - City of Contrasts

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Washington, DC - Grades 6 - 12

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S1.</b>	<b>American History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S1C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information.</b>



PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S1C1-07.	Analyze cause and effect relationships between and among individuals and/or historical events.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S1C1-08.	Analyze two points of view on the same historical event.
STRAND	AZ.SS08-S3.	Civics/Government
CONCEPT / STANDARD	SS08-S3C2.	Structure of Government: The United States structure of government is characterized by the separation and balance of powers.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S3C2-01.	Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded: a) federalism (i.e., enumerated, reserved, and concurrent powers); b) popular sovereignty; c) Separation of Powers; d) checks and balances; e) limited government; f) flexibility (i.e., Elastic Clause, amendment process).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S3C2-02.	Differentiate the roles and powers of the three branches of the federal government.
STRAND	AZ.SS08-S3.	Civics/Government
CONCEPT / STANDARD	SS08-S3C3.	Functions of Government: Laws and policies are developed to govern, protect, and promote the well-being of the people.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S3C3-01.	Compare the ways the federal and Arizona governments operate: a) three branches; b) Constitution; c) election process (e.g., congressional and legislative districts, propositions, voter registration).
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C1.	The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C1-04.	Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.

Grade 8 - Adopted: 2010

STRAND	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Main Criteria:** Virtual Field Trips  
**Secondary Criteria:** Arizona's College and Career Ready Standards  
**Subject:** Science  
**Grades:** 8, 9

## Virtual Field Trips

### Galapagos Islands

**Arizona's College and Career Ready Standards  
 Science**

Grade 8 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	AZ.SC08-S2.	History and Nature of Science
<b>CONCEPT / STANDARD</b>	SC08-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S2C1-01.	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick [scientists], support Strand 4; Rosalind Franklin [scientist], supports Strand 4; Charles Darwin [scientist], supports Strand 4; George Washington Carver [scientist, inventor], supports Strand 4; Joseph Priestley [scientist], supports Strand 5; Sir Frances Bacon [philosopher], supports Strand 5; Isaac Newton [scientist], supports Strand 5).
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S2C1-03.	Evaluate the impact of a major scientific development occurring within the past decade.
<b>STRAND</b>	AZ.SC08-S2.	History and Nature of Science
<b>CONCEPT / STANDARD</b>	SC08-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S2C2-02.	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
<b>STRAND</b>	AZ.SC08-S4.	Life Science
<b>CONCEPT / STANDARD</b>	SC08-S4C4.	Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-01.	Explain how an organism's behavior allows it to survive in an environment.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-02.	Describe how an organism can maintain a stable internal environment while living in a constantly changing external environment.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-03.	Determine characteristics of organisms that could change over several generations.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-04.	Compare the symbiotic and competitive relationships in organisms within an ecosystem (e.g., lichen, mistletoe/tree, clownfish/sea anemone, native/non-native species).
<b>PERFORMANCE OBJECTIVE /</b>	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.

PROFICIENCY LEVEL		
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Galapagos Islands - Espagnol

**Arizona's College and Career Ready Standards  
Science**

Grade 8 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C1-01.</b>	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick [scientists], support Strand 4; Rosalind Franklin [scientist], supports Strand 4; Charles Darwin [scientist], supports Strand 4; George Washington Carver [scientist, inventor], supports Strand 4; Joseph Priestley [scientist], supports Strand 5; Sir Frances Bacon [philosopher], supports Strand 5; Isaac Newton [scientist], supports Strand 5).
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C1-03.</b>	Evaluate the impact of a major scientific development occurring within the past decade.
<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C2.</b>	<b>Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C2-02.</b>	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
<b>STRAND</b>	<b>AZ.SC08-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S4C4.</b>	<b>Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-01.</b>	Explain how an organism's behavior allows it to survive in an environment.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-02.</b>	Describe how an organism can maintain a stable internal environment while living in a constantly changing external environment.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-03.</b>	Determine characteristics of organisms that could change over several generations.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-04.</b>	Compare the symbiotic and competitive relationships in organisms within an ecosystem (e.g., lichen, mistletoe/tree, clownfish/sea anemone, native/non-native species).
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-06.</b>	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.

**Arizona's College and Career Ready Standards  
Science**

Grade 9 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SCHS-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-02.</b>	<b>Describe how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-04.</b>	<b>Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.</b>
<b>STRAND</b>	<b>AZ.SCHS-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S2C2.</b>	<b>Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C2-02.</b>	<b>Explain the process by which accepted ideas are challenged or extended by scientific innovation.</b>
<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-01.</b>	<b>Evaluate how the processes of natural ecosystems affect, and are affected by, humans.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-03.</b>	<b>Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-05.</b>	<b>Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.</b>
<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C2.</b>	<b>Science and Technology in Society: Develop viable solutions to a need or problem.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C2-05.</b>	<b>Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).</b>
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C3.</b>	<b>Interdependence of Organisms: Analyze the relationships among various organisms and their environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C3-01.</b>	<b>Identify the relationships among organisms within populations, communities, ecosystems, and biomes.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C3-03.</b>	<b>Assess how the size and the rate of growth of a population are determined by birth rate, death rate, immigration, emigration, and carrying capacity of the environment.</b>
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>

<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C4.</b>	<b>Biological Evolution: Understand the scientific principles and processes involved in biological evolution.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C4-03.</b>	<b>Describe how the continuing operation of natural selection underlies a population's ability to adapt to changes in the environment and leads to biodiversity and the origin of new species.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C4-04.</b>	<b>Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C4-05.</b>	<b>Analyze how patterns in the fossil record, nuclear chemistry, geology, molecular biology, and geographical distribution give support to the theory of organic evolution through natural selection over billions of years and the resulting present day biodiversity.</b>
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C5.</b>	<b>Matter, Energy, and Organization in Living Systems (Including Human Systems): Understand the organization of living systems, and the role of energy within those systems.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C5-05.</b>	<b>Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.</b>
<b>STRAND</b>	<b>AZ.SCHS-S5.</b>	<b>Physical Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S5C2.</b>	<b>Motions and Forces: Analyze relationships between forces and motion.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S5C2-01.</b>	<b>Determine the rate of change of a quantity (e.g., rate of erosion, rate of reaction, rate of growth, velocity).</b>
<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C1.</b>	<b>Geochemical Cycles: Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C1-02.</b>	<b>Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.</b>
<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C2.</b>	<b>Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-05.</b>	<b>Internal Energy: Demonstrate the relationships among earthquakes, volcanoes, mountain ranges, mid-oceanic ridges, deep sea trenches, and tectonic plates.</b>
<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C3.</b>	<b>Origin and Evolution of the Earth System: Analyze the factors used to explain the history and evolution of the Earth.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C3-06.</b>	<b>Earth History/Evolution: Investigate scientific theories of how life originated on Earth (high temperature, low oxygen, clay catalyst model).</b>

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Grade 8 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SC08-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S4C4.</b>	<b>Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-01.</b>	<b>Explain how an organism's behavior allows it to survive in an environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-04.</b>	<b>Compare the symbiotic and competitive relationships in organisms within an ecosystem (e.g., lichen, mistletoe/tree, clownfish/sea anemone, native/non-native species).</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-06.</b>	<b>Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.</b>

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Grade 9 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-01.</b>	<b>Evaluate how the processes of natural ecosystems affect, and are affected by, humans.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-03.</b>	<b>Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.</b>
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C3.</b>	<b>Interdependence of Organisms: Analyze the relationships among various organisms and their environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C3-01.</b>	<b>Identify the relationships among organisms within populations, communities, ecosystems, and biomes.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C3-02.</b>	<b>Describe how organisms are influenced by a particular combination of biotic (living) and abiotic (nonliving) factors in an environment.</b>
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C4.</b>	<b>Biological Evolution: Understand the scientific principles and processes involved in biological evolution.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C4-04.</b>	<b>Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.</b>
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>

<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C5.</b>	<b>Matter, Energy, and Organization in Living Systems (Including Human Systems): Understand the organization of living systems, and the role of energy within those systems.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C5-05.</b>	<b>Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.</b>
<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C2.</b>	<b>Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-03.</b>	<b>Distinguish between weather and climate.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-09.</b>	<b>External Energy: Explain the effect of heat transfer on climate and weather.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-15.</b>	<b>External Energy: List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography).</b>

National Parks - West - Alaska & Hawaii

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Grade 8 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C1-01.</b>	<b>Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick [scientists], support Strand 4; Rosalind Franklin [scientist], supports Strand 4; Charles Darwin [scientist], supports Strand 4; George Washington Carver [scientist, inventor], supports Strand 4; Joseph Priestley [scientist], supports Strand 5; Sir Frances Bacon [philosopher], supports Strand 5; Isaac Newton [scientist], supports Strand 5).</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C1-03.</b>	<b>Evaluate the impact of a major scientific development occurring within the past decade.</b>
<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C2.</b>	<b>Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C2-02.</b>	<b>Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.</b>
<b>STRAND</b>	<b>AZ.SC08-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE /</b>	<b>SC08-S3C1-01.</b>	<b>Analyze the risk factors associated with natural, human induced, and/or biological hazards, including: waste disposal of industrial chemicals; greenhouse gases.</b>

PROFICIENCY LEVEL		
STRAND	AZ.SC08-S4.	Life Science
CONCEPT / STANDARD	SC08-S4C4.	Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-05.	Analyze the following behavioral cycles of organisms: Hibernation; migration; dormancy (plants).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.
STRAND	AZ.SC08-S5.	Physical Science
CONCEPT / STANDARD	SC08-S5C2.	Motion and Forces: Understand the relationship between force and motion.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S5C2-01.	Demonstrate velocity as the rate of change of position over time.

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Grade 9 - Adopted: 2004 / Updated 2005

STRAND	AZ.SCHS-S2.	History and Nature of Science
CONCEPT / STANDARD	SCHS-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C1-02.	Describe how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C1-04.	Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.
STRAND	AZ.SCHS-S2.	History and Nature of Science
CONCEPT / STANDARD	SCHS-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C2-02.	Explain the process by which accepted ideas are challenged or extended by scientific innovation.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C1.	Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-01.	Evaluate how the processes of natural ecosystems affect, and are affected by, humans.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-03.	Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.



PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-05.	Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C2.	Science and Technology in Society: Develop viable solutions to a need or problem.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C2-05.	Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).
STRAND	AZ.SCHS-S4.	Life Science
CONCEPT / STANDARD	SCHS-S4C4.	Biological Evolution: Understand the scientific principles and processes involved in biological evolution.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S4C4-04.	Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.
STRAND	AZ.SCHS-S5.	Physical Science
CONCEPT / STANDARD	SCHS-S5C2.	Motions and Forces: Analyze relationships between forces and motion.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S5C2-02.	Analyze the relationships among position, velocity, acceleration, and time: graphically; mathematically.
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C1.	Geochemical Cycles: Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-02.	Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C2.	Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-11.	External Energy: Describe the origin, life cycle, and behavior of weather systems (i.e., air mass, front, high and low systems, pressure gradients).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-16.	External Energy: Explain the causes and/or effects of climate changes over long periods of time (e.g., glaciation, desertification, solar activity, greenhouse effect).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-17.	External Energy: Investigate the effects of acid rain, smoke, volcanic dust, urban development, and greenhouse gases, on climate change over various periods of time.
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C3.	Origin and Evolution of the Earth System: Analyze the factors used to explain the history and evolution of the Earth.
PERFORMANCE OBJECTIVE /	SCHS-S6C3-08.	Earth History/Evolution: Sequence major events in the Earth's evolution (e.g., mass extinctions, glacial episodes) using relative and absolute dating data.

PROFICIENCY LEVEL		
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National Parks West - Nevada, California

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<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C1-01.</b>	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick [scientists], support Strand 4; Rosalind Franklin [scientist], supports Strand 4; Charles Darwin [scientist], supports Strand 4; George Washington Carver [scientist, inventor], supports Strand 4; Joseph Priestley [scientist], supports Strand 5; Sir Frances Bacon [philosopher], supports Strand 5; Isaac Newton [scientist], supports Strand 5).
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C1-03.</b>	Evaluate the impact of a major scientific development occurring within the past decade.
<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C2.</b>	<b>Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C2-02.</b>	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
<b>STRAND</b>	<b>AZ.SC08-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S4C4.</b>	<b>Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-02.</b>	Describe how an organism can maintain a stable internal environment while living in a constantly changing external environment.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-06.</b>	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.

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Grade 9 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SCHS-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-02.</b>	Describe how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.
<b>PERFORMANCE OBJECTIVE /</b>	<b>SCHS-S2C1-04.</b>	Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.

PROFICIENCY LEVEL		
STRAND	AZ.SCHS-S2.	History and Nature of Science
CONCEPT / STANDARD	SCHS-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C2-02.	Explain the process by which accepted ideas are challenged or extended by scientific innovation.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C1.	Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-01.	Evaluate how the processes of natural ecosystems affect, and are affected by, humans.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-03.	Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-05.	Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C2.	Science and Technology in Society: Develop viable solutions to a need or problem.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C2-05.	Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).
STRAND	AZ.SCHS-S4.	Life Science
CONCEPT / STANDARD	SCHS-S4C4.	Biological Evolution: Understand the scientific principles and processes involved in biological evolution.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S4C4-04.	Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C1.	Geochemical Cycles: Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-05.	Describe factors that impact current and future water quantity and quality including surface, ground, and local water issues.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-06.	Analyze methods of reclamation and conservation of water. .
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C2.	Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-03.	Distinguish between weather and climate.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-05.	Internal Energy: Demonstrate the relationships among earthquakes, volcanoes, mountain ranges, mid-oceanic ridges, deep sea trenches, and tectonic plates.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-09.	External Energy: Explain the effect of heat transfer on climate and weather.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-11.	External Energy: Describe the origin, life cycle, and behavior of weather systems (i.e., air mass, front, high and low systems, pressure gradients).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-14.	External Energy: Analyze how weather is influenced by both natural and artificial Earth features (e.g., mountain ranges, bodies of water, cities, air pollution).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-15.	External Energy: List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography).

National Parks West - Wyoming, Utah

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Grade 8 - Adopted: 2004 / Updated 2005

STRAND	AZ.SC08-S2.	History and Nature of Science
CONCEPT / STANDARD	SC08-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C1-01.	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick [scientists], support Strand 4; Rosalind Franklin [scientist], supports Strand 4; Charles Darwin [scientist], supports Strand 4; George Washington Carver [scientist, inventor], supports Strand 4; Joseph Priestley [scientist], supports Strand 5; Sir Frances Bacon [philosopher], supports Strand 5; Isaac Newton [scientist], supports Strand 5).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C1-03.	Evaluate the impact of a major scientific development occurring within the past decade.
STRAND	AZ.SC08-S2.	History and Nature of Science
CONCEPT / STANDARD	SC08-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C2-02.	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
STRAND	AZ.SC08-S4.	Life Science
CONCEPT / STANDARD	SC08-S4C4.	Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.
PERFORMANCE OBJECTIVE /	SC08-S4C4-01.	Explain how an organism's behavior allows it to survive in an environment.

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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.

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STRAND	AZ.SCHS-S2.	History and Nature of Science
CONCEPT / STANDARD	SCHS-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C1-02.	Describe how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C1-04.	Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.
STRAND	AZ.SCHS-S2.	History and Nature of Science
CONCEPT / STANDARD	SCHS-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C2-02.	Explain the process by which accepted ideas are challenged or extended by scientific innovation.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C1.	Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-01.	Evaluate how the processes of natural ecosystems affect, and are affected by, humans.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-03.	Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-05.	Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C2.	Science and Technology in Society: Develop viable solutions to a need or problem.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C2-05.	Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).
STRAND	AZ.SCHS-S4.	Life Science
CONCEPT / STANDARD	SCHS-S4C4.	Biological Evolution: Understand the scientific principles and processes involved in biological evolution.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S4C4-04.	Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C1.	Geochemical Cycles: Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-02.	Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C2.	Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-05.	Internal Energy: Demonstrate the relationships among earthquakes, volcanoes, mountain ranges, mid-oceanic ridges, deep sea trenches, and tectonic plates.

National Parks of the Western Region - Part 1

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STRAND	AZ.SC08-S2.	History and Nature of Science
CONCEPT / STANDARD	SC08-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C1-03.	Evaluate the impact of a major scientific development occurring within the past decade.
STRAND	AZ.SC08-S2.	History and Nature of Science
CONCEPT / STANDARD	SC08-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C2-02.	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
STRAND	AZ.SC08-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SC08-S3C1.	Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S3C1-01.	Analyze the risk factors associated with natural, human induced, and/or biological hazards, including: waste disposal of industrial chemicals; greenhouse gases.
STRAND	AZ.SC08-S4.	Life Science
CONCEPT / STANDARD	SC08-S4C4.	Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.
PERFORMANCE OBJECTIVE /	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.

PROFICIENCY LEVEL		
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<b>STRAND</b>	<b>AZ.SCHS-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-04.</b>	<b>Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.</b>
<b>STRAND</b>	<b>AZ.SCHS-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S2C2.</b>	<b>Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C2-02.</b>	<b>Explain the process by which accepted ideas are challenged or extended by scientific innovation.</b>
<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-01.</b>	<b>Evaluate how the processes of natural ecosystems affect, and are affected by, humans.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-03.</b>	<b>Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-05.</b>	<b>Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.</b>
<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C2.</b>	<b>Science and Technology in Society: Develop viable solutions to a need or problem.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C2-01.</b>	<b>Analyze the costs, benefits, and risks of various ways of dealing with the following needs or problems: various forms of alternative energy; storage of nuclear waste; abandoned mines; greenhouse gases; hazardous wastes.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C2-05.</b>	<b>Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).</b>
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C4.</b>	<b>Biological Evolution: Understand the scientific principles and processes involved in biological evolution.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C4-04.</b>	<b>Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.</b>

<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C1.</b>	<b>Geochemical Cycles: Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C1-02.</b>	<b>Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C1-05.</b>	<b>Describe factors that impact current and future water quantity and quality including surface, ground, and local water issues.</b>
<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C2.</b>	<b>Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-14.</b>	<b>External Energy: Analyze how weather is influenced by both natural and artificial Earth features (e.g., mountain ranges, bodies of water, cities, air pollution).</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-15.</b>	<b>External Energy: List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography).</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-16.</b>	<b>External Energy: Explain the causes and/or effects of climate changes over long periods of time (e.g., glaciation, desertification, solar activity, greenhouse effect).</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-17.</b>	<b>External Energy: Investigate the effects of acid rain, smoke, volcanic dust, urban development, and greenhouse gases, on climate change over various periods of time.</b>

The Amazon Rainforest - Part 1 - Older Grades

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Grade 8 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SC08-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S4C4.</b>	<b>Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-01.</b>	<b>Explain how an organism's behavior allows it to survive in an environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-04.</b>	<b>Compare the symbiotic and competitive relationships in organisms within an ecosystem (e.g., lichen, mistletoe/tree, clownfish/sea anemone, native/non-native species).</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-06.</b>	<b>Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.</b>

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<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-01.</b>	Evaluate how the processes of natural ecosystems affect, and are affected by, humans.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-03.</b>	Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C3.</b>	<b>Interdependence of Organisms: Analyze the relationships among various organisms and their environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C3-01.</b>	Identify the relationships among organisms within populations, communities, ecosystems, and biomes.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C3-02.</b>	Describe how organisms are influenced by a particular combination of biotic (living) and abiotic (nonliving) factors in an environment.
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C4.</b>	<b>Biological Evolution: Understand the scientific principles and processes involved in biological evolution.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C4-04.</b>	Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C5.</b>	<b>Matter, Energy, and Organization in Living Systems (Including Human Systems): Understand the organization of living systems, and the role of energy within those systems.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C5-05.</b>	Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.
<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C2.</b>	<b>Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-03.</b>	Distinguish between weather and climate.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-09.</b>	External Energy: Explain the effect of heat transfer on climate and weather.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-15.</b>	External Energy: List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography).

The Amazon Rainforest - Part 2 - Older Grades

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Grade 8 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C1-03.</b>	<b>Evaluate the impact of a major scientific development occurring within the past decade.</b>
<b>STRAND</b>	<b>AZ.SC08-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S4C4.</b>	<b>Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-06.</b>	<b>Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.</b>

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<b>STRAND</b>	<b>AZ.SCHS-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-01.</b>	<b>Describe how human curiosity and needs have influenced science, impacting the quality of life worldwide.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-03.</b>	<b>Analyze how specific changes in science have affected society. .</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-04.</b>	<b>Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.</b>
<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-01.</b>	<b>Evaluate how the processes of natural ecosystems affect, and are affected by, humans.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-03.</b>	<b>Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-04.</b>	<b>Evaluate the following factors that affect the quality of the environment: urban development; smoke; volcanic dust.</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-05.	Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C2.	Science and Technology in Society: Develop viable solutions to a need or problem.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C2-04.	Analyze the use of renewable and nonrenewable resources in Arizona: Water; land; soil; minerals; air.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C2-05.	Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).
STRAND	AZ.SCHS-S4.	Life Science
CONCEPT / STANDARD	SCHS-S4C3.	Interdependence of Organisms: Analyze the relationships among various organisms and their environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S4C3-01.	Identify the relationships among organisms within populations, communities, ecosystems, and biomes.
STRAND	AZ.SCHS-S4.	Life Science
CONCEPT / STANDARD	SCHS-S4C4.	Biological Evolution: Understand the scientific principles and processes involved in biological evolution.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S4C4-04.	Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.
STRAND	AZ.SCHS-S4.	Life Science
CONCEPT / STANDARD	SCHS-S4C5.	Matter, Energy, and Organization in Living Systems (Including Human Systems): Understand the organization of living systems, and the role of energy within those systems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S4C5-05.	Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C1.	Geochemical Cycles: Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-01.	Identify ways materials are cycled within the Earth system (i.e., carbon cycle, water cycle, rock cycle).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-07.	Explain how the geochemical processes are responsible for the concentration of economically valuable minerals and ores in Arizona and worldwide.

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