

**Main Criteria:** Connecticut Core Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**Connecticut Core Standards**

**Science**

Grade: 8 - Adopted: 2015

<b>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.MS-PS.</b>	<b>PHYSICAL SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>MS-PS1.</b>	<b>Matter and Its Interactions</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</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>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>MS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</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>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>MS-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</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>INDICATOR</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
<b>INDICATOR</b>	<b>MS-LS2-4.</b>	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

		<u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
INDICATOR	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
INDICATOR	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.  <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
INDICATOR	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.  <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
INDICATOR	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS3.	Earth and Human Activity

<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</b>	<b>MS-ESS3-1.</b>	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
<b>INDICATOR</b>	<b>MS-ESS3-4.</b>	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
<b>INDICATOR</b>	<b>MS-ESS3-5.</b>	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

**Connecticut Core Standards**

**Social Studies**

Grade: 8 - Adopted: 2015

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.8.</b>	<b>UNITED STATES HISTORY</b>
<b>STATE FRAMEWORK</b>	<b>8.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> Adapted In Grade 8, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 8 should lead to deep and enduring understanding. (C3, p. 29) The focus of the eighth-grade course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.
<b>GRADE LEVEL EXPECTATION</b>		<b>HISTORY</b>
<b>INDICATOR</b>		<b>Change, Continuity and Context</b>
<b>INDICATOR</b>	<b>HIST 8.1.</b>	Analyze connections among events and developments in historical contexts.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
<b>INDICATOR</b>	<b>HIST 8.2.</b>	Classify series of historical events and developments as examples of change and/or continuity.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.8.</b>	<b>UNITED STATES HISTORY</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>HISTORY</b>
<b>INDICATOR</b>		<b>Perspectives</b>
<b>INDICATOR</b>	<b>HIST 8.3.</b>	Analyze multiple factors that influenced the perspectives of people during different historical eras.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
<b>INDICATOR</b>	<b>HIST 8.4.</b>	Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.8.</b>	<b>UNITED STATES HISTORY</b>
<b>STATE FRAMEWORK</b>	<b>8.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> Adapted In Grade 8, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 8 should lead to deep and enduring understanding. (C3, p. 29) The focus of the eighth-grade course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.
<b>GRADE LEVEL EXPECTATION</b>		<b>HISTORY</b>
<b>INDICATOR</b>		<b>Causation and Argumentation</b>
<b>INDICATOR</b>	<b>HIST 8.9.</b>	Explain multiple causes and effects of events and developments in the past.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.8.</b>	<b>UNITED STATES HISTORY</b>
<b>STATE FRAMEWORK</b>	<b>8.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> Adapted In Grade 8, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 8 should lead to deep and enduring understanding. (C3, p. 29) The focus of the eighth-grade course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.
<b>GRADE LEVEL EXPECTATION</b>		<b>ECONOMICS</b>
<b>INDICATOR</b>		<b>The Global Economy</b>
<b>INDICATOR</b>	<b>ECO 8.6.</b>	Explain the benefits and the costs of trade policies to individuals, businesses, and society.  <u>Virtual Field Trips</u> Exploring Cuba
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.8.</b>	<b>UNITED STATES HISTORY</b>
<b>STATE FRAMEWORK</b>	<b>8.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> Adapted In Grade 8, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 8 should lead to deep and enduring understanding. (C3, p. 29) The focus of the eighth-grade course is on the discipline

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<b>GRADE LEVEL EXPECTATION</b>		<b>GEOGRAPHY</b>
<b>INDICATOR</b>		<b>Human-Environment Interaction: Places, Regions, and Culture</b>
<b>INDICATOR</b>	<b>GEO 8.2.</b>	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.  <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 Washington, DC - Grades 6 - 12
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.8.</b>	<b>UNITED STATES HISTORY</b>
<b>STATE FRAMEWORK</b>	<b>8.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> Adapted In Grade 8, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 8 should lead to deep and enduring understanding. (C3, p. 29) The focus of the eighth-grade course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.
<b>GRADE LEVEL EXPECTATION</b>		<b>GEOGRAPHY</b>
<b>INDICATOR</b>		<b>Global Interconnections</b>
<b>INDICATOR</b>	<b>GEO 8.4.</b>	Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.  <u>Virtual Field Trips</u> Exploring Cuba