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## Standards, Skills, Domains, and Learning Styles addressed by the ArchaeoBus Program for 8th Graders

8th Grade Georgia Performance Standard		ArchaeoBus Activity That Addresses Performance Standard					
		Intro & Summary	Penny	Site in a Bag	Table Interactives	Bus Exhibit	Aquarium
Number	Definition						
<b>Co Requisites - Characteristics of Science</b>							
<b>S8CS1</b>	<b>Explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.</b>						
<b>a</b>	Understand the importance of - and keep-honest, clear, and accurate records in science.	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
<b>S8CS5</b>	<b>Use the ideas of system, model, change, and scale in exploring scientific and technological matters.</b>						
<b>b</b>	Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.	<b>X</b>					<b>X</b>
<b>S8CS7</b>	<b>Question scientific claims and arguments effectively.</b>						
<b>d</b>	Recognize that there may be more than one way to interpret a given set of findings		<b>X</b>	<b>X</b>			
<b>S8CS8</b>	<b>Be familiar with the characteristics of scientific knowledge and how it is achieved. Apply the following to scientific concepts:</b>						
<b>c</b>	As prevailing theories are challenged by new information, scientific knowledge may change.		<b>X</b>				<b>X</b>

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<b>S8CS9</b>	Understand the features of the process of scientific inquiry.						
<b>a, b</b>	Investigations are conducted for different reasons, which include exploring new phenomena, confirming previous results, testing how well a theory predicts, and comparing different theories. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.	<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>
<b>e</b>	Accurate record keeping, data sharing, and replication of results are essential for maintaining an investigator's credibility with other scientists and society.	<b>X</b>		<b>X</b>			
<b>f</b>	Scientists use technology and mathematics to enhance the process of scientific inquiry.	<b>X</b>		<b>X</b>			
<b>g</b>	Scientists must adhere to the appropriate rules and guidelines when conducting research.	<b>X</b>					
<b>English/Language Arts</b>							
<b>ELA8R2</b>	The student understands and acquires a new vocabulary and uses it correctly in reading and writing. The student:						
<b>a</b>	Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>ELA8 LSV1</b>	The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:						
<b>a</b>	Initiates new topics in addition to responding to adult-initiated topics.	<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>
<b>b</b>	Asks relevant questions.	<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>
<b>c</b>	Responds to questions with appropriate information.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>e</b>	Displays appropriate turn-taking behaviour.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>i</b>	Volunteers contributions and responds when directly solicited by teacher or discussion leader.	<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>

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<b>ELA8LSV1 (Cont.)</b>	The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:						
<b>k</b>	Clarifies, illustrates, or expands on a response when asked to do so.	<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>
<b>Georgia Studies</b>							
<b>SS8H1</b>	Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in GA.						
<b>a</b>	Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>SS8G1</b>	The student will describe Georgia with regard to physical features and location.						
<b>a</b>	Locate Georgia in relation to region, nation, continent, and hemispheres.	<b>X</b>					<b>X</b>
<b>b</b>	Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.	<b>X</b>					<b>X</b>
<b>c</b>	Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.	<b>X</b>					<b>X</b>
<b>SSE1</b>	Give examples of the kinds of goods and services produced in Georgia in different historical periods.						
<b>a</b>	Describe how Georgians have engaged in trade in different historical time periods.			<b>X</b>			
<b>SS8RC1/ S8CS10</b>	Reading Across the Curriculum						
<b>a</b>	Read technical texts related to various subject areas.			<b>X</b>	<b>X</b>	<b>X</b>	
<b>c</b>	Explore understanding of new words found in subject area texts.	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	

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<b>Social Studies Skills Matrices</b>							
	Map and Globe Skills						
1	Use cardinal directions			X			X
8	information from maps.			X			
<b>Information Processing Skills</b>							
1	Compare similarities and differences	X	X	X	X	X	X
2	Organize items chronologically	X	X	X	X	X	X
3	Identify issues and/or problems and alternative solutions						X
4	Distinguish between fact and opinion		X	X			
5	Identify main idea, detail, sequence of events, and cause and effect in a social studies context.	X				X	X
7	Interpret timelines.	X		X		X	
10	Analyze artifacts.	X	X	X	X	X	X
11	Draw conclusions and make generalizations.	X	X	X	X	X	X
13	Translate dates into centuries, eras, or ages	X	X	X	X	X	X
<b>Skills</b>							
	Scientific Inquiry	X	X	X	X	X	X
	Analysis	X	X	X	X		X
	Critical Thinking	X	X	X	X	X	X
	Deductive and Inductive Reasoning	X	X	X	X	X	X
	Problem Solving	X		X			X
<b>CRCT Domains Addressed</b>							
Science, History, Geography, English/Language Arts, Economics							
<b>Learning Styles Addressed</b>							
Verbal, Visual, Logical, Kinesthetic, Interpersonal							
<b>Bloom's Taxonomy Addressed</b>							
Recall, Understand, Apply, Analyze, Synthesize, Evaluate							