

Main Criteria: Utah Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

Utah Core Standards
Science

Grade: 8 - Adopted: 2003

STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.2.	Intended Learning Outcome: Manifest Scientific Attitudes and Interests.
INDICATOR / CLUSTER	8.2.e.	Accept and use scientific evidence to help resolve ecological problems. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.3.	Intended Learning Outcome: Demonstrate Understanding of Science Concepts and Principles.
INDICATOR / CLUSTER	8.3.c.	Compare concepts and principles based upon specific criteria. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.5.	Intended Learning Outcome: Demonstrate Awareness of Social and Historical Aspects of Science.
INDICATOR / CLUSTER	8.5.a.	Cite examples of how science affects life. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / CLUSTER	8.5.c.	Understand the cumulative nature of the development of science knowledge. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR / CLUSTER	8.5.d.	Recognize contributions to science knowledge that have been made by both men and women.

		<u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah
STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.I.	Students will understand the nature of changes in matter.
INDICATOR / CLUSTER	8.I.4.	Identify the observable features of chemical reactions.
EXPECTATION / STANDARD	8.I.4.e.	Research and report on how scientists or engineers have applied principles of chemistry to an application encountered in daily life (e.g., heat-resistant plastic handles on pans, rust-resistant paints on highway bridges). <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.II.	Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.
INDICATOR / CLUSTER	8.II.2.	Generalize the dependent relationships between organisms.
EXPECTATION / STANDARD	8.II.2.a.	Categorize the relationships between organisms (i.e., producer/consumer/decomposer, predator/prey, mutualism/parasitism) and provide examples of each. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION / STANDARD	8.II.2.b.	Use models to trace the flow of energy in food chains and food webs. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
EXPECTATION / STANDARD	8.II.2.c.	Formulate and test a hypothesis on the effects of air, temperature, water, or light on plants (e.g., seed germination, growth rates, seasonal adaptations). <u>Virtual Field Trips</u> National Parks West - Nevada, California
STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.II.	Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.
INDICATOR / CLUSTER	8.II.3.	Analyze human influence on the capacity of an environment to sustain living things.
EXPECTATION / STANDARD	8.II.3.a.	Describe specific examples of how humans have changed the capacity of an environment to support specific life forms (e.g., people create wetlands and nesting boxes that increase the number and range of wood ducks, acid rain damages amphibian eggs and reduces population of frogs, clear cutting forests affects squirrel populations, suburban sprawl reduces mule deer winter range thus

		<p>decreasing numbers of deer).</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades</p>
EXPECTATION / STANDARD	8.II.3.b.	<p>Distinguish between inference and evidence in a newspaper or magazine article relating to the effect of humans on the environment.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
EXPECTATION / STANDARD	8.II.3.c.	<p>Infer the potential effects of humans on a specific food web.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol</p>
EXPECTATION / STANDARD	8.II.3.d.	<p>Evaluate and present arguments for and against allowing a specific species of plant or animal to become extinct, and relate the argument to the of flow energy in an ecosystem.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.III.	Students will understand the processes of rock and fossil formation.
INDICATOR / CLUSTER	8.III.1.	Compare rocks and minerals and describe how they are related.
EXPECTATION / STANDARD	8.III.1.b.	<p>Observe and describe the minerals found in rocks (e.g., shape, color, luster, texture, hardness).</p> <p><u>Virtual Field Trips</u> National Parks West - Wyoming, Utah</p>
STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.III.	Students will understand the processes of rock and fossil formation.
INDICATOR / CLUSTER	8.III.2.	Describe the nature of the changes that rocks undergo over long periods of time.
EXPECTATION / STANDARD	8.III.2.c.	<p>Use a model to demonstrate how erosion changes the surface of Earth.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii</p>

		National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
EXPECTATION / STANDARD	8.III.2.d.	Relate gravity to changes in Earth's surface. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.III.	Students will understand the processes of rock and fossil formation.
INDICATOR / CLUSTER	8.III.4.	Compare rapid and gradual changes to Earth's surface.
EXPECTATION / STANDARD	8.III.4.a.	Describe how energy from the Earth's interior causes changes to Earth's surface (i.e., earthquakes, volcanoes). <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks West - Wyoming, Utah
EXPECTATION / STANDARD	8.III.4.b.	Describe how earthquakes and volcanoes transfer energy from Earth's interior to the surface (e.g., seismic waves transfer mechanical energy, flowing magma transfers heat and mechanical energy). <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks West - Wyoming, Utah
EXPECTATION / STANDARD	8.III.4.d.	Investigate and report possible reasons why the best engineering or ecological practices are not always followed in making decisions about building roads, dams, and other structures. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION / STANDARD	8.III.4.e.	Model how small changes over time add up to major changes to Earth's surface. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / AREA OF LEARNING	UT.SC.8.	Eighth Grade Science Core Curriculum
OBJECTIVE / STRAND	8.IV.	Students will understand the relationships among energy, force, and motion.
INDICATOR / CLUSTER	8.IV.4.	Analyze various forms of energy and how living organisms sense and respond to energy.
EXPECTATION / STANDARD	8.IV.4.d.	Investigate and report the response of various organisms to changes in energy (e.g., plant response to light, human response to motion, sound, light, insects' response to changes in light intensity). <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii

Grade: 8 - Adopted: 2015

STANDARD / AREA OF LEARNING	UT.SEEEd.8.	Science with Engineering Education (SEEd)
OBJECTIVE / STRAND	SEEd.8.1.	MATTER AND ENERGY INTERACT IN THE PHYSICAL WORLD
INDICATOR / CLUSTER		The physical world is made of atoms and molecules. Even large objects can be viewed as a combination of small particles. Energy causes particles to move and interact physically or chemically. Those interactions create a variety of substances. As molecules undergo a chemical or physical change, the number of atoms in that system remains constant. Humans use energy to refine natural resources into synthetic materials.
EXPECTATION / STANDARD	SEEd.8.1.4.	Obtain and evaluate information to describe how synthetic materials come from natural resources, what their functions are, and how society uses these new materials. Examples of synthetic materials could include medicine, foods, building materials, plastics, and alternative fuels. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / AREA OF LEARNING	UT.SEEEd.8.	Science with Engineering Education (SEEd)
OBJECTIVE / STRAND	SEEd.8.3.	LIFE SYSTEMS STORE AND TRANSFER MATTER AND ENERGY
INDICATOR / CLUSTER		Living things use energy from their environment to rearrange matter to sustain life. Photosynthetic organisms are able to transfer light energy to chemical energy. Consumers can break down complex food molecules to utilize the stored energy and use the particles to form new, life-sustaining molecules. Ecosystems are examples of how energy can flow while matter cycles through the living and nonliving components of systems.
EXPECTATION / STANDARD	SEEd.8.3.3.	Ask questions to obtain, evaluate, and communicate information about how changes to an ecosystem affect the stability of cycling matter and the flow of energy among living and nonliving parts of an ecosystem. Emphasize describing the cycling of matter and flow of energy through the carbon cycle. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD / AREA OF LEARNING	UT.SEEEd.8.	Science with Engineering Education (SEEd)
OBJECTIVE / STRAND	SEEd.8.4.	INTERACTIONS WITH NATURAL SYSTEMS AND RESOURCES
INDICATOR / CLUSTER		Interactions of matter and energy through geologic processes have led to the uneven distribution of natural resources. Many of these resources are nonrenewable, and per-capita use can cause positive or negative consequences. Global temperatures change due to various factors, and can cause a change in regional climates. As energy flows through the physical world, natural disasters can occur that affect human life. Humans can study patterns in natural systems to anticipate and forecast some future disasters and work to mitigate the outcomes.
EXPECTATION / STANDARD	SEEd.8.4.1.	Construct a scientific explanation based on evidence that shows that the uneven distribution of Earth's mineral, energy, and groundwater resources is caused by geological processes. Examples of uneven distribution of resources could include Utah's unique geologic history that led to the formation and irregular distribution of natural resources like copper, gold, natural gas, oil shale, silver, and uranium. <u>Virtual Field Trips</u> Galapagos Islands

		Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION / STANDARD	SEEd.8.4.2.	Engage in argument supported by evidence about the effect of per-capita consumption of natural resources on Earth's systems. Emphasize that these resources are limited and may be non-renewable. Examples of evidence include rates of consumption of food and natural resources such as freshwater, minerals, and energy sources. <u>Virtual Field Trips</u> National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION / STANDARD	SEEd.8.4.3.	Design a solution to monitor or mitigate the potential effects of the use of natural resources. Evaluate competing design solutions using a systematic process to determine how well each solution meets the criteria and constraints of the problem. Examples of uses of the natural environment could include agriculture, conservation efforts, recreation, solar energy, and water management. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION / STANDARD	SEEd.8.4.4.	Analyze and interpret data on the factors that change global temperatures and their effects on regional climates. Examples of factors could include agricultural activity, changes in solar radiation, fossil fuel use, and volcanic activity. Examples of data could include graphs of the atmospheric levels of gases, seawater levels, ice cap coverage, human activities, and maps of global and regional temperatures. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
EXPECTATION / STANDARD	SEEd.8.4.5.	Analyze and interpret patterns of the occurrence of natural hazards to forecast future catastrophic events, and investigate how data are used to develop technologies to mitigate their effects. Emphasize how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow prediction, but others, such as earthquakes, may occur without warning. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1

**Utah Core Standards
Social Studies**

Grade: 8 - Adopted: 2016

STANDARD / AREA OF LEARNING	UT.USI.	UNITED STATES HISTORY I
OBJECTIVE / STRAND	USI.4.	THE U. S. CONSTITUTION (Ca. 1781–1789)
INDICATOR / CLUSTER		American independence brought with it the need for self-government. Dissatisfaction with inadequate early political structures led to the creation of the Constitution. The Constitutional

		Convention brought together the greatest political minds of the fledgling nation. Through debate and compromise, the Founding Fathers brought together in a unique way the principles and philosophies that had been theorized and tested for centuries. The Bill of Rights was then added, enumerating the rights of American citizens. In the end, the Constitution and Bill of Rights created the structure of a government that has functioned, survived crises, and evolved for over two centuries, affecting the life of every citizen today.
EXPECTATION / STANDARD	USI.4.2.	Students will describe the structure and function of the government that the Constitution creates. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.1.	HUMANS AND THEIR PHYSICAL ENVIRONMENT
INDICATOR / CLUSTER		The earth's physical environment varies greatly from place to place. The interactions between physical systems and human systems create opportunities and challenges for people and places. The implications of these interactions affect both physical systems and human systems.
EXPECTATION / STANDARD	WG.1.2.	Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them. <u>Virtual Field Trips</u> Galapagos Islands National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION / STANDARD	WG.1.4.	Students will use geographic reasoning to propose actions that mitigate or solve issues, such as natural disasters, pollution, climate change, and habitat loss. <u>Virtual Field Trips</u> Exploring Cuba
STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.2.	POPULATION DISTRIBUTION AND MIGRATION
INDICATOR / CLUSTER		The movement and distribution of people is influenced by many factors, including environmental, cultural, economic, and geopolitical forces. These migration trends alter geographic conditions. Geographers use data to understand population distribution and migration by looking at population characteristics, push and pull factors, and numerous other variables. Analyzing this data offers an opportunity to examine complex and challenging real-world issues.
EXPECTATION / STANDARD	WG.2.3.	Students will investigate the effects of significant patterns of human movement that shape urban and rural environments over time, such as mass urbanization, immigration, and the movement of refugees. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12

		Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.3.	CULTURE
INDICATOR / CLUSTER		Culture is the total sum of human expression. A culture's purpose, as well as how and where cultures originate, diffuse, and change, are all topics worth studying. Students will explore religion, language, ethnicity and other cultural characteristics by looking at patterns and processes. As students explore what people care about and care for, they can learn not only about other cultures but also about the unique attributes of their own culture.
EXPECTATION / STANDARD	WG.3.1.	Students will identify and describe the essential defining characteristics and functions of culture. <u>Virtual Field Trips</u> Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION / STANDARD	WG.3.2.	Students will explain how the physical environment influences and is influenced by culture. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION / STANDARD	WG.3.3.	Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION / STANDARD	WG.3.4.	Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
EXPECTATION / STANDARD	WG.3.5.	Students will explain how the basic tenets of world religions affect the daily lives of people. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION / STANDARD	WG.3.6.	Students will cite examples of how globalization creates challenges and opportunities for different cultures. <u>Virtual Field Trips</u> Exploring Cuba
STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.4.	POLITICAL SYSTEMS
INDICATOR / CLUSTER		People organize themselves into distinctive groups. Geographers examine how the interactions between these groups influence the division and control of the earth's surface. Political systems have profound influences on the lives of people, including their access to resources, economic opportunities, and basic rights.
EXPECTATION / STANDARD	WG.4.2.	Students will describe and explain the role physical and human characteristics play in establishing political boundaries. <u>Virtual Field Trips</u>

		Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts
STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.5.	ECONOMIC DEVELOPMENT
INDICATOR / CLUSTER		Humans have created complex and varied economic systems. These systems, whether based on free markets or other structures, have various levels of development, infrastructure, and divisions of labor. Economic systems are influenced by their unique landscapes and resources, and their locations influence patterns of interconnections with other economic systems. Geographers can use the insights they learn about economic development to identify patterns or propose solutions to complex issues.
EXPECTATION / STANDARD	WG.5.4.	Students will cite examples of various levels of economic interdependence between nations and peoples. <u>Virtual Field Trips</u> Exploring Cuba
STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.1.	PREHISTORY TO THE NEOLITHIC REVOLUTION (Ca. 150,000 B.C.E.–1,000 B.C.E.)
INDICATOR / CLUSTER		The advent of farming, sometimes referred to as the Neolithic Revolution, changed the world in profound ways. The transition from procuring to producing food altered the genetic structure of plants and animals. Some societies became sedentary. Inequalities between individuals and societies grew. Land ownership became more important. Specialization and trade became possible. Large-scale warfare became more common. Written records were needed. The changes that resulted from farming created a substantially different world, leading to the formation of the first civilizations and shaping world history.
EXPECTATION / STANDARD	WH.1.3.	Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.2.	THE RISE OF CLASSICAL SOCIETIES (Ca. 1000 B.C.E.–900 C.E.)
INDICATOR / CLUSTER		The classical civilizations of the Mediterranean (Egypt, ancient Israel, Greece, and Rome), Persia, China, India, and other regions have had a significant impact on global belief systems, legal systems, governments, culture, and social systems. Some developed vast empires, consolidating government power in revolutionary and influential structures. Emerging contacts

		between civilization centers began the diffusion of ideas and technologies. Classical civilizations rose and fell under remarkably similar circumstances, exhibiting global patterns.
EXPECTATION / STANDARD	WH.2.1.	Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION / STANDARD	WH.2.2.	Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Rome - The Eternal City - Part 1
EXPECTATION / STANDARD	WH.2.3.	Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / STANDARD	WH.2.4.	Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Jerusalem - Then and Now (Older Grades)
EXPECTATION / STANDARD	WH.2.5.	Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Jerusalem - Then and Now (Older Grades) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.3.	AN AGE OF EXPANDING CONNECTIONS (Ca. 500 C.E.–1450 C.E.)
INDICATOR / CLUSTER		The collapse of classical civilizations ushered in an era of unprecedented connection, sometimes referred to as the post-classical period. The fall of some civilizations opened opportunities for the growth of others, most notably the Islamic world. This era brought increasing oceanic and land trade in trans-regional networks. Civilization spread from its traditional centers as powerful states emerged in Japan, the Asian steppes, Sub-Saharan Africa, Europe, Southeast Asia, and other locations. In spite of their relative isolations, civilizations flourished in the Americas.
EXPECTATION / STANDARD	WH.3.2.	Students will evaluate historians' interpretations regarding the patterns in the development of civilizations in the Americas compared to other places in the world. <u>Virtual Field Trips</u> Ancient Mayan Civilization

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.4.	GLOBAL INTERACTIONS (Ca. 1400 C.E.–1750 C.E.)
INDICATOR / CLUSTER		During what is sometimes referred to as the early modern period, the balance of global power shifted toward Europe. Europeans gained increasing control of international trade routes. European exploration led to the inclusion of the formerly isolated Americas and Oceanic regions in global systems. Global connections brought drastic environmental and social changes.
EXPECTATION / STANDARD	WH.4.2.	Students will develop an interpretation of whether the ideas embodied in movements such as the Renaissance, the Reformation, scientific revolution, and Enlightenment led to a changing balance of world power. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2
STANDARD / AREA OF LEARNING	UT.USII.	UNITED STATES HISTORY II
OBJECTIVE / STRAND	USII.7.	THE COLD WAR ERA AND A CHANGING AMERICA (Ca. 1950–2000)
INDICATOR / CLUSTER		Cold War ideologies have shaped American life and influenced foreign policy since the middle of the 20th century. Cold War rivalries escalated into hot wars in Korea and Vietnam. Alliances led to proxy wars in a number of contested areas. An arms race escalated fears. Eventually, American and Soviet leaders eased Cold War tensions, and the Soviet Union dissolved, ushering in a period of uncertainty in global affairs. American interests in the Middle East have complicated international policies. Differing political philosophies spurred debates over the size and role of government. Throughout the era, American society, education, culture, and politics were shaped by Cold War tensions, technological developments, and changing demographics.
EXPECTATION / STANDARD	USII.7.2.	Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts. <u>Virtual Field Trips</u> Exploring Cuba
STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.1.	FOUNDATIONAL PRINCIPLES
INDICATOR / CLUSTER		The framework of the United States Constitution and the functions of government are guided by principles essential for our way of life. An understanding of how these principles are applied in the rule of law, government, and politics is vital in order to be a responsible and effective citizen. Students need to be able to see how the ideals found in the Constitution are present in many of the issues of the day.
EXPECTATION / STANDARD	USG.1.2.	Students will describe the structure of the United States' form of government as a compound constitutional republic, including the ideas of federalism; checks and balances; separation of powers; commerce, elastic, and supremacy clauses; popular sovereignty; and limited government. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.4.	FISCAL POLICIES AND DECISIONS

INDICATOR / CLUSTER		Fiscal policies can have profound implications in the daily lives of citizens. An essential component of understanding government and civics rests in deliberating government's role in the economy. Informed citizens understand taxation, budgets, and debt as these concepts relate to the government. Students use this understanding of basic economic principles to make informed decisions, knowing that economic policies are a reflection of economic philosophies and values.
EXPECTATION / STANDARD	USG.4.2.	Students will explain how government services and other budget priorities are funded through various forms of revenue streams, such as fees, bonding, and regressive and progressive taxes, including property taxes, income taxes, and sales taxes. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.5.	THE U.S. AND OUR RELATIONSHIP TO THE WORLD
INDICATOR / CLUSTER		As a global superpower with an enormous influence on other nations, it is vital to understand the ways in which the U.S. interacts with the world. Whether through negotiating trade agreements, protecting the security of this nation and its allies, cooperating in humanitarian campaigns, creating infrastructure to handle immigration and refugee demands, or any number of other initiatives, this nation has significant interrelationships with other countries and international bodies. These complex relationships deserve study if students are to understand the global implications of decisions made by leaders and policymakers.
EXPECTATION / STANDARD	USG.5.3.	Students will evaluate how global economic interdependence and international trade policies affect the economy of the United States. <u>Virtual Field Trips</u> Exploring Cuba

Grade: 8 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Integration of Knowledge and Ideas
INDICATOR / CLUSTER	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2

		The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 12
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