

**Main Criteria:** Social Studies Online  
**Secondary Criteria:** Arizona's College and Career Ready Standards  
**Subject:** Social Studies  
**Grade:** 8

## Social Studies Online

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

### Ancient Egypt - Land of the Pharaohs

#### Arizona's College and Career Ready Standards Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	<b>Formulate questions that can be answered by historical study and research.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-07.</b>	<b>Analyze cause and effect relationships between and among individuals and/or historical events.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C6-01.</b>	<b>Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>

<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>
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Ancient Egypt - Land of the Pyramids

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	<b>Formulate questions that can be answered by historical study and research.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-07.</b>	<b>Analyze cause and effect relationships between and among individuals and/or historical events.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C6-01.</b>	<b>Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Ancient Greece - Birthplace of Democracy

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	<b>Formulate questions that can be answered by historical study and research.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-07.</b>	<b>Analyze cause and effect relationships between and among individuals and/or historical events.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C6-01.</b>	<b>Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

### Ancient Mayan Civilization

### Arizona's College and Career Ready Standards Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	<b>Formulate questions that can be answered by historical study and research.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-07.</b>	<b>Analyze cause and effect relationships between and among individuals and/or historical events.</b>

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C6-01.</b>	<b>Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Barcelona - English

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Canada - An Overview

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Exploring Cuba

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S1.</b>	<b>American History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S1C9.</b>	<b>Postwar United States 1945 - 1970s: Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S1C9-02.</b>	<b>Describe the impact of the Cold War on the United States: a) McCarthyism; b) arms race; c) space race; d) Cuban Missile Crisis; e) creation of the CIA.</b>
<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C8.</b>	<b>World at War: Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C8-09.</b>	<b>Describe the spread of Communism after World War II: a) China - Mao Tse-tung and Chinese Revolution; b) Korea - 38th parallel and division of country; c) Cuba - Fidel Castro and Cuban Missile Crisis; d) Vietnam - Ho Chi Minh.</b>
<b>STRAND</b>	<b>AZ.SS08-S3.</b>	<b>Civics/Government</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S3C5.</b>	<b>Government Systems of the World: Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S3C5-01.</b>	<b>Compare the different world governments and ideologies: a) dictatorship; b) totalitarian (fascist, Nazis); c) democracy; d) Socialism; e) Communism.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C4.</b>	<b>Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C4-03.</b>	<b>Describe the characteristics and locations of various cultures throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C5.</b>	<b>Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C5-06.</b>	<b>Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).</b>
<b>STRAND</b>	<b>AZ.SS08-S5.</b>	<b>Economics</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S5C4.</b>	<b>Global Economics: Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S5C4-02.</b>	<b>Identify the effects of trade restrictions between national and world regions.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S5C4-03.</b>	<b>Describe the role of the United States government in influencing international commerce in regions studied.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Galapagos Islands

Arizona's College and Career Ready Standards  
Social Studies

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
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<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Jerusalem - Then and Now (Older Grades)

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2010

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<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

La Selva Amazonica - Pte 1 (En Espanol)

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C4.</b>	<b>Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C4-03.</b>	Describe the characteristics and locations of various cultures throughout the world.
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C5.</b>	<b>Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon</b>

		an understanding of the interconnections and interdependence of human and physical systems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C5-02.	Describe why (e.g., resources, economic livelihood) humans modify ecosystems.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C6.	Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C6-01.	Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)

Grade 8 - Adopted: 2010

STRAND	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

London - City of Pomp & Majesty

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C1.	The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C1-04.	Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C2.	Places and Regions: Places and regions have distinct physical and cultural characteristics.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C2-01.	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.

Grade 8 - Adopted: 2010

STRAND	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



National Parks - West - Alaska & Hawaii

Arizona's College and Career Ready Standards  
Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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National Parks West - Nevada, California

Arizona's College and Career Ready Standards  
Social Studies

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<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
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Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
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<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

National Parks West - Wyoming, Utah

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Social Studies**

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<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

National Parks – WA, OR, ID, MT, CO

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>

<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SS08-S4C2-01.	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
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Grade 8 - Adopted: 2010

<b>STRAND</b>	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
<b>CONCEPT / STANDARD</b>		Integration of Knowledge and Ideas
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Highlights of Paris - Grades 6 - 8

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	AZ.SS08-S4.	Geography
<b>CONCEPT / STANDARD</b>	SS08-S4C1.	The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SS08-S4C1-04.	Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.
<b>STRAND</b>	AZ.SS08-S4.	Geography
<b>CONCEPT / STANDARD</b>	SS08-S4C2.	Places and Regions: Places and regions have distinct physical and cultural characteristics.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SS08-S4C2-01.	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.

Grade 8 - Adopted: 2010

<b>STRAND</b>	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
<b>CONCEPT / STANDARD</b>		Integration of Knowledge and Ideas
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Paris - La Ville Lumiere (En Francais)

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	AZ.SS08-S4.	Geography
<b>CONCEPT / STANDARD</b>	SS08-S4C1.	The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Ancient Rome

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	Formulate questions that can be answered by historical study and research.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-07.</b>	Analyze cause and effect relationships between and among individuals and/or historical events.
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C6-01.</b>	Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Rome - The Eternal City

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S2C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-04.</b>	<b>Formulate questions that can be answered by historical study and research.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S2C1-07.</b>	<b>Analyze cause and effect relationships between and among individuals and/or historical events.</b>

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C4.</b>	<b>Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C4-03.</b>	<b>Describe the characteristics and locations of various cultures throughout the world.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

The Amazon Rainforest - Part 1 - Older Grades

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>

<b>PROFICIENCY LEVEL</b>		
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C4.</b>	<b>Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C4-03.</b>	<b>Describe the characteristics and locations of various cultures throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C5.</b>	<b>Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C5-02.</b>	<b>Describe why (e.g., resources, economic livelihood) humans modify ecosystems.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C6.</b>	<b>Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C6-01.</b>	<b>Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

The Amazon Rainforest – People & Threats - Older Grades

**Arizona's College and Career Ready Standards  
Social Studies**

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C1-04.	Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C2.	Places and Regions: Places and regions have distinct physical and cultural characteristics.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C2-01.	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C4.	Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C4-03.	Describe the characteristics and locations of various cultures throughout the world.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C4-06.	Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C5.	Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C5-02.	Describe why (e.g., resources, economic livelihood) humans modify ecosystems.
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C6.	Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C6-01.	Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)

Grade 8 - Adopted: 2010

STRAND	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Tokyo - City of Contrasts

## Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C1-04.</b>	<b>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</b>
<b>STRAND</b>	<b>AZ.SS08-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S4C2-01.</b>	<b>Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</b>

Grade 8 - Adopted: 2010

<b>STRAND</b>	<b>AZ.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>RH.6-8.7.</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>

Washington, DC - Grades 6 - 8

## Arizona's College and Career Ready Standards Social Studies

Grade 8 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS08-S1.</b>	<b>American History</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S1C1.</b>	<b>Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S1C1-07.</b>	<b>Analyze cause and effect relationships between and among individuals and/or historical events.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S1C1-08.</b>	<b>Analyze two points of view on the same historical event.</b>
<b>STRAND</b>	<b>AZ.SS08-S3.</b>	<b>Civics/Government</b>
<b>CONCEPT / STANDARD</b>	<b>SS08-S3C2.</b>	<b>Structure of Government: The United States structure of government is characterized by the separation and balance of powers.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS08-S3C2-01.</b>	<b>Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded: a) federalism (i.e., enumerated, reserved, and concurrent powers); b) popular sovereignty; c) Separation of Powers; d) checks and balances; e) limited government; f) flexibility (i.e., Elastic Clause, amendment process).</b>
<b>PERFORMANCE OBJECTIVE /</b>	<b>SS08-S3C2-02.</b>	<b>Differentiate the roles and powers of the three branches of the federal government.</b>



PROFICIENCY LEVEL		
STRAND	AZ.SS08-S3.	Civics/Government
CONCEPT / STANDARD	SS08-S3C3.	Functions of Government: Laws and policies are developed to govern, protect, and promote the well-being of the people.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S3C3-01.	Compare the ways the federal and Arizona governments operate: a) three branches; b) Constitution; c) election process (e.g., congressional and legislative districts, propositions, voter registration).
STRAND	AZ.SS08-S4.	Geography
CONCEPT / STANDARD	SS08-S4C1.	The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS08-S4C1-04.	Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.

Grade 8 - Adopted: 2010

STRAND	AZ.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Main Criteria:** Social Studies Online

**Secondary Criteria:** Arizona's College and Career Ready Standards

**Subject:** Science

**Grades:** 8

## Social Studies Online

Galapagos Islands

Arizona's College and Career Ready Standards

Science

Grade 8 - Adopted: 2004 / Updated 2005

STRAND	AZ.SC08-S2.	History and Nature of Science
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<b>CONCEPT / STANDARD</b>	SC08-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S2C1-01.	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick [scientists], support Strand 4; Rosalind Franklin [scientist], supports Strand 4; Charles Darwin [scientist], supports Strand 4; George Washington Carver [scientist, inventor], supports Strand 4; Joseph Priestley [scientist], supports Strand 5; Sir Frances Bacon [philosopher], supports Strand 5; Isaac Newton [scientist], supports Strand 5).
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S2C1-03.	Evaluate the impact of a major scientific development occurring within the past decade.
<b>STRAND</b>	AZ.SC08-S2.	History and Nature of Science
<b>CONCEPT / STANDARD</b>	SC08-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S2C2-02.	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
<b>STRAND</b>	AZ.SC08-S4.	Life Science
<b>CONCEPT / STANDARD</b>	SC08-S4C4.	Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-01.	Explain how an organism's behavior allows it to survive in an environment.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-02.	Describe how an organism can maintain a stable internal environment while living in a constantly changing external environment.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-03.	Determine characteristics of organisms that could change over several generations.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-04.	Compare the symbiotic and competitive relationships in organisms within an ecosystem (e.g., lichen, mistletoe/tree, clownfish/sea anemone, native/non-native species).
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.
National Parks - West - Alaska & Hawaii		

**Arizona's College and Career Ready Standards  
Science**

Grade 8 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	AZ.SC08-S2.	History and Nature of Science
<b>CONCEPT / STANDARD</b>	SC08-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S2C1-01.	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick [scientists], support Strand 4; Rosalind Franklin [scientist], supports Strand 4; Charles Darwin [scientist], supports Strand 4; George Washington Carver [scientist, inventor], supports Strand 4; Joseph Priestley [scientist], supports Strand 5; Sir Frances Bacon [philosopher], supports Strand 5; Isaac Newton [scientist], supports Strand 5).

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C1-03.	Evaluate the impact of a major scientific development occurring within the past decade.
STRAND	AZ.SC08-S2.	History and Nature of Science
CONCEPT / STANDARD	SC08-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C2-02.	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
STRAND	AZ.SC08-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SC08-S3C1.	Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S3C1-01.	Analyze the risk factors associated with natural, human induced, and/or biological hazards, including: waste disposal of industrial chemicals; greenhouse gases.
STRAND	AZ.SC08-S4.	Life Science
CONCEPT / STANDARD	SC08-S4C4.	Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-05.	Analyze the following behavioral cycles of organisms: Hibernation; migration; dormancy (plants).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.
STRAND	AZ.SC08-S5.	Physical Science
CONCEPT / STANDARD	SC08-S5C2.	Motion and Forces: Understand the relationship between force and motion.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S5C2-01.	Demonstrate velocity as the rate of change of position over time.

National Parks West - Nevada, California

Arizona's College and Career Ready Standards  
Science

Grade 8 - Adopted: 2004 / Updated 2005

STRAND	AZ.SC08-S2.	History and Nature of Science
CONCEPT / STANDARD	SC08-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C1-01.	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick [scientists], support Strand 4; Rosalind Franklin [scientist], supports Strand 4; Charles Darwin [scientist], supports Strand 4; George Washington Carver [scientist, inventor], supports Strand 4; Joseph Priestley [scientist], supports Strand 5; Sir Frances Bacon [philosopher], supports Strand 5; Isaac Newton [scientist], supports Strand 5).

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C1-03.	Evaluate the impact of a major scientific development occurring within the past decade.
STRAND	AZ.SC08-S2.	History and Nature of Science
CONCEPT / STANDARD	SC08-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C2-02.	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
STRAND	AZ.SC08-S4.	Life Science
CONCEPT / STANDARD	SC08-S4C4.	Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-02.	Describe how an organism can maintain a stable internal environment while living in a constantly changing external environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.

National Parks West - Wyoming, Utah

**Arizona's College and Career Ready Standards  
Science**

Grade 8 - Adopted: 2004 / Updated 2005

STRAND	AZ.SC08-S2.	History and Nature of Science
CONCEPT / STANDARD	SC08-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C1-01.	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick [scientists], support Strand 4; Rosalind Franklin [scientist], supports Strand 4; Charles Darwin [scientist], supports Strand 4; George Washington Carver [scientist, inventor], supports Strand 4; Joseph Priestley [scientist], supports Strand 5; Sir Frances Bacon [philosopher], supports Strand 5; Isaac Newton [scientist], supports Strand 5).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C1-03.	Evaluate the impact of a major scientific development occurring within the past decade.
STRAND	AZ.SC08-S2.	History and Nature of Science
CONCEPT / STANDARD	SC08-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S2C2-02.	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
STRAND	AZ.SC08-S4.	Life Science
CONCEPT / STANDARD	SC08-S4C4.	Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-01.	Explain how an organism's behavior allows it to survive in an environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.

**Arizona's College and Career Ready Standards  
Science**

Grade 9 - Adopted: 2004 / Updated 2005

STRAND	AZ.SCHS-S2.	History and Nature of Science
CONCEPT / STANDARD	SCHS-S2C1.	History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C1-02.	Describe how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C1-04.	Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.
STRAND	AZ.SCHS-S2.	History and Nature of Science
CONCEPT / STANDARD	SCHS-S2C2.	Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S2C2-02.	Explain the process by which accepted ideas are challenged or extended by scientific innovation.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C1.	Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-01.	Evaluate how the processes of natural ecosystems affect, and are affected by, humans.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-03.	Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-05.	Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C2.	Science and Technology in Society: Develop viable solutions to a need or problem.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C2-05.	Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).
STRAND	AZ.SCHS-S4.	Life Science

<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C4.</b>	<b>Biological Evolution: Understand the scientific principles and processes involved in biological evolution.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C4-04.</b>	<b>Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.</b>
<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C1.</b>	<b>Geochemical Cycles: Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C1-02.</b>	<b>Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.</b>
<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C2.</b>	<b>Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-05.</b>	<b>Internal Energy: Demonstrate the relationships among earthquakes, volcanoes, mountain ranges, mid-oceanic ridges, deep sea trenches, and tectonic plates.</b>

National Parks – WA, OR, ID, MT, CO

Arizona's College and Career Ready Standards  
Science

Grade 8 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C1-03.</b>	<b>Evaluate the impact of a major scientific development occurring within the past decade.</b>
<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C2.</b>	<b>Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C2-02.</b>	<b>Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.</b>
<b>STRAND</b>	<b>AZ.SC08-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S3C1-01.</b>	<b>Analyze the risk factors associated with natural, human induced, and/or biological hazards, including: waste disposal of industrial chemicals; greenhouse gases.</b>
<b>STRAND</b>	<b>AZ.SC08-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S4C4.</b>	<b>Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.</b>

<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.
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**Arizona's College and Career Ready Standards  
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Grade 9 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SCHS-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-04.</b>	Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.
<b>STRAND</b>	<b>AZ.SCHS-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S2C2.</b>	<b>Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C2-02.</b>	Explain the process by which accepted ideas are challenged or extended by scientific innovation.
<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-01.</b>	Evaluate how the processes of natural ecosystems affect, and are affected by, humans.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-03.</b>	Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-05.</b>	Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.
<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C2.</b>	<b>Science and Technology in Society: Develop viable solutions to a need or problem.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C2-01.</b>	Analyze the costs, benefits, and risks of various ways of dealing with the following needs or problems: various forms of alternative energy; storage of nuclear waste; abandoned mines; greenhouse gases; hazardous wastes.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C2-05.</b>	Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C4.</b>	<b>Biological Evolution: Understand the scientific principles and processes involved in biological evolution.</b>
<b>PERFORMANCE OBJECTIVE /</b>	<b>SCHS-S4C4-04.</b>	Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.

PROFICIENCY LEVEL		
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C1.	Geochemical Cycles: Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-02.	Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-05.	Describe factors that impact current and future water quantity and quality including surface, ground, and local water issues.
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C2.	Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-14.	External Energy: Analyze how weather is influenced by both natural and artificial Earth features (e.g., mountain ranges, bodies of water, cities, air pollution).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-15.	External Energy: List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-16.	External Energy: Explain the causes and/or effects of climate changes over long periods of time (e.g., glaciation, desertification, solar activity, greenhouse effect).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C2-17.	External Energy: Investigate the effects of acid rain, smoke, volcanic dust, urban development, and greenhouse gases, on climate change over various periods of time.

The Amazon Rainforest - Part 1 - Older Grades

Arizona's College and Career Ready Standards  
Science

Grade 8 - Adopted: 2004 / Updated 2005

STRAND	AZ.SC08-S4.	Life Science
CONCEPT / STANDARD	SC08-S4C4.	Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-01.	Explain how an organism's behavior allows it to survive in an environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-04.	Compare the symbiotic and competitive relationships in organisms within an ecosystem (e.g., lichen, mistletoe/tree, clownfish/sea anemone, native/non-native species).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC08-S4C4-06.	Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.



**Arizona's College and Career Ready Standards  
Science**

Grade 9 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-01.</b>	Evaluate how the processes of natural ecosystems affect, and are affected by, humans.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-03.</b>	Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C3.</b>	<b>Interdependence of Organisms: Analyze the relationships among various organisms and their environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C3-01.</b>	Identify the relationships among organisms within populations, communities, ecosystems, and biomes.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C3-02.</b>	Describe how organisms are influenced by a particular combination of biotic (living) and abiotic (nonliving) factors in an environment.
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C4.</b>	<b>Biological Evolution: Understand the scientific principles and processes involved in biological evolution.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C4-04.</b>	Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.
<b>STRAND</b>	<b>AZ.SCHS-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S4C5.</b>	<b>Matter, Energy, and Organization in Living Systems (Including Human Systems): Understand the organization of living systems, and the role of energy within those systems.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S4C5-05.</b>	Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.
<b>STRAND</b>	<b>AZ.SCHS-S6.</b>	<b>Earth and Space Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S6C2.</b>	<b>Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-03.</b>	Distinguish between weather and climate.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S6C2-09.</b>	External Energy: Explain the effect of heat transfer on climate and weather.
<b>PERFORMANCE OBJECTIVE /</b>	<b>SCHS-S6C2-15.</b>	External Energy: List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography).

<b>PROFICIENCY LEVEL</b>		
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The Amazon Rainforest – People & Threats - Older Grades

**Arizona’s College and Career Ready Standards  
Science**

Grade 8 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SC08-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S2C1-03.</b>	<b>Evaluate the impact of a major scientific development occurring within the past decade.</b>
<b>STRAND</b>	<b>AZ.SC08-S4.</b>	<b>Life Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC08-S4C4.</b>	<b>Diversity, Adaptation, and Behavior: Identify structural and behavioral adaptations.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC08-S4C4-06.</b>	<b>Describe the following factors that allow for the survival of living organisms: protective coloration; beak design; seed dispersal; pollination.</b>

**Arizona’s College and Career Ready Standards  
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Grade 9 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SCHS-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-01.</b>	<b>Describe how human curiosity and needs have influenced science, impacting the quality of life worldwide.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-03.</b>	<b>Analyze how specific changes in science have affected society. .</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S2C1-04.</b>	<b>Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.</b>
<b>STRAND</b>	<b>AZ.SCHS-S3.</b>	<b>Science in Personal and Social Perspectives</b>
<b>CONCEPT / STANDARD</b>	<b>SCHS-S3C1.</b>	<b>Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-01.</b>	<b>Evaluate how the processes of natural ecosystems affect, and are affected by, humans.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SCHS-S3C1-03.</b>	<b>Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-04.	Evaluate the following factors that affect the quality of the environment: urban development; smoke; volcanic dust.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C1-05.	Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.
STRAND	AZ.SCHS-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SCHS-S3C2.	Science and Technology in Society: Develop viable solutions to a need or problem.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C2-04.	Analyze the use of renewable and nonrenewable resources in Arizona: Water; land; soil; minerals; air.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S3C2-05.	Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).
STRAND	AZ.SCHS-S4.	Life Science
CONCEPT / STANDARD	SCHS-S4C3.	Interdependence of Organisms: Analyze the relationships among various organisms and their environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S4C3-01.	Identify the relationships among organisms within populations, communities, ecosystems, and biomes.
STRAND	AZ.SCHS-S4.	Life Science
CONCEPT / STANDARD	SCHS-S4C4.	Biological Evolution: Understand the scientific principles and processes involved in biological evolution.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S4C4-04.	Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.
STRAND	AZ.SCHS-S4.	Life Science
CONCEPT / STANDARD	SCHS-S4C5.	Matter, Energy, and Organization in Living Systems (Including Human Systems): Understand the organization of living systems, and the role of energy within those systems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S4C5-05.	Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.
STRAND	AZ.SCHS-S6.	Earth and Space Science
CONCEPT / STANDARD	SCHS-S6C1.	Geochemical Cycles: Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-01.	Identify ways materials are cycled within the Earth system (i.e., carbon cycle, water cycle, rock cycle).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SCHS-S6C1-07.	Explain how the geochemical processes are responsible for the concentration of economically valuable minerals and ores in Arizona and worldwide.

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