

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 9

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 9 - Adopted: 2014

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| CONTENT STANDARD | NV.HS-LS. | LIFE SCIENCE |
| STRAND / INDICATOR | HS-LS1. | From Molecules to Organisms: Structures and Processes |
| INDICATOR / GRADE LEVEL EXPECTATION | | Students who demonstrate understanding can: |
| GRADE LEVEL EXPECTATION | 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 |
| CONTENT STANDARD | NV.HS-LS. | LIFE SCIENCE |
| STRAND / INDICATOR | HS-LS2. | Ecosystems: Interactions, Energy, and Dynamics |
| INDICATOR / GRADE LEVEL EXPECTATION | | Students who demonstrate understanding can: |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 conditions may result in a new ecosystem. |

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| | | <u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| CONTENT STANDARD | NV.HS-LS. | LIFE SCIENCE |
| STRAND / INDICATOR | HS-LS4. | Biological Evolution: Unity and Diversity |
| INDICATOR / GRADE LEVEL EXPECTATION | | Students who demonstrate understanding can: |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| CONTENT STANDARD | NV.HS-ESS. | EARTH AND SPACE SCIENCE |
| STRAND / INDICATOR | HS-ESS1. | Earth's Place in the Universe |
| INDICATOR / GRADE LEVEL EXPECTATION | | Students who demonstrate understanding can: |

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| GRADE LEVEL EXPECTATION | 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 |
| CONTENT STANDARD | NV.HS-ESS. | EARTH AND SPACE SCIENCE |
| STRAND / INDICATOR | HS-ESS2. | Earth's Systems |
| INDICATOR / GRADE LEVEL EXPECTATION | | Students who demonstrate understanding can: |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| CONTENT STANDARD | NV.HS-ESS. | EARTH AND SPACE SCIENCE |
| STRAND / INDICATOR | HS-ESS3. | Earth and Human Activity |
| INDICATOR / GRADE LEVEL EXPECTATION | | Students who demonstrate understanding can: |
| GRADE LEVEL EXPECTATION | 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 |

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| | | National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Older Grades |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| GRADE LEVEL EXPECTATION | 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 |
| CONTENT STANDARD | NV.HS-ETS. | ENGINEERING DESIGN |
| STRAND / INDICATOR | HS-ETS1. | Engineering Design |
| INDICATOR / GRADE LEVEL EXPECTATION | | Students who demonstrate understanding can: |
| GRADE LEVEL EXPECTATION | 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 |

Nevada Academic Content Standards

Social Studies

Grade: 9 - Adopted: 2011

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| CONTENT STANDARD | NV.H1.0. | People, Cultures, and Civilizations - Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | World: Transatlantic Encounters |
| INDICATOR / GRADE LEVEL EXPECTATION | H1.[9-12].10. | <p>Compare and contrast the characteristics of dominant world cultures.</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> |
| INDICATOR / GRADE LEVEL EXPECTATION | H1.[9-12].11. | <p>Analyze how and why the five major religions gained new adherents in various parts of the world.</p> <p><u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)</p> |
| CONTENT STANDARD | NV.H3.0. | Social Responsibility & Change - Students understand how social ideas and individual action lead to social, political, economic, and technological change. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | World: The Modern World |
| INDICATOR / GRADE LEVEL EXPECTATION | H3.[9-12].15. | <p>Explain the impact of the five major world religions on the world's political and social fabric.</p> <p><u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)</p> |
| CONTENT STANDARD | NV.G5.0. | The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | Map Selection & Analysis |
| INDICATOR / GRADE LEVEL EXPECTATION | G5.[9-12].3. | <p>Apply concepts and models of spatial organization and use quantitative methods to identify and make decisions about geographic information.</p> <p><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 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p> |
| CONTENT STANDARD | NV.G5.0. | The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | Map Use & Geographic Tools |
| INDICATOR / GRADE LEVEL EXPECTATION | G5.[9-12].7. | <p>Analyze and interpret Earth's physical and human features using appropriate geographic tools and technologies.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - 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 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p> |

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| | | The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades |
| CONTENT STANDARD | NV.G6.0. | Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | Application of Concepts & Characteristics of Places & Regions |
| INDICATOR / GRADE LEVEL EXPECTATION | G6.[9-12].1. | Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions. <u>Virtual Field Trips</u> Barcelona - English Barcelona - 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 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 |
| INDICATOR / GRADE LEVEL EXPECTATION | G6.[9-12].3. | Apply the concept of region to organize and study a geographic issue. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades |
| INDICATOR / GRADE LEVEL EXPECTATION | G6.[9-12].4. | Analyze selected historical issues, demographics, and questions using the geographic concept of regions. <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 |
| CONTENT STANDARD | NV.G6.0. | Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | Cultural Identity & Perspective |
| INDICATOR / GRADE LEVEL EXPECTATION | G6.[9-12].5. | Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades |
| INDICATOR / GRADE LEVEL EXPECTATION | G6.[9-12].6. | Compare characteristics of places and regions from different perspectives. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades |
| CONTENT STANDARD | NV.G6.0. | Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | Location |
| INDICATOR / GRADE LEVEL EXPECTATION | G6.[9-12].8. | Use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world. <u>Virtual Field Trips</u> Barcelona - English |

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| | | <p>Barcelona - 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 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 Washington, DC - Grades 6 - 12</p> |
| CONTENT STANDARD | NV.G7.0. | Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | Rural & Urban Communities |
| INDICATOR / GRADE LEVEL EXPECTATION | G7.[9-12].4. | <p>Compare characteristics and patterns of rural and urban migration and settlement in developing and developed countries.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Washington, DC - Grades 6 - 12</p> |
| INDICATOR / GRADE LEVEL EXPECTATION | G7.[9-12].5. | <p>Evaluate why major cities develop in particular geographic locations and how this affects cultures.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Washington, DC - Grades 6 - 12</p> |
| CONTENT STANDARD | NV.E10.0. | The U.S. Economy As A Whole - Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | Forms & Functions of Money |
| INDICATOR / GRADE LEVEL EXPECTATION | E10.[9-12].1. | <p>Describe the nation's current money supply measures, including M1 and M2.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol</p> |
| INDICATOR / GRADE LEVEL EXPECTATION | E10.[9-12].2. | <p>Explain the three functions of money: medium of exchange, store of value, unit of account.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol</p> |
| CONTENT STANDARD | NV.C13.0. | Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | Symbols |
| INDICATOR / GRADE LEVEL EXPECTATION | C13.[9-12].9. | Interpret the symbols and documents of a nation and analyze how they represent its identity. |

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| | | <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| CONTENT STANDARD | NV.C14.0. | The Federal System: U.S., State, and Local Governments - Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments. At a minimum, students will maintain previous content and attain the following: |
| STRAND / INDICATOR | | Governmental Structures |
| INDICATOR / GRADE LEVEL EXPECTATION | C14.[9-12].9. | Analyze the effectiveness of checks and balances in maintaining the equal division of power. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |

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