

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 8 - Adopted: 2013

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| STRAND / TOPIC / STANDARD | NGSS.MS- PS. | PHYSICAL SCIENCE |
| TOPIC / INDICATOR | MS-PS1. | Matter and Its Interactions |
| INDICATOR / PROFICIENCY LEVEL | | Students who demonstrate understanding can: |

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

[Social Studies Online](#)

[Amazon Rainforest - People and Threats - Grades 6-8](#)

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| STRAND / TOPIC / STANDARD | NGSS.MS- LS. | LIFE SCIENCE |
| TOPIC / INDICATOR | MS-LS1. | From Molecules to Organisms: Structures and Processes |
| INDICATOR / PROFICIENCY LEVEL | | Students who demonstrate understanding can: |

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

[Social Studies Online](#)

[Galapagos Islands](#)

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| STRAND / TOPIC / STANDARD | NGSS.MS- LS. | LIFE SCIENCE |
| TOPIC / INDICATOR | MS-LS2. | Ecosystems: Interactions, Energy, and Dynamics |
| INDICATOR / PROFICIENCY LEVEL | | Students who demonstrate understanding can: |

OBJECTIVE MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

[Social Studies Online](#)

[Amazon Rainforest - Grades 6-8](#)

[Amazon Rainforest - People and Threats - Grades 6-8](#)

[Canada: Coast to Coast](#)

[Galapagos Islands](#)

[National Parks - Alaska & Hawaii](#)

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| OBJECTIVE | MS-LS2-3. | Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. <u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands |
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| OBJECTIVE | MS-LS2-4. | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado |
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| OBJECTIVE | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah |
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| STRAND / TOPIC / STANDARD | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE |
| TOPIC / INDICATOR | MS-ESS2. | Earth's Systems |
| INDICATOR / PROFICIENCY LEVEL | | Students who demonstrate understanding can: |

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| OBJECTIVE | MS-ESS2-1. | Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands |
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| OBJECTIVE | MS-ESS2-2. | Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah |
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| OBJECTIVE | MS-ESS2-3. | Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah |
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| OBJECTIVE | MS-ESS2-5. | Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. <u>Social Studies Online</u> <u>Canada: Coast to Coast</u> |
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| OBJECTIVE | MS-ESS2-6. | Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. <u>Social Studies Online</u> <u>Galapagos Islands</u> |
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| STRAND / TOPIC / STANDARD | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE |
| TOPIC / INDICATOR | MS-ESS3. | Earth and Human Activity |
| INDICATOR / PROFICIENCY LEVEL | | Students who demonstrate understanding can: |

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| OBJECTIVE | MS-ESS3-1. | Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <u>Social Studies Online</u> <u>Amazon Rainforest - People and Threats - Grades 6-8</u> <u>Canada: Coast to Coast</u> <u>Canada: Our Northern Neighbor</u> <u>National Parks - Alaska & Hawaii</u> <u>National Parks - Nevada, California</u> |
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| OBJECTIVE | MS-ESS3-3. | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. <u>Social Studies Online</u> <u>Amazon Rainforest - People and Threats - Grades 6-8</u> <u>Canada: Coast to Coast</u> <u>Galapagos Islands</u> <u>National Parks - Alaska & Hawaii</u> <u>National Parks - Nevada, California</u> <u>National Parks - Washington, Oregon, Idaho, Montana, Colorado</u> <u>National Parks - Wyoming, Utah</u> |
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| OBJECTIVE | MS-ESS3-4. | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. <u>Social Studies Online</u> <u>Amazon Rainforest - People and Threats - Grades 6-8</u> |
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| OBJECTIVE | MS-ESS3-5. | Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>Social Studies Online</u> <u>Canada: Coast to Coast</u> <u>National Parks - Washington, Oregon, Idaho, Montana, Colorado</u> |
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| STRAND / TOPIC / STANDARD | | United States History – State Social Studies Standards |
| TOPIC / INDICATOR | 2.0. | Peoples of the Nations and World |

INDICATOR /
PROFICIENCY
LEVEL

Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

Exploring Cuba

Washington, DC - Grades 6 - 12

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| STRAND / TOPIC / STANDARD | | United States History – State Social Studies Standards |
| TOPIC / INDICATOR | 3.0. | Geography |

INDICATOR /
PROFICIENCY
LEVEL

Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 12

Tokyo - City of Contrasts

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| STRAND / TOPIC / STANDARD | | United States History – State Social Studies Standards |
| TOPIC / INDICATOR | 5.0. | History |

INDICATOR /
PROFICIENCY
LEVEL

Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

Social Studies Online

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

Washington, DC - Grades 6 - 12

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| STRAND / TOPIC / STANDARD | | United States History – Founding of the New Government (1776-1791) |
| TOPIC / INDICATOR | | Unit Enduring Understandings: Nations are constructed and governed through compromise and conflict. Unit Question: How does the Constitution reflect compromise and conflict? |
| INDICATOR / PROFICIENCY LEVEL | | United States Constitution: How and why is power distributed in the United States Constitution? |
| OBJECTIVE | | Students will evaluate the impact of the Constitution on the structure of the United States government by: |

EXPECTATION

Explaining how the Constitution embeds key principles of checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government.

Social Studies Online

Washington, DC - Grades 6 - 12

EXPECTATION

Identifying the powers enumerated and denied to each branch of government as outlined in the Constitution.

Social Studies Online

Washington, DC - Grades 6 - 12