

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 8 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.1.	Structure and Properties of Matter
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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

STRAND / DOMAIN / UNIFYING THEME	NY.MS.6.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

MS-LS1-  
3.

Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis.

**Social Studies Online**

Galapagos Islands

STRAND / DOMAIN / UNIFYING THEME	NY.MS.7.	Matter and Energy in Organisms and Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

MS-LS2-  
3.

Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>
---	---------------	---

STRAND / DOMAIN / UNIFYING THEME	NY.MS.8.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 2.	Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">National Parks - Alaska &amp; Hawaii</a>
---	---------------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 5.	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>
---	---------------	---

STRAND / DOMAIN / UNIFYING THEME	NY.MS.9.	Growth, Development, and Reproduction of Organisms
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS1- 5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.  <a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a>
---	---------------	---

STRAND / DOMAIN / UNIFYING THEME	NY.MS.12	History of Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying temporal and spatial scales.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	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.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Wyoming, Utah</a>
STRAND / DOMAIN / UNIFYING THEME	NY.MS.13	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Galapagos Islands</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	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 geologic processes.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a>
STRAND / DOMAIN / UNIFYING THEME	NY.MS.14	Weather and Climate
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-6.	Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  <a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a>

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>
STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	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.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>

**New York State Learning Standards and Core Curriculum**

**Social Studies**

Grade: **8** - Adopted: **2016/Revised 2017**

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.4.	Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas

STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.7.	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b><u>Social Studies Online</u></b></p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>Jerusalem - Then and Now (Older Grades)</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Rome - The Eternal City</p> <p>Tokyo - City of Contrasts</p> <p>Washington, DC - Grades 6 - 12</p>
---	-----------	--

STRAND / DOMAIN / UNIFYING THEME	NY.8P.	Grade 8: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	8P.B.	Chronological Reasoning

STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.4.	<p>Identify, analyze, and evaluate the relationship between multiple causes and effects.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p>
---	---------	---

STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.5.	<p>Distinguish between long-term and immediate causes and effects of an event from current events or history.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p>
---	---------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.6.	<p>Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.</p> <p><b><u>Social Studies Online</u></b></p> <p>Canada: Our Northern Neighbor</p>
---	---------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.8.	Relate patterns of continuity and change to larger historical processes and themes.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / DOMAIN / UNIFYING THEME	NY.8P.	Grade 8: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	8P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.C.1.	Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other similar regions inside the United States.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.C.2.	Identify and compare multiple perspectives on a given historical experience.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.C.4.	Describe the relationship between geography, economics, and history as a context for events and movements in the United States.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>
STRAND / DOMAIN / UNIFYING THEME	NY.8P.	Grade 8: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	8P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.D.1.	Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places are in relation to each other and connections between places; evaluate the benefits of particular places for purposeful activities.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>

STANDARD / CONCEPTUAL UNDERSTANDING	8P.D.2.	<p>Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Barcelona</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Exploring Cuba</a>  <a href="#">London - City of Pomp &amp; Majesty</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">Paris - City of Light - Grades 6 - 12</a>  <a href="#">Tokyo - City of Contrasts</a></p>
STANDARD / CONCEPTUAL UNDERSTANDING	8P.D.4.	<p>Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a></p>
STANDARD / CONCEPTUAL UNDERSTANDING	8P.D.5.	<p>Characterize and analyze changing interconnections between places and regions.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a></p>
STANDARD / CONCEPTUAL UNDERSTANDING	8P.D.6.	<p>Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a></p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.8.</b>	<b>History of the United States and New York State II</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>8.7.</b>	<b>FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>8.7b.</b>	<b>The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.</b>
EXPECTATION / CONTENT SPECIFICATION	8.7b.1.	<p>Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Exploring Cuba</a></p>