

**Main Criteria:** Washington DC Academic Standards

**Secondary Criteria: Virtual Field Trips Subjects:**

Science, Social Studies

**Grade: 8**

**Correlation Options:** Show Correlated

**Washington DC Academic Standards**

Science

Grade: 8 - Adopted: 2013

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.MS-PS. | PHYSICAL SCIENCE                            |
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| STANDARD / ESSENTIAL SKILL             | MS-PS1.   | Matter and Its Interactions                 |
| STUDENT EXPECTATION / ESSENTIAL SKILL  |           | Students who demonstrate understanding can: |

EXPECTATION 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

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.MS-LS. | LIFE SCIENCE                                          |
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| STANDARD / ESSENTIAL SKILL             | MS-LS1.   | From Molecules to Organisms: Structures and Processes |
| STUDENT EXPECTATION / ESSENTIAL SKILL  |           | Students who demonstrate understanding can:           |

EXPECTATION 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

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.MS-LS. | LIFE SCIENCE                                   |
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| STANDARD / ESSENTIAL SKILL             | MS-LS2.   | Ecosystems: Interactions, Energy, and Dynamics |
| STUDENT EXPECTATION / ESSENTIAL SKILL  |           | Students who demonstrate understanding can:    |

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| EXPECTATION | MS-LS2-2. | Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii                                                                                                  |
| EXPECTATION | MS-LS2-3. | Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands                                                                                                                                                     |
| EXPECTATION | MS-LS2-4. | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<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 - Washington, Oregon, Idaho, Montana, Colorado |
| EXPECTATION | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.<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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| CONTENT STANDARD / STRAND / DISCIPLINE | DC.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / ESSENTIAL SKILL             | MS-ESS2.   | Earth's Systems                             |
| STUDENT EXPECTATION / ESSENTIAL SKILL  |            | Students who demonstrate understanding can: |

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| EXPECTATION | MS-ESS2-1. | Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands |
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| 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.<br><br><b>Virtual Field Trips</b><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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| 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.<br><br><b>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah |
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| EXPECTATION | 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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| 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.<br><br><b>Virtual Field Trips</b><br>Galapagos Islands |
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| CONTENT STANDARD / STRAND / DISCIPLINE | DC.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / ESSENTIAL SKILL             | MS-ESS3.   | Earth and Human Activity                    |
| STUDENT EXPECTATION / ESSENTIAL SKILL  |            | Students who demonstrate understanding can: |

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| 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.<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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| EXPECTATION | 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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| 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.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8 |
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| EXPECTATION | MS-ESS3-5. | Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.<br><br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado |
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**Washington DC Academic Standards**  
**Social Studies**  
Grade: 8 - Adopted: 2023

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| CONTENT STANDARD / STRAND / DISCIPLINE |   | Grade 8: Action Civics            |
| STANDARD / ESSENTIAL SKILL             | 1 | The Role of Government in Society |

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| STUDENT EXPECTATION / ESSENTIAL SKILL | 8.3. | Evaluate major tensions within the United States' constitutional democracy, including majority rule and individual rights, liberty and security, civil disobedience and the rule of law, local versus federal control, and the size and scope of the federal government.<br><br><b>Virtual Field Trips</b><br>Washington, DC - Grades 6 - 8 |
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| STUDENT EXPECTATION / ESSENTIAL SKILL | 8.4. | Analyze the historical and philosophical influences on the creation of the American government, including the role of race, gender, religion and socioeconomic status.<br><br><b>Virtual Field Trips</b><br>Washington, DC - Grades 6 - 8 |
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| STUDENT EXPECTATION / ESSENTIAL SKILL | 8.5. | Evaluate how the role of the US federal government has expanded and contracted over time.<br><br><b>Virtual Field Trips</b><br>Washington, DC - Grades 6 - 8 |
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| CONTENT STANDARD / STRAND / DISCIPLINE |   | Grade 8: Action Civics            |
| STANDARD / ESSENTIAL SKILL             | 2 | How does the Government Function? |

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| STUDENT EXPECTATION / ESSENTIAL SKILL | 8.10. | Analyze the structures and functions of the three branches of the US federal government.<br><br><b>Virtual Field Trips</b><br>Washington, DC - Grades 6 - 8 |
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| CONTENT STANDARD / STRAND / DISCIPLINE |  | Grade 8: Action Civics |
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| <b>STANDARD /<br/>ESSENTIAL<br/>SKILL</b>                   | <b>5</b> | <b>Power and Access to Power in Society</b>                                                                                                                                                                                                                                   |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL              | 8.48.    | Analyze the way in which national or local policy has shaped access to resources and opportunity or increased exposure to harmful environmental effects and how people have sought to address this.<br><br><u><b>Virtual Field Trips</b></u><br>Canada: Our Northern Neighbor |
| <b>CONTENT<br/>STANDARD /<br/>STANDARD /<br/>DISCIPLINE</b> |          | <b>Grade 8: Action Civics</b>                                                                                                                                                                                                                                                 |
| <b>STANDARD /<br/>ESSENTIAL<br/>SKILL</b>                   | <b>6</b> | <b>Protest and Resistance</b>                                                                                                                                                                                                                                                 |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL              | 8.55.    | Compare the tactics, strategies, leaders, major events and enduring impacts of at least two different social movements within the US.<br><br><u><b>Virtual Field Trips</b></u><br>Washington, DC - Grades 6 - 8                                                               |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL              | 8.57.    | Evaluate lasting and short-term impacts of protests to economic, social and environmental policy.<br><br><u><b>Virtual Field Trips</b></u><br>Washington, DC - Grades 6 - 8                                                                                                   |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL              | 8.58.    | Analyze the significance of Washington, DC as a historic and current location for national protests, rallies or other demonstrations.<br><br><u><b>Virtual Field Trips</b></u><br>Washington, DC - Grades 6 - 8                                                               |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL              | 8.60.    | Analyze an individual or a group involved in a historic or current protest movement to evaluate their efforts to achieve reform or improve society.<br><br><u><b>Virtual Field Trips</b></u><br>Washington, DC - Grades 6 - 8                                                 |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL              | 8.61.    | Evaluate the role and efficacy of civil disobedience, mass protest and strikes in creating change.<br><br><u><b>Virtual Field Trips</b></u><br>Washington, DC - Grades 6 - 8                                                                                                  |