

**Main Criteria:** DC Educational Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**DC Educational Standards**

**Science**

Grade: 8 - Adopted: 2013

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MS-PS.</b>	<b>PHYSICAL SCIENCE</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>MS-PS1.</b>	<b>Matter and Its Interactions</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>		Students who demonstrate understanding can:
<b>EXPECTATION</b>	<b>MS-PS1-3.</b>	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>MS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>		Students who demonstrate understanding can:
<b>EXPECTATION</b>	<b>MS-LS1-5.</b>	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>MS-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>		Students who demonstrate understanding can:
<b>EXPECTATION</b>	<b>MS-LS2-2.</b>	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
<b>EXPECTATION</b>	<b>MS-LS2-3.</b>	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades

EXPECTATION	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  La Selva Amazonica - Pte 1 (En Espagnol)  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  The Amazon Rainforest - Part 1 - Older Grades  The Amazon Rainforest - Part 2 - Older Grades</p>
EXPECTATION	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  The Amazon Rainforest - Part 2 - Older Grades</p>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><u>Virtual Field Trips</u>  The Amazon Rainforest - Part 2 - Older Grades</p>
EXPECTATION	MS-ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><u>Virtual Field Trips</u>  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1</p>
EXPECTATION	MS-ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><u>Virtual Field Trips</u>  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1</p>
EXPECTATION	MS-ESS2-6.	<p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1

#### DC Educational Standards

#### Social Studies

Grade: 8 - Adopted: 2011

CONTENT STANDARD / STRAND / DISCIPLINE	DC.8.	U.S. History and Geography I: Growth and Conflict
STANDARD / ESSENTIAL SKILL		A NEW NATION (1720–1787)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.2.	Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
EXPECTATION	8.2.6.	Explain the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. (P)  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
CONTENT STANDARD / STRAND / DISCIPLINE	DC.8.	U.S. History and Geography I: Growth and Conflict
STANDARD / ESSENTIAL SKILL		THE CONSTITUTION OF THE UNITED STATES (1777–1789)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.3.	Students analyze the political principles underlying the U.S. Constitution, and they compare the enumerated and implied powers of the federal government.
EXPECTATION	8.3.4.	Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations. (P)  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
EXPECTATION	8.3.6.	Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority

		rule, and the ways in which the American idea of constitutionalism preserves individual rights. (P)  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.8.</b>	<b>U.S. History and Geography I: Growth and Conflict</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>THE RISE OF INDUSTRIAL AMERICA (1877–1914)</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>8.13.</b>	<b>Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</b>
<b>EXPECTATION</b>	<b>8.13.1.</b>	<b>Explain the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, and the conservation movement). (G, S, E)</b>  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1

© 2018 EdGate Correlation Services, LLC. All Rights reserved.  
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)