

**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 8 - Adopted: 2014

<b>CONTENT STANDARD</b>	<b>NV.MS-PS.</b>	<b>PHYSICAL SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>MS-PS1.</b>	<b>Matter and Its Interactions</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>GRADE LEVEL 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</b>	<b>NV.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>MS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>GRADE LEVEL 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</b>	<b>NV.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>MS-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>GRADE LEVEL 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>GRADE LEVEL 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
<b>GRADE LEVEL EXPECTATION</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
GRADE LEVEL EXPECTATION	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
CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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
CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL 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
GRADE LEVEL 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
GRADE LEVEL 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

### Nevada Academic Content Standards

#### Social Studies

Grade: 8 - Adopted: 2011

CONTENT STANDARD	NV.S1.0.	Social Studies Skills - As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills.
STRAND / INDICATOR		Content Literacy
INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].2.	Read to identify cause and effect relationships, compare and contrast information, fact v. opinion, and author bias.  <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
INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].6.	Formulate essential questions on a given topic.  <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
CONTENT STANDARD	NV.S1.0.	Social Studies Skills - As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills.
STRAND / INDICATOR		Historical Analysis & Interpretation
INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].16.	Develop a clear sense of historical time, past, present, and future in order to identify the sequence in which events occurred.  <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
INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].18.	Identify historical myths and historical fact.

		<u>Virtual Field Trips</u> Exploring Cuba
INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].20.	Formulate historical questions.  <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
CONTENT STANDARD	NV.H1.0.	People, Cultures, and Civilizations - Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		World: Pre-Civilization
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].13.	Identify and describe the technological innovations of early agrarian societies.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].15.	Evaluate factors that contributed to the fall of pre-Columbian civilizations.  <u>Virtual Field Trips</u> Ancient Mayan Civilization
CONTENT STANDARD	NV.H1.0.	People, Cultures, and Civilizations - Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		World: Early Civilizations
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].16.	Identify the characteristics of a civilization.  <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
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].17.	Explain how a civilization's geographic location influenced its development.  <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
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].18.	Describe the achievements of ancient and classical civilizations.  <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
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].19.	Locate ancient, classical, and regional civilizations and describe their contributions of social structure, religion, and political systems.

		<b>Virtual Field Trips</b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades) Rome - The Eternal City - Part 1
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].20.	Describe the origin, traditions, customs, and spread of the five major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism).  <b>Virtual Field Trips</b> Jerusalem - Then and Now (Older Grades)
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].21.	Describe the cultural achievements of societies in the Middle East, Far East, the Americas, Africa, South Asia, and Europe.  <b>Virtual Field Trips</b> 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
CONTENT STANDARD	NV.H2.0.	Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		World: Early Civilizations
INDICATOR / GRADE LEVEL EXPECTATION	H2.[6-8].24.	Identify the characteristics that led to the emergence and decline of empires around the world.  <b>Virtual Field Trips</b> 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
INDICATOR / GRADE LEVEL EXPECTATION	H2.[6-8].25.	Identify the characteristics of various political systems of ancient civilizations.  <b>Virtual Field Trips</b> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
CONTENT STANDARD	NV.H2.0.	Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		World: Middle Ages
INDICATOR / GRADE LEVEL EXPECTATION	H2.[6-8].26.	Explain how feudal relationships provided a foundation for political order in Europe and Japan.  <b>Virtual Field Trips</b> Tokyo - City of Contrasts
CONTENT STANDARD	NV.H2.0.	Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. At a minimum, students will maintain previous content and attain the following:

<b>STRAND / INDICATOR</b>		<b>World: Exploration &amp; Trade</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H2.[6-8].30.	Explore how a desire for foreign goods led to an increase of economic and cultural diversity.  <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2
<b>CONTENT STANDARD</b>	NV.H3.0.	<b>Social Responsibility &amp; Change</b> - Students understand how social ideas and individual action lead to social, political, economic, and technological change. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>World: Early Civilizations</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H3.[6-8].13.	Explain how democratic principles introduced by the Greeks and Romans developed the concept of social responsibility.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H3.[6-8].14.	Analyze the social impact of technology, i.e., ships, iron, water delivery systems, wheel, and the printing press.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H3.[6-8].15.	Explain the spread of the five major world religions and their impact on society.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H3.[6-8].16.	Identify institutions of social responsibility and explain their impact on society, i.e., church, government, family.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
<b>CONTENT STANDARD</b>	NV.G5.0.	<b>The World in Spatial Terms:</b> Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>Map Selection &amp; Analysis</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	G5.[6-8].3.	Make and defend a spatial decision using basic geographic vocabulary, tools, and concepts.  <u>Virtual Field Trips</u> Exploring Cuba 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) Tokyo - City of Contrasts
<b>CONTENT STANDARD</b>	NV.G5.0.	<b>The World in Spatial Terms:</b> Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>Map Use &amp; Geographic Tools</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	G5.[6-8].7.	Compare Earth's physical and human features using maps, fieldwork, graphic representations, aerial photographs, satellite images, and technological resources.

		<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
<b>CONTENT STANDARD</b>	<b>NV.G6.0.</b>	<b>Places &amp; Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Application of Concepts &amp; Characteristics of Places &amp; Regions</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G6.[6-8].1.</b>	Describe physical and human features, i.e., cultural characteristics, of places and regions in Nevada, the United States, and the world.  <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 The Amazon Rainforest - Part 2 - Older Grades Washington, DC - Grades 6 - 12
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G6.[6-8].2.</b>	Locate major civilizations, ancient through current, and describe how and why these regions changed over time.  <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 The Amazon Rainforest - Part 2 - Older Grades
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G6.[6-8].3.</b>	Illustrate the relationship between the physical and cultural characteristics of a region.  <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
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G6.[6-8].4.</b>	Evaluate the role regions have played in historical events.

		<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
<b>CONTENT STANDARD</b>	<b>NV.G6.0.</b>	<b>Places &amp; Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Cultural Identity &amp; Perspective</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G6.[6-8].6.</b>	Describe relationships between regions and belief systems and tell how these are important to cultural identity.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G6.[6-8].7.</b>	Compare how cultural characteristics affect different points of view with regard to places and regions.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
<b>CONTENT STANDARD</b>	<b>NV.G6.0.</b>	<b>Places &amp; Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Location</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G6.[6-8].9.</b>	Use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world.  <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 Washington, DC - Grades 6 - 12
<b>CONTENT STANDARD</b>	<b>NV.G7.0.</b>	<b>Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Migration &amp; Settlement</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G7.[6-8].3.</b>	Identify the conditions necessary for the development of civilizations and the cultural, political, and economic characteristics resulting from the growth of civilizations.  <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



<b>CONTENT STANDARD</b>	<b>NV.G7.0.</b>	<b>Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Rural &amp; Urban Communities</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G7.[6-8].4.</b>	<p>Identify patterns of rural and urban settlements in developing and developed countries.</p> <p><u>Virtual Field Trips</u>  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Paris - City of Light - Grades 6 - 12  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts  Washington, DC - Grades 6 - 12</p>
<b>CONTENT STANDARD</b>	<b>NV.G7.0.</b>	<b>Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Analysis of Economic Issues</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G7.[6-8].5.</b>	<p>Identify a regional or international economic issue and explain it from a spatial perspective.</p> <p><u>Virtual Field Trips</u>  Exploring Cuba</p>
<b>CONTENT STANDARD</b>	<b>NV.G8.0.</b>	<b>Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Technology &amp; Modifications of the Physical Environment</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G8.[6-8].3.</b>	<p>Describe the changes that result from human modification of the physical environment.</p> <p><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</p>
<b>CONTENT STANDARD</b>	<b>NV.G8.0.</b>	<b>Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Effects of Natural Hazards on Human Systems</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G8.[6-8].4.</b>	<p>Discuss the impact of natural hazards on the use and distribution of resources.</p> <p><u>Virtual Field Trips</u>  Exploring Cuba</p>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G8.[6-8].5.</b>	<p>Research a specific natural hazard and document its effects on human systems.</p> <p><u>Virtual Field Trips</u>  Exploring Cuba</p>
<b>CONTENT STANDARD</b>	<b>NV.E11.0.</b>	<b>The Dynamic Economy - Students will identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change. At a minimum, students will maintain previous content and attain the following:</b>

<b>STRAND / INDICATOR</b>		<b>Resource Allocation</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	E11.[6-8].9.	Explain ways in which households, schools, or community groups allocate resources.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
<b>CONTENT STANDARD</b>	NV.E12.0.	The International Economy - Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>International Interdependence</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	E12.[6-8].1.	Describe how the exchange of goods and services around the world creates interdependence among people in different countries and effects standards of living.  <u>Virtual Field Trips</u> Exploring Cuba
<b>CONTENT STANDARD</b>	NV.E12.0.	The International Economy - Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>Restricted Trade</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	E12.[6-8].4.	Explain how governments use tariffs or quotas to restrict trade.  <u>Virtual Field Trips</u> Exploring Cuba
<b>CONTENT STANDARD</b>	NV.C13.0.	Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>Rights</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	C13.[6-8].5.	Explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
<b>CONTENT STANDARD</b>	NV.C13.0.	Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>Symbols</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	C13.[6-8].9.	Explain the significance of mottoes and symbols to the cultural and political identity of various societies.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
<b>CONTENT STANDARD</b>	NV.C14.0.	The Federal System: U.S., State, and Local Governments - Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>Governmental Structures</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	C14.[6-8].6.	Explain the system of checks and balances and the principle of limited powers in the design of the U.S. Constitution.

		<b>Virtual Field Trips</b> Washington, DC - Grades 6 - 12
<b>CONTENT STANDARD</b>	<b>NV.C16.0.</b>	<b>Global Relations - Students explain the different political systems in the world and how those systems relate to the United States and its citizens. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Global Relations</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>C16.[6-8].2.</b>	<b>Define the world's major political systems:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>C16.[6-8].2.e.</b>	<b>Communism</b>  <b>Virtual Field Trips</b> <b>Exploring Cuba</b>

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