

**Main Criteria:** Michigan Academic Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 9

**Correlation Options:** Show Correlated

**Michigan Academic Standards**

**Science**

Grade: 9 - Adopted: 2015

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.SC.6.</b>	<b>Structure and Function</b>
<b>STANDARD</b>	<b>HS-LS1-3.</b>	<p>Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p><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</p>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.SC.7.</b>	<b>Matter and Energy in Organisms and Ecosystems</b>
<b>STANDARD</b>	<b>HS-LS2-3.</b>	<p>Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p> <p><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</p>
<b>STANDARD</b>	<b>HS-LS2-4.</b>	<p>Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an 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 The Amazon Rainforest - Part 2 - Older Grades</p>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.SC.9.</b>	<b>Interdependent Relationships in Ecosystems</b>
<b>STANDARD</b>	<b>HS-LS2-2.</b>	<p>Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska &amp; 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>
<b>STANDARD</b>	<b>HS-LS2-6.</b>	<p>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 conditions may result in a new ecosystem.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>

		La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment 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
STANDARD	HS-LS2-8.	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah
STANDARD	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on 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
STRAND / STANDARD CATEGORY	MI.SC.12.	Natural Selection and Evolution
STANDARD	HS-LS4-2.	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.  <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
STANDARD	HS-LS4-4.	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.  <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
STANDARD	HS-LS4-5.	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.  <u>Virtual Field Trips</u> Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Older Grades
STRAND / STANDARD CATEGORY	MI.SC.14.	History of Earth
STANDARD	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
STANDARD	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
STRAND / STANDARD CATEGORY	MI.SC.15.	Earth's Systems
STANDARD	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 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
STANDARD	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
STANDARD	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
STRAND / STANDARD CATEGORY	MI.SC.16.	Weather and Climate
STANDARD	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
STANDARD	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
STRAND / STANDARD CATEGORY	MI.SC.17.	Human Sustainability
STANDARD	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

STANDARD	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
STANDARD	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
STANDARD	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
STANDARD	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
STRAND / STANDARD CATEGORY	MI.SC.18.	Engineering Design
STANDARD	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

### Michigan Academic Standards

#### Social Studies

Grade: 9 - Adopted: 2007

STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	F3.	Growth and Development of World Religions: Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including:
GRADE LEVEL EXPECTATION	F3.1.	Spatial representations of that growth  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
GRADE LEVEL EXPECTATION	F3.2.	Interactions with culturally diverse peoples  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)

GRADE LEVEL EXPECTATION	F3.3.	Responses to the challenges offered by contact with different faiths  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
GRADE LEVEL EXPECTATION	F3.4.	Ways they influenced people's perceptions of the world.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STRAND / STANDARD CATEGORY	MI.C2.	Civics - Origins and Foundations of Government of the United States of America
STANDARD	2.1.	Origins of American Constitutional Government: Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?
GRADE LEVEL EXPECTATION	2.1.3.	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STRAND / STANDARD CATEGORY	MI.C2.	Civics - Origins and Foundations of Government of the United States of America
STANDARD	2.2.	Foundational Values and Constitutional Principles of American Government: Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?
GRADE LEVEL EXPECTATION	2.2.1.	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STRAND / STANDARD CATEGORY	MI.C3.	Civics - Structure and Functions of Government in the United States of America
STANDARD	3.1.	Structure, Functions, and Enumerated Powers of National Government: Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?
GRADE LEVEL EXPECTATION	3.1.5.	Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STRAND / STANDARD CATEGORY	MI.C3.	Civics - Structure and Functions of Government in the United States of America
STANDARD	3.2.	Powers and Limits on Powers: Identify how power and responsibility are distributed, shared, and limited in American

		constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
GRADE LEVEL EXPECTATION	3.2.1.	Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STRAND / STANDARD CATEGORY	MI.E1.	Economics - The Market Economy
STANDARD	1.4.	Role of Government in the Market: Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.
GRADE LEVEL EXPECTATION	1.4.4.	Functions of Government - Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STRAND / STANDARD CATEGORY	MI.E2.	Economics - The National Economy of the United States of America
STANDARD	2.2.	Role of Government in the American Economy: Analyze the role of government in the American economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.
GRADE LEVEL EXPECTATION	2.2.5.	Government Revenue and Services - Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol