

**Main Criteria:** California Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

### California Content Standards

#### Science

Grade: 8 - Adopted: 2013

|                                  |            |   |
|----------------------------------|------------|---|
| CONTENT STANDARD / DOMAIN / PART | CA.MS-ESS. | EARTH AND SPACE SCIENCE   |
| PERFORMANCE STANDARD / MODE      | MS-ESS3.   | Earth and Human Activity  |
| EXPECTATION / SUBSTRAND          |            | Students who demonstrate understanding can:   |
| FOUNDATION / PROFICIENCY LEVEL   | 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><a href="#">Social Studies Online</a><br>The Amazon Rainforest - Part 2 - Older Grades |

### California Content Standards

#### Social Studies

Grade: 8 - Adopted: 1998

|                                  |         |   |
|----------------------------------|---------|---|
| CONTENT STANDARD / DOMAIN / PART | CA.8.   | United States History and Geography: Growth and Conflict  |
| PERFORMANCE STANDARD / MODE      | 8.2.    | Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.   |
| EXPECTATION / SUBSTRAND          | 8.2.3.  | Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.<br><br><a href="#">Social Studies Online</a><br>Washington, DC - Grades 6 - 8 |
| EXPECTATION / SUBSTRAND          | 8.2.7.  | Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.<br><br><a href="#">Social Studies Online</a><br>Washington, DC - Grades 6 - 8  |
| CONTENT STANDARD / DOMAIN / PART | CA.8.   | United States History and Geography: Growth and Conflict  |
| PERFORMANCE STANDARD / MODE      | 8.12.   | Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.   |
| EXPECTATION / SUBSTRAND          | 8.12.5. | Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).<br><br><a href="#">Social Studies Online</a>   |

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|                                  |              | National Parks - West - Alaska & Hawaii<br>National Parks West - Nevada, California<br>National Parks West - Wyoming, Utah<br>National Parks - WA, OR, ID, MT, CO  |
| CONTENT STANDARD / DOMAIN / PART | CA.6-8.HSSA. | Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.  |
| PERFORMANCE STANDARD / MODE      | 6-8.CST.     | Chronological and Spatial Thinking   |
| EXPECTATION / SUBSTRAND          | 6-8.CST.1.   | Students explain how major events are related to one another in time.<br><br><u>Social Studies Online</u><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>Rome - The Eternal City   |
| EXPECTATION / SUBSTRAND          | 6-8.CST.3.   | Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.<br><br><u>Social Studies Online</u><br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Barcelona - English<br>Barcelona - Espagnol<br>Canada - An Overview<br>Exploring Cuba<br>La Selva Amazonica - Pte 1 (En Espagnol)<br>London - City of Pomp & Majesty<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Nevada, California<br>National Parks West - Wyoming, Utah<br>National Parks - WA, OR, ID, MT, CO<br>Paris - City of Light - Grades 6 - 8<br>Paris - La Ville Lumiere (En Francais)<br>Ancient Rome<br>The Amazon Rainforest - Part 1 - Older Grades<br>The Amazon Rainforest - Part 2 - Older Grades<br>Tokyo - City of Contrasts<br>Washington, DC - Grades 6 - 8 |
| CONTENT STANDARD / DOMAIN / PART | CA.6-8.HSSA. | Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.  |
| PERFORMANCE STANDARD / MODE      | 6-8.REP.     | Research, Evidence, and Point  |
| EXPECTATION / SUBSTRAND          | 6-8.REP.1.   | Students frame questions that can be answered by historical study and research.<br><br><u>Social Studies Online</u>  |

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|---|---------------------|--|
|   |                     | Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Rome - The Eternal City  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.6-8.HSSA.</b> | <b>Historical and Social Sciences Analysis Skills:</b> The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills. |
| <b>PERFORMANCE STANDARD / MODE</b>      | <b>6-8.HI.</b>      | <b>Historical Interpretation</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>6-8.HI.1.</b>    | Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.<br><br><u>Social Studies Online</u><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>Rome - The Eternal City<br>Washington, DC - Grades 6 - 8   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>6-8.HI.2.</b>    | Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.<br><br><u>Social Studies Online</u><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>Rome - The Eternal City  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>6-8.HI.3.</b>    | Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.<br><br><u>Social Studies Online</u><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>Rome - The Eternal City   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>6-8.HI.4.</b>    | Students recognize the role of chance, oversight, and error in history.<br><br><u>Social Studies Online</u><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>Rome - The Eternal City   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>6-8.HI.5.</b>    | Students recognize that interpretations of history are subject to change as new information is uncovered.<br><br><u>Social Studies Online</u>  |

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|  |  | Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Rome - The Eternal City |
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Grade: 8 - Adopted: 2013

| CONTENT STANDARD / DOMAIN / PART | CA.CC.RH.6-8. | Reading Standards for Literacy in History/Social Studies  |
|----------------------------------|---------------|---|
| PERFORMANCE STANDARD / MODE      |               | Integration of Knowledge and Ideas  |
| EXPECTATION / SUBSTRAND          | RH.6-8.7.     | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br><br><u>Social Studies Online</u><br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Barcelona - English<br>Barcelona - Espagnol<br>Canada<br>Exploring Cuba<br>Galapagos Islands<br>Jerusalem - Then and Now (Older Grades)<br>La Selva Amazonica - Pte 1 (En Espagnol)<br>London - City of Pomp & Majesty<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Nevada, California<br>National Parks West - Wyoming, Utah<br>National Parks - WA, OR, ID, MT, CO<br>Paris - City of Light - Grades 6 - 8<br>Paris - La Ville Lumiere (En Francais)<br>Ancient Rome<br>Rome - The Eternal City<br>The Amazon Rainforest - Part 1 - Older Grades<br>The Amazon Rainforest - Part 2 - Older Grades<br>Tokyo - City of Contrasts<br>Washington, DC - Grades 6 - 8 |

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