

**Main Criteria:** Washington DC Academic Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**Washington DC Academic Standards**

**Science**

**Grade: 8 - Adopted: 2013**

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

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

**Social Studies Online**

**Amazon Rainforest - People and Threats - Grades 6-8**

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

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

**Social Studies Online**

**Galapagos Islands**

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

EXPECTATION	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii
EXPECTATION	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
EXPECTATION	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.  <b><u>Social Studies Online</u></b> 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
EXPECTATION	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.  <b><u>Social Studies Online</u></b> 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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.  <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>
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EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.  <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>
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EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.  <a href="#">Social Studies Online</a> Amazon Rainforest - People and Threats - Grades 6-8
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EXPECTATION	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  <a href="#">Social Studies Online</a> Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado
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**Washington DC Academic Standards**  
**Social Studies**  
Grade: 8 - Adopted: 2023

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

STUDENT EXPECTATION / ESSENTIAL SKILL	8.3.	Evaluate major tensions within the United States' constitutional democracy, including majority rule and individual rights, liberty and security, civil disobedience and the rule of law, local versus federal control, and the size and scope of the federal government.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.4.	Analyze the historical and philosophical influences on the creation of the American government, including the role of race, gender, religion and socioeconomic status.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.5.	Evaluate how the role of the US federal government has expanded and contracted over time.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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CONTENT STANDARD / STRAND / DISCIPLINE		Grade 8: Action Civics
STANDARD / ESSENTIAL SKILL	2	How does the Government Function?

STUDENT EXPECTATION / ESSENTIAL SKILL	8.10.	Analyze the structures and functions of the three branches of the US federal government.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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CONTENT STANDARD / STRAND / DISCIPLINE		Grade 8: Action Civics
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<b>STANDARD / ESSENTIAL SKILL</b>	<b>5</b>	<b>Power and Access to Power in Society</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	8.48.	Analyze the way in which national or local policy has shaped access to resources and opportunity or increased exposure to harmful environmental effects and how people have sought to address this.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Canada: Our Northern Neighbor</u></a>
<b>CONTENT STANDARD / STAND / DISCIPLINE</b>		<b>Grade 8: Action Civics</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>6</b>	<b>Protest and Resistance</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	8.55.	Compare the tactics, strategies, leaders, major events and enduring impacts of at least two different social movements within the US.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Washington, DC - Grades 6 - 12</u></a>
STUDENT EXPECTATION / ESSENTIAL SKILL	8.57.	Evaluate lasting and short-term impacts of protests to economic, social and environmental policy.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Washington, DC - Grades 6 - 12</u></a>
STUDENT EXPECTATION / ESSENTIAL SKILL	8.58.	Analyze the significance of Washington, DC as a historic and current location for national protests, rallies or other demonstrations.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Washington, DC - Grades 6 - 12</u></a>
STUDENT EXPECTATION / ESSENTIAL SKILL	8.60.	Analyze an individual or a group involved in a historic or current protest movement to evaluate their efforts to achieve reform or improve society.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Washington, DC - Grades 6 - 12</u></a>
STUDENT EXPECTATION / ESSENTIAL SKILL	8.61.	Evaluate the role and efficacy of civil disobedience, mass protest and strikes in creating change.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Washington, DC - Grades 6 - 12</u></a>