

Main Criteria: Maine Learning Results
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

**Maine Learning Results
Science**

Grade: 8 - Adopted: 2007

STRAND / DOMAIN	ME.A.	Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.
CATEGORY / PERFORMANCE INDICATOR	A.1.	Systems: Students describe and apply principles of systems in man-made things, natural things, and processes.
STANDARD	A.1.a.	<p>Explain how individual parts working together in a system (including organisms, Earth systems, solar systems, or man-made structures) can do more than each part individually.</p> <p><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</p>
STANDARD	A.1.b.	<p>Explain how the output of one part of a system, including waste products from manufacturing or organisms, can become the input of another part of a system.</p> <p><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</p>
STANDARD	A.1.c.	<p>Describe how systems are nested and that systems may be thought of as containing subsystems (as well as being a subsystem of a larger system) and apply the understanding to analyze systems.</p> <p><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</p>
STRAND / DOMAIN	ME.A.	Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.
CATEGORY / PERFORMANCE INDICATOR	A.3.	Constancy and Change: Students describe how patterns of change vary in physical, biological, and technological systems.
STANDARD	A.3.a.	<p>Describe systems that are changing including ecosystems, Earth systems, and technologies.</p> <p><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</p>

		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
STANDARD	A.3.b.	Give examples of systems including ecosystems, Earth systems, and technologies that appear to be unchanging (even though things may be changing within the system) and identify any feedback mechanisms that may be modifying the changes. <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
STRAND / DOMAIN	ME.A.	Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.
CATEGORY / PERFORMANCE INDICATOR	A.4.	Scale: Students use scale to describe objects, phenomena, or processes related to Earth, space, matter, and mechanical and living systems.
STANDARD	A.4.a.	Describe how some things change or work differently at different scales. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD	A.4.b.	Use proportions, averages, and ranges to describe small and large extremes of scale. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STRAND / DOMAIN	ME.C.	The Scientific and Technological Enterprise: Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.
CATEGORY / PERFORMANCE INDICATOR	C.3.	Science, Technology, and Society: Students identify and describe the role of science and technology in addressing personal and societal challenges.
STANDARD	C.3.a.	Describe how science and technology can help address societal challenges related to population, natural hazards, sustainability, personal health and safety, and environmental quality. <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
STANDARD	C.3.b.	Identify personal choices that can either positively or negatively impact society including population, ecosystem sustainability, personal health, and environmental quality. <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
STANDARD	C.3.c.	Identify factors that influence the development and use of science and technology. <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
STRAND / DOMAIN	ME.C.	The Scientific and Technological Enterprise: Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.
CATEGORY / PERFORMANCE INDICATOR	C.4.	History and Nature of Science: Students describe historical examples that illustrate how science advances knowledge through the scientists involved and through the ways scientists think about their work and the work of others.
STANDARD	C.4.a.	Describe how women and men of various backgrounds, working in teams or alone and communicating about their ideas extensively with others, engage in science, engineering, and related fields. <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
STANDARD	C.4.b.	Describe a breakthrough from the history of science that contributes to our current understanding of science. <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
STRAND / DOMAIN	ME.D.	The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.
CATEGORY / PERFORMANCE INDICATOR	D.2.	Earth: Students describe the various cycles, physical and biological forces and processes, position in space, energy transformations, and human actions that affect the short- term and long-term changes to the Earth.
STANDARD	D.2.b.	Describe Earth Systems - biosphere, atmosphere, hydrosphere and lithosphere - and cycles and interactions within them (including water moving among and between them, rocks forming and transforming, and weather formation). <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades

STANDARD	D.2.c.	<p>Give several reasons why the climate is different in different regions of the Earth.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) National Parks West - Nevada, California The Amazon Rainforest - Part 1 - Older Grades</p>
STANDARD	D.2.d.	<p>Describe significant Earth resources and how their limited supply affects how they are used.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD	D.2.f.	<p>Give examples of abrupt changes and slow changes in Earth Systems.</p> <p><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</p>
STRAND / DOMAIN	ME.E.	<p>The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.</p>
CATEGORY / PERFORMANCE INDICATOR	E.1.	<p>Biodiversity: Students differentiate among organisms based on biological characteristics and identify patterns of similarity.</p>
STANDARD	E.1.a.	<p>Compare physical characteristics that differentiate organisms into groups (including plants that use sunlight to make their own food, animals that consume energy-rich food, and organisms that cannot easily be classified as either).</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol</p>
STANDARD	E.1.b.	<p>Explain how biologists use internal and external anatomical features to determine relatedness among organisms and to form the basis for classification systems.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol</p>
STANDARD	E.1.c.	<p>Explain ways to determine whether organisms are the same species.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol</p>
STANDARD	E.1.d.	<p>Describe how external and internal structures of animals and plants contribute to the variety of ways organisms are able to find food and reproduce.</p> <p><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</p>

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CATEGORY / PERFORMANCE INDICATOR	E.2.	Ecosystems: Students examine how the characteristics of the physical, non-living (abiotic) environment, the types and behaviors of living (biotic) organisms, and the flow of matter and energy affect organisms and the ecosystem of which they are part.
STANDARD	E.2.b.	Describe ways in which two types of organisms may interact (including competition, predator/prey, producer/consumer/decomposer, parasitism, and mutualism) and describe the positive and negative consequences of such interactions. <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
STANDARD	E.2.c.	Describe the source and flow of energy in the two major food webs, terrestrial and marine. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STANDARD	E.2.d.	Describe how matter and energy change from one form to another in living things and in the physical environment. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD	E.2.e.	Explain that the total amount of matter in the environment stays the same even as its form and location change. <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
STRAND / DOMAIN	ME.E.	The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.
CATEGORY / PERFORMANCE INDICATOR	E.3.	Cells: Students describe the hierarchy of organization and function in organisms, and the similarities and differences in structure, function, and needs among and within organisms.
STANDARD	E.3.c.	Compare the structures, systems, and interactions that allow single-celled organisms and multi-celled plants and animals, including humans, to defend themselves, acquire and use energy, self-regulate, reproduce, and coordinate movement.

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CATEGORY / PERFORMANCE INDICATOR	E.5.	Evolution: Students describe the evidence that evolution occurs over many generations, allowing species to acquire many of their unique characteristics or adaptations.
STANDARD	E.5.b.	Describe how small differences between parents and offspring can lead to descendants who are very different from their ancestors. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol

Maine Learning Results

Social Studies

Grade: 8 - Adopted: 2007

STRAND / DOMAIN	ME.B.	Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.
CATEGORY / PERFORMANCE INDICATOR	B.1.	Knowledge, Concepts, Themes, and Patterns of Civics/Government: Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.
STANDARD	B.1.d.	Explain the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STANDARD	B.1.f.	Compare the structures and processes of United States government with examples of other forms of government. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STRAND / DOMAIN	ME.C.	Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.
CATEGORY / PERFORMANCE INDICATOR	C.1.	Economic Knowledge, Concepts, Themes, and Patterns: Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world.
STANDARD	C.1.b.	Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing, and trade.

		<u>Virtual Field Trips</u> Exploring Cuba
STRAND / DOMAIN	ME.D.	Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.
CATEGORY / PERFORMANCE INDICATOR	D.1.	Geographic Knowledge, Concepts, Themes, and Patterns: Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.
STANDARD	D.1.a.	<p>Explain that geography includes the study of physical, environmental, and cultural features of the State, nation, and various regions of the world to identify consequences of geographic influences and make predictions.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts</p>
STANDARD	D.1.c.	<p>Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts</p>
STRAND / DOMAIN	ME.E.	History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.
CATEGORY / PERFORMANCE INDICATOR	E.1.	Historical Knowledge, Concepts, Themes, and Patterns: Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.
STANDARD	E.1.a.	Explain that history includes the study of past human experience based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the present and future.

		<p>Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
STANDARD	E.1.b.	<p>Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.</p> <p>Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Washington, DC - Grades 6 - 12</p>
STANDARD	E.1.d.	<p>Analyze interpretations of historical events that are based on different perspectives and evidence.</p> <p>Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
STRAND / DOMAIN	ME.E.	<p>History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p>
CATEGORY / PERFORMANCE INDICATOR	E.2.	<p>Individual, Cultural, International, and Global Connections in History: Students understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p>
STANDARD	E.2.b.	<p>Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.</p> <p>Virtual Field Trips Exploring Cuba 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 Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>