8th Grade Standards

Correlated Standards by Class
Last Updated: 2024

IMPORTANT: Our classes have a base curriculum that can vary based on instructor, and some activities that match the standards below may not be taught. Please let us know if there is a standard below you would like us to focus on, and we will tailor our classes to make sure we address it!

Animals in Motion

Next Generation Science Standards (NGSS)

MS-LS1-4. Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Mississippi College- and Career-Readiness Standards

Science

L.8.4A. Students will demonstrate an understanding of the process of natural selection, in which variations in a population increase some individuals' likelihood of surviving and reproducing in a changing environment.

> L.8.4A.2. Investigate to construct explanations about natural selection that connect growth, survival, and reproduction to genetic factors, environmental factors, food intake, and interactions with other organisms.

Aquatic Adventures

Next Generation Science Standards (NGSS)

MA-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Art in Nature

Alabama Course of Study (ACOS)

Arts Education - Visual Arts

3. Engage, experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of creating art.

9. Working in a group, discuss why and how an exhibition or collection may influence ideas, beliefs, and experiences.

10. Collaboratively discuss how a person's aesthetic choices are influenced by culture and environment and how these influences impact the visual images that one creates.

12. Interpret and analyze how the interaction of the art-making process, subject matter, use of media, visual qualities, and contextual information contributes to understanding messages or ideas.

Mississippi College- and Career- Readiness Standards

Arts Learning Standards - Visual Arts

Cr2. Organize and develop artistic ideas and work.

1.8.a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings, that emerge in the process of art-making or designing.

Pr6. Convey meaning through the presentation of artistic work.

1.8.a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Re7. Perceive and analyze artistic work.

1.8.a. Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Re8. Interpret intent and meaning in artistic work.

1.8.a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or idea and mood conveyed.

Down to Earth

Next Generation Science Standards (NGSS)

MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
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.
MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Mississippi College- and Career-Readiness Standards

Science

E.8.7. Students will demonstrate an understanding of geological evidence to analyze patterns in Earth's major events, processes, and evolution in history.

E.8.7.2. Create a model of the processes involved in the rock cycle and relate it to the fossil record.

E.8.10. Students will demonstrate an understanding that a decrease in natural resources is directly related to the increase in human population on Earth and must be conserved.

E.8.10.2. Create and defend a proposal for reducing the environmental effects humans have on Earth (e.g. population increases, consumer demands, chemical pollution, deforestation, and change in average annual temperature).

Focus on Fungi

Next Generation Science Standards (NGSS)

MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Food for Thought

Next Generation Science Standards (NGSS)

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

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

Hop, Slither, Slide & Birds of a Feather

Next Generation Science Standards (NGSS)

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

Invention Convention

Next Generation Science Standards (NGSS)

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

McDowell Woods

Next Generation Science Standards (NGSS)

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.
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Meet a Map

Navigation

Our Galaxy

Next Generation Science Standards (NGSS)

MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.

Alabama Course of Study (ACOS)

Science

SC.8.12. Use a model to identify factors affecting the strength of noncontact forces, including magnetic, gravitational, and electrical forces, and demonstrate that fields exist even though the objects are not in contact. *(CCC: Cause and Effect)*

Arts Education - Theater

5. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Mississippi College- and Career- Readiness Standards

Arts Learning Standards - Theatre

Cr2. Organize and develop artistic ideas and work.
1.8.b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

People of the Earth

Alabama Course of Study (ACOS)

Social Studies

SS.8.1. Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

SS.8.2. Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.

SS.8.14. Describe key aspects of pre-Columbian cultures in the Americas, including the Olmecs, Mayas, Aztecs, Incas, and North American tribes.

8a. Locating on a map sites of pre-Columbian cultures.

Mississippi College- and Career-Readiness Standards

Social Studies

8.5. Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.

5.6. Examine the motivations and consequences of the Indian Removal Act (e.g. Cherokee "Trail of Tears," etc.)

Rock Query

Next Generation Science Standards (NGSS)

MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and non-living parts of an ecosystem.
MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Mississippi College- and Career-Readiness Standards

Science

E.8.7. Students will demonstrate an understanding of geological evidence to analyze patterns in Earth's major events, processes, and evolution in history.

E.8.7.1. Use scientific evidence to create a timeline of Earth's history that depicts relative dates from index fossil records and layers of rock (strata).

E.8.7.2. Create a model of the processes involved in the rock cycle and relate it to the fossil record.

Survival Skills