

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 8 - Adopted: 2008

STRAND / TOPIC / STANDARD	MD.1.0.	Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science.
TOPIC / INDICATOR	1.A.1.	Constructing Knowledge: Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
INDICATOR / PROFICIENCY LEVEL	1.A.1.a.	Explain that scientists differ greatly in what phenomena they study and how they go about their work. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STRAND / TOPIC / STANDARD	MD.1.0.	Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science.
TOPIC / INDICATOR	1.C.1.	Communicating Scientific Information: Develop explanations that explicitly link data from investigations conducted, selected readings and, when appropriate, contributions from historical discoveries.
INDICATOR / PROFICIENCY LEVEL	1.C.1.c.	Give examples of how scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way. <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
INDICATOR / PROFICIENCY LEVEL	1.C.1.g.	Recognize that important contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times. <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
STRAND / TOPIC / STANDARD	MD.2.0.	Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.
TOPIC / INDICATOR	2.B.1.	Earth History: Explain how sedimentary rock is formed periodically, embedding plant and animal remains and leaving a record of the sequence in which the plants and animals appeared and disappeared.
INDICATOR / PROFICIENCY LEVEL	2.B.1.a.	Explain how sedimentary rock buried deep enough may be reformed by pressure and heat and these reformed rock layers may be forced up again to become land surface and even mountains.

		<u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks West - Wyoming, Utah
INDICATOR / PROFICIENCY LEVEL	2.B.1.c.	Explain why some fossils found in the top layers of sedimentary rock are older than those found beneath in lower layers: Folding; Breaking; Uplift; Faulting; Tilting. <u>Virtual Field Trips</u> National Parks West - Wyoming, Utah
STRAND / TOPIC / STANDARD	MD.2.0.	Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.
TOPIC / INDICATOR	2.D.3.	Astronomy: Recognize and explain the effects of the tilt of Earth's axis.
INDICATOR / PROFICIENCY LEVEL	2.D.3.c.	Recognize and describe how the tilt of Earth's axis affects the climate in Maryland. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) National Parks West - Nevada, California The Amazon Rainforest - Part 1 - Older Grades
STRAND / TOPIC / STANDARD	MD.2.0.	Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.
TOPIC / INDICATOR	2.E.1.	Interactions of Hydrosphere and Atmosphere: Cite evidence to explain the relationship between the hydrosphere and atmosphere.
INDICATOR / PROFICIENCY LEVEL	2.E.1.c.	Identify and describe how the temperature and precipitation in a geographic area are affected by surface features and changes in atmospheric and ocean content: Relative location of mountains; Volcanic eruptions; Proximity to large bodies of water; Heat energy of ocean currents. <u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks of the Western Region - Part 1
STRAND / TOPIC / STANDARD	MD.2.0.	Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.
TOPIC / INDICATOR	2.E.3.	Interactions of Hydrosphere and Atmosphere: Recognize and describe the various factors that affect climate.
INDICATOR / PROFICIENCY LEVEL	2.E.3.a.	Identify and describe how the temperature and precipitation of an area are affected by surface and ocean features: Relative location of mountains; Proximity to large bodies of water; Warm and cold ocean currents. <u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks of the Western Region - Part 1
INDICATOR / PROFICIENCY LEVEL	2.E.3.b.	Recognize and describe the global effects of volcanic eruptions, greenhouse gases, and El Nino. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
STRAND / TOPIC / STANDARD	MD.3.0.	Life Science: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

TOPIC / INDICATOR	3.D.1.	Evolution: Recognize and describe that evolutionary change in species over time occurs as a result of natural variation in organisms and environmental changes.
INDICATOR / PROFICIENCY LEVEL	3.D.1.a.	Recognize and describe that gradual (climatic) and sudden (floods and fires) changes in environmental conditions affect the survival of organisms and populations. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / PROFICIENCY LEVEL	3.D.1.b.	Recognize that adaptations may include variations in structures, behaviors, or physiology, such as spiny leaves on a cactus, birdcalls, and antibiotic resistant bacteria. <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 / PROFICIENCY LEVEL	3.D.1.c.	Recognize and describe that adaptation and speciation involve the selection of natural variations in a population. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
INDICATOR / PROFICIENCY LEVEL	3.D.1.d.	Recognize and describe that extinction occurs when the adaptive traits of a population do not support its survival. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / PROFICIENCY LEVEL	3.D.1.e.	Recognize that evolution accounts for the diversity of species. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STRAND / TOPIC / STANDARD	MD.5.0.	Physics: Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.
TOPIC / INDICATOR	5.A.1.	Mechanics: Develop an explanation of motion using the relationships among time, distance, velocity, and acceleration.
INDICATOR / PROFICIENCY LEVEL	5.A.1.b.	Based on data given or collected, graph and calculate average speed using distance and time. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
STRAND / TOPIC / STANDARD	MD.6.0.	Environmental Science: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.
TOPIC / INDICATOR	6.B.1.	Environmental Issues: Recognize and explain how human activities can accelerate or magnify many naturally occurring changes.
INDICATOR / PROFICIENCY LEVEL	6.B.1.a.	Based on data from research identify and describe how natural processes change the environment: Cyclic climate change; Sedimentation in watersheds; Population cycles; Extinction.

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INDICATOR / PROFICIENCY LEVEL	6.B.1.b.	Identify and describe how human activities produce changes in natural processes: Climate change; Loss of habitat; Introduction of nonnative species; Cycling of matter. <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

Maryland College and Career-Ready Standards

Social Studies

Grade: 8 - Adopted: 2006

STRAND / TOPIC / STANDARD	MD.1.0.	Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.
TOPIC / INDICATOR	1.A.	The foundations and function of government
INDICATOR / PROFICIENCY LEVEL	1.A.1.	Investigate the evolution of the U.S. political system as expressed in the United States Constitution
OBJECTIVE	1.A.1.b.	Explain and summarize the principles of federalism, popular sovereignty, rule of law, consent of the governed, separation of powers, checks and balances, majority rule, limited government and how they protect individual rights and impact the functioning of government <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
OBJECTIVE	1.A.1.c.	Compare how the powers and functions of the three branches of government are divided and how they are shared to protect popular sovereignty <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.A.	Read to learn and construct meaning about social studies
INDICATOR / PROFICIENCY LEVEL	6.A.1.	Use appropriate strategies and opportunities to increase understandings of social studies vocabulary

OBJECTIVE	6.A.1.a.	<p>Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) 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) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 12</p>
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.A.	Read to learn and construct meaning about social studies
INDICATOR / PROFICIENCY LEVEL	6.A.3.	Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)
OBJECTIVE	6.A.3.a.	<p>Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning</p> <p><u>Virtual Field Trips</u> 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 / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.C.	Ask social studies questions
INDICATOR / PROFICIENCY LEVEL	6.C.1.	Identify a topic that requires further study
OBJECTIVE	6.C.1.b.	<p>Pose questions the about the topic</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs</p>

		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
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.C.	Ask social studies questions
INDICATOR / PROFICIENCY LEVEL	6.C.2.	Identify a situation/issue that requires further study
OBJECTIVE	6.C.2.c.	Pose questions about the situation/issue from a variety of perspectives <u>Virtual Field Trips</u> 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
OBJECTIVE	6.C.2.d.	Pose questions that elicit higher order thinking responses <u>Virtual Field Trips</u> 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
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.F.	Analyze social studies information
INDICATOR / PROFICIENCY LEVEL	6.F.3.	Synthesize information from a variety of sources
OBJECTIVE	6.F.3.a.	Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details <u>Virtual Field Trips</u> 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
OBJECTIVE	6.F.3.b.	Reconstruct the arguments of issues or events <u>Virtual Field Trips</u> 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

OBJECTIVE	6.F.3.d.	<p>Modify understandings of social studies concepts and trend</p> <p><u>Virtual Field Trips</u> 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>
OBJECTIVE	6.F.3.e.	<p>Verify or change prior understandings based on new information</p> <p><u>Virtual Field Trips</u> 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 / TOPIC / STANDARD	MD.6.0.	<p>Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</p>
TOPIC / INDICATOR	6.G.	Answer social studies questions
INDICATOR / PROFICIENCY LEVEL	6.G.2.	Use historic contexts to answer questions
OBJECTIVE	6.G.2.a.	<p>Use historically accurate resources to answer questions, make predictions, and support ideas</p> <p><u>Virtual Field Trips</u> 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>
OBJECTIVE	6.G.2.b.	<p>Explain why historic interpretations vary and are subject to change</p> <p><u>Virtual Field Trips</u> 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>
OBJECTIVE	6.G.2.c.	<p>Construct a sound historical interpretation</p> <p><u>Virtual Field Trips</u> 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>
OBJECTIVE	6.G.2.d.	<p>Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy</p>

		Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Washington, DC - Grades 6 - 12
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Grade: 8 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RH.	Reading Standards for Literacy in History/Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RH7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.6-8.7.	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) 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) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 12</p>