

**Main Criteria:** New Mexico Content Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 8  
**Correlation Options:** Show Correlated

**New Mexico Content Standards**

Science

Grade: 8 - Adopted: 2013

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| <b>STRAND / CONTENT STANDARD</b>                      | <b>NGSS.MS-PS.</b> | <b>PHYSICAL SCIENCE</b>                     |
| <b>BENCHMARK / STANDARD</b>                           | <b>MS-PS1.</b>     | <b>Matter and Its Interactions</b>          |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> |                    | Students who demonstrate understanding can: |

PERFORMANCE STANDARD / INDICATOR MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 6-8

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| <b>STRAND / CONTENT STANDARD</b>                      | <b>NGSS.MS-LS.</b> | <b>LIFE SCIENCE</b>                                          |
| <b>BENCHMARK / STANDARD</b>                           | <b>MS-LS1.</b>     | <b>From Molecules to Organisms: Structures and Processes</b> |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> |                    | Students who demonstrate understanding can:                  |

PERFORMANCE STANDARD / INDICATOR MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

**Virtual Field Trips**

Galapagos Islands

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| <b>STRAND / CONTENT STANDARD</b>                      | <b>NGSS.MS-LS.</b> | <b>LIFE SCIENCE</b>                                   |
| <b>BENCHMARK / STANDARD</b>                           | <b>MS-LS2.</b>     | <b>Ecosystems: Interactions, Energy, and Dynamics</b> |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> |                    | Students who demonstrate understanding can:           |

PERFORMANCE STANDARD / INDICATOR MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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| PERFORMANCE STANDARD / INDICATOR | MS-LS2-3. | <p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p>                                                                                                                                                                     |
| PERFORMANCE STANDARD / INDICATOR | 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><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> |
| PERFORMANCE STANDARD / INDICATOR | MS-LS2-5. | <p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>         |

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| STRAND / CONTENT STANDARD                      | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| BENCHMARK / STANDARD                           | MS-ESS2.     | Earth's Systems                             |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY |              | Students who demonstrate understanding can: |

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| PERFORMANCE STANDARD / INDICATOR | 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><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p>                                                                                                                                          |
| PERFORMANCE STANDARD / INDICATOR | 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><b>Virtual Field Trips</b></p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> |

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| PERFORMANCE STANDARD / 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.<br><br><b>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah |
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| PERFORMANCE STANDARD / INDICATOR | MS-ESS2-5. | Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.<br><br><b>Virtual Field Trips</b><br>Canada: Coast to Coast |
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| PERFORMANCE STANDARD / 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.<br><br><b>Virtual Field Trips</b><br>Galapagos Islands |
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| STRAND / CONTENT STANDARD                      | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| BENCHMARK / STANDARD                           | MS-ESS3.     | Earth and Human Activity                    |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY |              | Students who demonstrate understanding can: |

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| PERFORMANCE STANDARD / INDICATOR | 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.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California |
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| PERFORMANCE STANDARD / INDICATOR | MS-ESS3-3. | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
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| PERFORMANCE STANDARD / INDICATOR | 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.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8 |
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| PERFORMANCE STANDARD / INDICATOR | MS-ESS3-5. | Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. |
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**Virtual Field Trips**

Canada: Coast to Coast

National Parks - Washington, Oregon, Idaho, Montana, Colorado

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| STRAND / CONTENT STANDARD                      | NM.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| BENCHMARK / STANDARD                           | MS-ESS3.   | Human Impacts                               |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY |            | Students who demonstrate understanding can: |

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| PERFORMANCE STANDARD / INDICATOR | MS-ESS3-3 NM. | Describe the advantages and disadvantages associated with technologies related to local industries and energy production. |
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**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 6-8

**New Mexico Content Standards**

**Social Studies**

Grade: 8 - Adopted: 2022

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| STRAND / CONTENT STANDARD                      |             | Eighth Grade                                  |
| BENCHMARK / STANDARD                           |             | Inquiry                                       |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | Inquiry 23. | Construct Compelling and Supporting Questions |

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| PERFORMANCE STANDARD / INDICATOR | 8.1. | Develop compelling questions about a relevant topic of interest. |
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**Virtual Field Trips**

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

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| STRAND / CONTENT STANDARD                      |             | Eighth Grade                |
| BENCHMARK / STANDARD                           |             | Inquiry                     |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | Inquiry 24. | Gather and Evaluate Sources |

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| PERFORMANCE STANDARD / INDICATOR               | 8.5.        | Describe how geographic representations can express both geospatial locations and human bias.<br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor |
| STRAND / CONTENT STANDARD                      |             | Eighth Grade                                                                                                                                                                           |
| BENCHMARK / STANDARD                           |             | Inquiry                                                                                                                                                                                |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | Inquiry 25. | Develop Claims                                                                                                                                                                         |

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| PERFORMANCE STANDARD / INDICATOR               | 8.11.       | Make connections between current events, historical materials, and personal experience.<br><b>Virtual Field Trips</b><br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Rome - The Eternal City |
| STRAND / CONTENT STANDARD                      |             | Eighth Grade                                                                                                                                                                                                                                                                                                                                                |
| BENCHMARK / STANDARD                           |             | Inquiry                                                                                                                                                                                                                                                                                                                                                     |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | Inquiry 26. | Communicate and Critique Conclusions                                                                                                                                                                                                                                                                                                                        |

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| PERFORMANCE STANDARD / INDICATOR | 8.16. | Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.<br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor |
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| STRAND / CONTENT STANDARD                      |               | Eighth Grade                                               |
| BENCHMARK / STANDARD                           |               | Theme 1: Geography and Indigenous Peoples of North America |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | Geography 11. | Geographic Representations and Reasoning                   |

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| PERFORMANCE STANDARD / INDICATOR | 8.28. | Analyze how historic events are shaped by geography.<br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8 |
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| STRAND /<br>CONTENT<br>STANDARD                      |               | Eighth Grade                                               |
| BENCHMARK /<br>STANDARD                              |               | Theme 1: Geography and Indigenous Peoples of North America |
| PERFORMANCE STANDARD /<br>BENCHMARK /<br>PROFICIENCY | Geography 12. | Location, Place, and Region                                |

PERFORMANCE STANDARD /  
INDICATOR 8.29. Define a region by its human and physical characteristics.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

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| STRAND /<br>CONTENT<br>STANDARD                      |                                            | Eighth Grade                                               |
| BENCHMARK /<br>STANDARD                              |                                            | Theme 1: Geography and Indigenous Peoples of North America |
| PERFORMANCE STANDARD /<br>BENCHMARK /<br>PROFICIENCY | Ethnic, Cultural, and Identity Studies 20. | Diversity and Identity                                     |

PERFORMANCE STANDARD /  
INDICATOR 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.

**Virtual Field Trips**

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

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| STRAND /<br>CONTENT<br>STANDARD                      |                                            | Eighth Grade                                               |
| BENCHMARK /<br>STANDARD                              |                                            | Theme 1: Geography and Indigenous Peoples of North America |
| PERFORMANCE STANDARD /<br>BENCHMARK /<br>PROFICIENCY | Ethnic, Cultural, and Identity Studies 21. | Identity in History                                        |

PERFORMANCE STANDARD /  
INDICATOR 8.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.

**Virtual Field Trips**

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

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| STRAND /<br>CONTENT<br>STANDARD |  | Eighth Grade |
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| BENCHMARK / STANDARD                           |             | Theme 5: Constitution and Foundation of the Republic (1787 CE–1815 CE) |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | History 15. | Historical Change, Continuity, Context, and Reconciliation             |

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| PERFORMANCE STANDARD / INDICATOR | 8.60. | Identify and describe the structure and function of the three branches of government, as laid out in the US Constitution. <div> <div>Virtual Field Trips</div> <div>Washington, DC - Grades 6 - 8</div> </div> |
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