

Main Criteria: Connecticut Core Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 9

Correlation Options: Show Correlated

Connecticut Core Standards

Science

Grade: 9 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.HS-LS.	LIFE SCIENCE
STATE FRAMEWORK	HS-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	HS-LS1-3.	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks West - Nevada, California The Amazon Rainforest - Part 1 - Older Grades
DOMAIN / CONTENT STANDARD	NGSS.HS-LS.	LIFE SCIENCE
STATE FRAMEWORK	HS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. <u>Virtual Field Trips</u> 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
INDICATOR	HS-LS2-3.	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. <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
INDICATOR	HS-LS2-4.	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
INDICATOR	HS-LS2-6.	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing

		<p>conditions may result in a new ecosystem.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades</p>
INDICATOR	HS-LS2-7.	<p>Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Virtual Field Trips</u> 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>
INDICATOR	HS-LS2-8.	<p>Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah</p>
DOMAIN / CONTENT STANDARD	NGSS.HS-LS.	LIFE SCIENCE
STATE FRAMEWORK	HS-LS4.	Biological Evolution: Unity and Diversity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	HS-LS4-2.	<p>Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
INDICATOR	HS-LS4-4.	<p>Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
INDICATOR	HS-LS4-5.	<p>Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Older Grades</p>
INDICATOR	HS-LS4-6.	<p>Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p><u>Virtual Field Trips</u> 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>

DOMAIN / CONTENT STANDARD	NGSS.HS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	HS-ESS1.	Earth's Place in the Universe
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	HS-ESS1-5.	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
DOMAIN / CONTENT STANDARD	NGSS.HS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	HS-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	HS-ESS2-1.	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR	HS-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems. <u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
INDICATOR	HS-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades
INDICATOR	HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR	HS-ESS2-6.	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
DOMAIN / CONTENT STANDARD	NGSS.HS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	HS-ESS3.	Earth and Human Activity

GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Older Grades
INDICATOR	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
INDICATOR	HS-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. <u>Virtual Field Trips</u> 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	HS-ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
INDICATOR	HS-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
INDICATOR	HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades
DOMAIN / CONTENT STANDARD	NGSS.HS-ETS.	ENGINEERING DESIGN
STATE FRAMEWORK	HS-ETS1.	Engineering Design
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

		<u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
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**Connecticut Core Standards
Social Studies**

Grade: 9 - Adopted: 2015

DOMAIN / CONTENT STANDARD	CT.SS.CG.	CIVICS AND GOVERNMENT
STATE FRAMEWORK	CG.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Civic and Political Institutions
INDICATOR	CIV 9-12.4.	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
DOMAIN / CONTENT STANDARD	CT.SS.CG.	CIVICS AND GOVERNMENT
STATE FRAMEWORK	CG.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Perspectives
INDICATOR	HIST 9-12.1.	Analyze how historical contexts shaped and continue to shape people's perspectives. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
DOMAIN / CONTENT STANDARD	CT.SS.MWH.	MODERN WORLD HISTORY
STATE FRAMEWORK	MWH.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29). The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World

		History. These samples are defined by compelling and supporting questions.
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Causation and Argumentation
INDICATOR	HIST 9-12.14.	Analyze multiple and complex causes and effects of events in the past. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
DOMAIN / CONTENT STANDARD	CT.SS.USH.	UNITED STATES HISTORY
STATE FRAMEWORK	USH.1.	DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions (C3, p. 23-25). It is expected that students in high school U.S. History will individually and with others:
GRADE LEVEL EXPECTATION	INQ 9-12.1.	Explain how a question reflects an enduring issue in the field. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
DOMAIN / CONTENT STANDARD	CT.SS.USH.	UNITED STATES HISTORY
STATE FRAMEWORK	USH.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Change, Continuity and Context
INDICATOR	HIST 9-12.1.	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
INDICATOR	HIST 9-12.2.	Analyze change and continuity in historical eras. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
DOMAIN / CONTENT STANDARD	CT.SS.USH.	UNITED STATES HISTORY
STATE FRAMEWORK	USH.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.

GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Perspectives
INDICATOR	HIST 9-12.3.	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
INDICATOR	HIST 9-12.4.	Analyze how historical contexts shaped and continue to shape people's perspectives. (e.g., immigration, labor, the role of women). <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
INDICATOR	HIST 9-12.6.	Explain how the perspectives of people in the present shape interpretations of the past. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
INDICATOR	HIST 9-12.7.	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
DOMAIN / CONTENT STANDARD	CT.SS.USH.	UNITED STATES HISTORY
STATE FRAMEWORK	USH.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Causation and Argumentation
INDICATOR	HIST 9-12.11.	Analyze multiple and complex causes and effects of events in the past. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12