

Main Criteria: Virtual Field Trips

Secondary Criteria: National Council for the Social Studies (NCSS), National Geography Standards (NGS), Next Generation Science Standards (NGSS)

Subjects: Science, Social Studies

Grade: 6

Virtual Field Trips

Amazon Rainforest - Grades 6-8

National Council for the Social Studies (NCSS)

Social Studies

Grade 6 - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	1.1.1.	'Culture' refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
LEARNING EXPECTATION	1.1.3.	How culture influences the ways in which human groups solve the problems of daily living.
LEARNING EXPECTATION	1.1.6.	That culture may change in response to changing needs, concerns, social, political, and geographic conditions.
LEARNING EXPECTATION	1.1.7.	How people from different cultures develop different values and ways of interpreting experience.

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture.
LEARNING EXPECTATION	1.2.7.	Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	2.1.6.	The origins and influences of social, cultural, political, and economic systems.
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THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
LEARNING EXPECTATION	3.1.3.	Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.
LEARNING EXPECTATION	3.1.5.	The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).
LEARNING EXPECTATION	3.1.7.	Human modifications of the environment.

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.3.	Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change.
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THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	5.1.2.	Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
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LEARNING EXPECTATION	5.1.9.	That groups and institutions influence culture in a variety of ways.
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THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	9.2.3.	Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.
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National Geography Standards (NGS)

Science

Grade 6 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.A. 2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships drives physical processes that follow an annual cycle and create patterns on Earth
BENCHMARK	PS.7.2.A .	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to
EXPECTATION	PS.7.2.A. 2.	Explain why the hours of visible sunlight changes with seasons (e.g., the equatorial region experiences approximately 12 hours of sunlight year round while places in the Arctic and Antarctic circles vary from 0 to 24 hours of visible sunlight).
EXPECTATION	PS.7.2.A. 3.	Describe how the angle of the Sun's rays changes at different latitudes by shining a light directly on the equator of a globe and noting the change in the location (on the tropic lines) and angle of the direct rays as the tilted globe is moved to represent the different seasons.
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.A .	Describe how the components of ecosystems are connected and contribute to the energy of their own cycles, as exemplified by being able to
EXPECTATION	PS.8.1.A. 1.	Describe the flow of energy and the cycling of matter through an ecosystem (e.g., the food chain, photosynthesis).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.B .	Construct a model to explain how an ecosystem works, as exemplified by being able to
EXPECTATION	PS.8.1.B. 3.	Construct a flow chart to explain the interactions of components within an ecosystem (e.g., water cycle, oxygen and carbon dioxide exchange, producers, consumers, and decomposers).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A .	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to
EXPECTATION	PS.8.2.A. 2.	Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems

STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
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National Geography Standards (NGS)

Social Studies

Grade 6 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.3	Spatial Models: Models are used to represent spatial processes that shape human and physical systems
BENCHMARK	WST.3.3.A.	Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION	WST.3.3.A.1.	Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.A.2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION	PS.8.2.A.2.	Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred
BENCHMARK	UG.17.1.A.	Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to

EXPECTATION	UG.17.1.A.1.	Analyze the significance of physical features that have influenced historical events (e.g., the role of hydrologic features such as the fall line, Cumberland Gap, the Ohio River, the Ogallala Aquifer, or artesian wells of the Great Plains in the settlement of the United States, the role of ocean currents and prevailing winds in exploration by Columbus, the forced transport of Africans to North and South America).
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Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-LS	LIFE SCIENCE
TITLE	MS-LS2	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
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PERFORMANCE EXPECTATION	MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
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PERFORMANCE EXPECTATION	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
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Main Criteria: Virtual Field Trips

Secondary Criteria: National Council for the Social Studies (NCSS), National Geography Standards (NGS), Next Generation Science Standards (NGSS)

Subjects: Science, Social Studies

Grade: 7

Virtual Field Trips

Amazon Rainforest - Grades 6-8

National Council for the Social Studies (NCSS)

Social Studies

Grade 7 - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	1.1.1.	'Culture' refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
LEARNING EXPECTATION	1.1.3.	How culture influences the ways in which human groups solve the problems of daily living.
LEARNING EXPECTATION	1.1.6.	That culture may change in response to changing needs, concerns, social, political, and geographic conditions.
LEARNING EXPECTATION	1.1.7.	How people from different cultures develop different values and ways of interpreting experience.

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture.
LEARNING EXPECTATION	1.2.7.	Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	2.1.6.	The origins and influences of social, cultural, political, and economic systems.
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THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
LEARNING EXPECTATION	3.1.3.	Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.
LEARNING EXPECTATION	3.1.5.	The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).
LEARNING EXPECTATION	3.1.7.	Human modifications of the environment.

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
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CATEGORY	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.3.	Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change.
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THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	5.1.2.	Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
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LEARNING EXPECTATION	5.1.9.	That groups and institutions influence culture in a variety of ways.
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THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	9.2.3.	Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.
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National Geography Standards (NGS)

Science

Grade 7 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.A. 2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships drives physical processes that follow an annual cycle and create patterns on Earth
BENCHMARK	PS.7.2.A .	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to
EXPECTATION	PS.7.2.A. 2.	Explain why the hours of visible sunlight changes with seasons (e.g., the equatorial region experiences approximately 12 hours of sunlight year round while places in the Arctic and Antarctic circles vary from 0 to 24 hours of visible sunlight).
EXPECTATION	PS.7.2.A. 3.	Describe how the angle of the Sun's rays changes at different latitudes by shining a light directly on the equator of a globe and noting the change in the location (on the tropic lines) and angle of the direct rays as the tilted globe is moved to represent the different seasons.
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.A .	Describe how the components of ecosystems are connected and contribute to the energy of their own cycles, as exemplified by being able to
EXPECTATION	PS.8.1.A. 1.	Describe the flow of energy and the cycling of matter through an ecosystem (e.g., the food chain, photosynthesis).
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STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.B .	Construct a model to explain how an ecosystem works, as exemplified by being able to
EXPECTATION	PS.8.1.B. 3.	Construct a flow chart to explain the interactions of components within an ecosystem (e.g., water cycle, oxygen and carbon dioxide exchange, producers, consumers, and decomposers).
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STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A .	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to
EXPECTATION	PS.8.2.A. 2.	Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems

STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
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National Geography Standards (NGS)

Social Studies

Grade 7 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.3	Spatial Models: Models are used to represent spatial processes that shape human and physical systems
BENCHMARK	WST.3.3.A.	Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION	WST.3.3.A.1.	Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
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BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.A.2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
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BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred
BENCHMARK	UG.17.1.A.	Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to

EXPECTATION	UG.17.1.A.1.	Analyze the significance of physical features that have influenced historical events (e.g., the role of hydrologic features such as the fall line, Cumberland Gap, the Ohio River, the Ogallala Aquifer, or artesian wells of the Great Plains in the settlement of the United States, the role of ocean currents and prevailing winds in exploration by Columbus, the forced transport of Africans to North and South America).
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Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-LS	LIFE SCIENCE
TITLE	MS-LS2	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
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PERFORMANCE EXPECTATION	MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
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PERFORMANCE EXPECTATION	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
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Main Criteria: Virtual Field Trips

Secondary Criteria: National Council for the Social Studies (NCSS), National Geography Standards (NGS), Next Generation Science Standards (NGSS)

Subjects: Science, Social Studies

Grade: 8

Virtual Field Trips

Amazon Rainforest - Grades 6-8

National Council for the Social Studies (NCSS)

Social Studies

Grade 8 - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	1.1.1.	'Culture' refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
LEARNING EXPECTATION	1.1.3.	How culture influences the ways in which human groups solve the problems of daily living.
LEARNING EXPECTATION	1.1.6.	That culture may change in response to changing needs, concerns, social, political, and geographic conditions.
LEARNING EXPECTATION	1.1.7.	How people from different cultures develop different values and ways of interpreting experience.

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture.
LEARNING EXPECTATION	1.2.7.	Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	2.1.6.	The origins and influences of social, cultural, political, and economic systems.
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THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
LEARNING EXPECTATION	3.1.3.	Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.
LEARNING EXPECTATION	3.1.5.	The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).
LEARNING EXPECTATION	3.1.7.	Human modifications of the environment.

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
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CATEGORY	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.3.	Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change.
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THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	5.1.2.	Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
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LEARNING EXPECTATION	5.1.9.	That groups and institutions influence culture in a variety of ways.
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THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	9.2.3.	Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.
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National Geography Standards (NGS)

Science

Grade 8 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.A. 2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships drives physical processes that follow an annual cycle and create patterns on Earth
BENCHMARK	PS.7.2.A. .	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to
EXPECTATION	PS.7.2.A. 2.	Explain why the hours of visible sunlight changes with seasons (e.g., the equatorial region experiences approximately 12 hours of sunlight year round while places in the Arctic and Antarctic circles vary from 0 to 24 hours of visible sunlight).
EXPECTATION	PS.7.2.A. 3.	Describe how the angle of the Sun's rays changes at different latitudes by shining a light directly on the equator of a globe and noting the change in the location (on the tropic lines) and angle of the direct rays as the tilted globe is moved to represent the different seasons.
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.A. .	Describe how the components of ecosystems are connected and contribute to the energy of their own cycles, as exemplified by being able to
EXPECTATION	PS.8.1.A. 1.	Describe the flow of energy and the cycling of matter through an ecosystem (e.g., the food chain, photosynthesis).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.B. .	Construct a model to explain how an ecosystem works, as exemplified by being able to
EXPECTATION	PS.8.1.B. 3.	Construct a flow chart to explain the interactions of components within an ecosystem (e.g., water cycle, oxygen and carbon dioxide exchange, producers, consumers, and decomposers).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A. .	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to
EXPECTATION	PS.8.2.A. 2.	Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems

STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
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National Geography Standards (NGS)

Social Studies

Grade 8 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.3	Spatial Models: Models are used to represent spatial processes that shape human and physical systems
BENCHMARK	WST.3.3.A.	Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION	WST.3.3.A.1.	Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.A.2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION	PS.8.2.A.2.	Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred
BENCHMARK	UG.17.1.A.	Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to

EXPECTATION	UG.17.1.A.1.	Analyze the significance of physical features that have influenced historical events (e.g., the role of hydrologic features such as the fall line, Cumberland Gap, the Ohio River, the Ogallala Aquifer, or artesian wells of the Great Plains in the settlement of the United States, the role of ocean currents and prevailing winds in exploration by Columbus, the forced transport of Africans to North and South America).
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Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-LS	LIFE SCIENCE
TITLE	MS-LS2	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
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PERFORMANCE EXPECTATION	MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
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PERFORMANCE EXPECTATION	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
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