

**Main Criteria:** Indiana Academic Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 9  
**Correlation Options:** Show Correlated

**Indiana Academic Standards  
 Science**

Grade: 9 - Adopted: 2016

<b>STANDARD / STRAND</b>	<b>IN.B.</b>	<b>Biology (B)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>B.2.</b>	<b>Matter Cycles and Energy Transfer</b>
<b>INDICATOR / STANDARD</b>	<b>B.2.3.</b>	Use mathematical and/or computational 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
<b>STANDARD / STRAND</b>	<b>IN.B.</b>	<b>Biology (B)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>B.3.</b>	<b>Interdependence</b>
<b>INDICATOR / STANDARD</b>	<b>B.3.1.</b>	Use mathematical and/or computational representation to explain why the carrying capacity ecosystems can support is limited by the available energy, water, oxygen, and minerals and by the ability of ecosystems to recycle the remains of dead organisms.  <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
<b>INDICATOR / STANDARD</b>	<b>B.3.2.</b>	Design, evaluate, and refine a model which shows how human activities and natural phenomena can change the flow of matter and energy in an ecosystem and how those changes impact the environment and biodiversity of populations in ecosystems of different scales, as well as, how these human impacts can be reduced.  <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
<b>INDICATOR / STANDARD</b>	<b>B.3.3.</b>	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, and identify the impact of changing conditions or introducing non-native species into that ecosystem.  <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
<b>STANDARD / STRAND</b>	<b>IN.B.</b>	<b>Biology (B)</b>

PROFICIENCY STATEMENT / SUBSTRAND	B.5.	Evolution
INDICATOR / STANDARD	B.5.4.	Evaluate evidence to explain the role of natural selection as an evolutionary mechanism that leads to the adaptation of species, and to support 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/or (3) the extinction of other species.  <u>Virtual Field Trips</u> Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / STANDARD	B.5.5.	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 / STRAND	IN.ES.	Earth and Space Science (ES)
PROFICIENCY STATEMENT / SUBSTRAND	ES.3.	Earth Cycles and Systems
INDICATOR / STANDARD	ES.3.1.	Create flowcharts that show the exchange of carbon and oxygen between the lithosphere, hydrosphere, biosphere, and atmosphere, including carbon dioxide and methane. Explain how human activities such as farming and industry, temperature change in oceans, and natural processes such as volcanic eruptions can speed or slow the cycling from reservoirs within the solid earth and oceans into the atmosphere.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / STANDARD	ES.3.2.	Create diagrams and flowcharts that show the cycling between the lithosphere, hydrosphere, biosphere, and atmosphere for nitrogen. Complete the same for phosphorus, excluding the atmosphere. Explain how human activities can alter the amounts of both phosphorus and nitrogen between these layers.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / STANDARD	ES.3.3.	Analyze and explain how events on one side of the world can alter temperature and precipitation around the globe. Analyze and explain the possible effects of natural and human-driven processes on our atmosphere and climate.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
INDICATOR / STANDARD	ES.3.4.	Evaluate the use of sustainable versus nonrenewable resources. Explain the consequences of overuse and continued increased consumption of limited resources. Analyze and evaluate the benefits of researching, designing, and developing sustainable resources for private use and industry.  <u>Virtual Field Trips</u> Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Older Grades

<b>STANDARD / STRAND</b>	<b>IN.ES.</b>	<b>Earth and Space Science (ES)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ES.4.</b>	<b>The Atmosphere and Hydrosphere</b>
<b>INDICATOR / STANDARD</b>	<b>ES.4.1.</b>	<p>Create a model that shows the composition, distribution, and circulation of gases in Earth's atmosphere. Show how carbon and oxygen cycles affect the composition through gas exchange with organisms, oceans, the solid earth, and industry.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
<b>INDICATOR / STANDARD</b>	<b>ES.4.2.</b>	<p>Create models to demonstrate the circulation, retention, and reflection of heat in regards to the atmosphere, solid land, and bodies of water including lakes and oceans. Demonstrate the effects of cities, various terrain, cloud cover, sea ice, and open water on albedo. Examine local and global heat exchanges, including land &amp; sea breezes, lake effects, urban heat islands, and thermohaline circulation.</p> <p><u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks of the Western Region - Part 1</p>
<b>INDICATOR / STANDARD</b>	<b>ES.4.3.</b>	<p>Create a presentation that demonstrates the process of the water cycle on both local and global scales. Illustrate the process of water cycling both from the solid earth to the atmosphere and around the solid earth. Examine the interaction of ground water, surface water, and ocean circulation. Illustrate the effects of human activity on water systems.</p> <p><u>Virtual Field Trips</u> National Parks West - Nevada, California</p>
<b>INDICATOR / STANDARD</b>	<b>ES.4.5.</b>	<p>Chart and explain the changes in weather as it relates to humidity, air pressure, and temperature. Explain how these factors result in local wind patterns and cloud cover. Explain the origin, life cycle, and behavior of weather systems, especially severe weather. Create an emergency plan for severe storms, both summer and winter.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska &amp; Hawaii National Parks West - Nevada, California</p>
<b>INDICATOR / STANDARD</b>	<b>ES.4.6.</b>	<p>Differentiate between weather and climate. Examine long term, natural climate change and periods of glaciation as influenced by Milankovitch Cycles due to the gravity of other solar system bodies (obliquity and precession of axis and eccentricity of orbit). Explain how these are different from any short term (less than thousands of years) changes to climate.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska &amp; Hawaii National Parks West - Nevada, California National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades</p>
<b>STANDARD / STRAND</b>	<b>IN.ES.</b>	<b>Earth and Space Science (ES)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ES.5.</b>	<b>The Solid Earth</b>
<b>INDICATOR / STANDARD</b>	<b>ES.5.1.</b>	<p>Construct a lab to analyze minerals based on their physical and chemical properties. Explain how rocks may contain many minerals, one mineral, or no minerals, and minerals can be made of either single elements (such as gold) or compounds (such as silicates).</p>

		<u>Virtual Field Trips</u> National Parks West - Wyoming, Utah
INDICATOR / STANDARD	ES.5.3.	Construct a model that demonstrates the difference between weathering, erosion, transportation of material, deposition, and new soil and sedimentary rock formation. Differentiate between types of physical and chemical weathering.  <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR / STANDARD	ES.5.5.	Create a timeline detailing the processes that have occurred in Indiana to create mostly sedimentary bedrock. Explain how changing sea levels, climate, and glaciation have shaped Indiana geology.  <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 / STANDARD	ES.5.6.	Create models or diagrams to show how plate movement and sea level changes have changed continental land masses over time. Include the creation and destruction of inland seas, sedimentary rock formations including evaporites and biochemical formations, and the shaping and destruction of surface 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
STANDARD / STRAND	IN.ES.	Earth and Space Science (ES)
PROFICIENCY STATEMENT / SUBSTRAND	ES.6.	Earth Processes
INDICATOR / STANDARD	ES.6.2.	Explain how Earth's fluid outer core creates the magnetosphere and how this helps protect both humans and technology (such as satellites) from solar winds.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
INDICATOR / STANDARD	E.S.6.4.	Create a timeline to show the development of modern tectonic plate theory. Identify and explain how the evidence from the theory of continental drift, seafloor spreading, and paleomagnetism built upon each other to support tectonic plate theory.  <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 / STANDARD	E.S.6.5.	Create models that demonstrate different types of orogeny resulting from plate tectonics. Show how the interactions between oceanic and continental plates create different geological features (such as volcanic island arcs or high altitude plateaus) depending on what types of plates are involved in the motions along different plate boundaries.  <u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks West - Wyoming, Utah

INDICATOR / STANDARD	E.S.6.6.	<p>Create models and differentiate between shield, composite, and cinder cone volcanoes. Explain how volcanoes form, how the chemical composition of lava affects the type of volcanoes formed, and how the location (such as hot spots or along continental or oceanic margins) can affect the types of magma present.</p> <p><u>Virtual Field Trips</u>  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; Hawaii  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1</p>
STANDARD / STRAND	IN.ENV.	Environmental Science (ENV)
PROFICIENCY STATEMENT / SUBSTRAND	Env.1.	Environmental Systems
INDICATOR / STANDARD	Env.1.1.	<p>Understand and explain that ecosystems have cyclic fluctuations, such as seasonal changes or changes in population, as a result of migration, birth, and mortality.</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  The Amazon Rainforest - Part 1 - Older Grades</p>
INDICATOR / STANDARD	Env.1.2.	<p>Understand and explain that human beings are part of Earth's ecosystems and give examples of how human activities can, deliberately or inadvertently, alter ecosystems.</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>
INDICATOR / STANDARD	Env.1.3.	<p>Recognize and describe the difference between systems in equilibrium and systems in disequilibrium. Describe how steady state is achieved through negative and positive feedback loops.</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>
INDICATOR / STANDARD	Env.1.4.	<p>Diagram the cycling of carbon, nitrogen, phosphorus, and water and describe the human impacts on each.</p> <p><u>Virtual Field Trips</u>  The Amazon Rainforest - Part 2 - Older Grades</p>
INDICATOR / STANDARD	Env.1.5.	<p>Identify and measure biological, chemical, and physical (abiotic and biotic) factors within an ecosystem.</p> <p><u>Virtual Field Trips</u>  La Selva Amazonica - Pte 1 (En Espagnol)  The Amazon Rainforest - Part 1 - Older Grades</p>

INDICATOR / STANDARD	Env.1.6.	Describe the difference between weather and climate. Locate, identify, and describe the major Earth biomes. Explain how biomes are determined by climate (temperature and precipitation patterns) that support specific kinds of plants.  <u>Virtual Field Trips</u> 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 / STANDARD	Env.1.7.	Identify tools and technologies used to adapt and alter environments and natural resources in order to meet human physical and cultural needs.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / STANDARD	Env.1.9.	Describe how weather can be influenced by global climatic patterns, such as El Niño and La Niña.  <u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks of the Western Region - Part 1
STANDARD / STRAND	IN.ENV.	Environmental Science (ENV)
PROFICIENCY STATEMENT / SUBSTRAND	Env.2.	Flow of Matter and Energy
INDICATOR / STANDARD	Env.2.1.	Describe how matter cycles through sources and sinks and how energy is transferred. Explain how matter and energy move between and within components of an environmental system.  <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 / STANDARD	Env.2.7.	Differentiate between renewable and nonrenewable resources, and compare and contrast the pros and cons of using nonrenewable resources.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / STANDARD	Env.2.8.	Cite examples of how all fuels, renewable and nonrenewable, have advantages and disadvantages that society must question when considering the trade-offs among them, such as how energy use contributes to the rising standard of living in the industrially developing nations. However, explain that this energy use also leads to more rapid depletion of Earth's energy resources and to environmental risks associated with the use of fossil and nuclear fuels.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / STANDARD	Env.2.11.	Recognize and describe the role of natural resources in providing the raw materials for an industrial society.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
STANDARD / STRAND	IN.ENV.	Environmental Science (ENV)

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Env.3.</b>	<b>Natural Disasters</b>
<b>INDICATOR / STANDARD</b>	<b>Env.3.1.</b>	Identify and describe geomorphic processes controlled by tectonics (i.e. volcanic activity, uplift, and shaping of landforms).  <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks West - Nevada, California National Parks West - Wyoming, Utah
<b>INDICATOR / STANDARD</b>	<b>Env.3.4.</b>	Identify natural Earth hazards, such as earthquakes and hurricanes, and identify the regions in which they occur as well as the short-term and long-term effects on the environment and on people.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
<b>STANDARD / STRAND</b>	<b>IN.ENV.</b>	<b>Environmental Science (ENV)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Env.4.</b>	<b>Environmental Policy</b>
<b>INDICATOR / STANDARD</b>	<b>Env.4.1.</b>	Explain environmental policies/organizations (Clean Water Act, Clean Air Act, Endangered Species Act, Species Survival Plan, Resource Conservation and Recovery Act, Department of Energy, and the World Health Organization) and identify their impact.  <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 The Amazon Rainforest - Part 2 - Older Grades
<b>INDICATOR / STANDARD</b>	<b>Env.4.2.</b>	Understand that environmental policies/decisions have negative and positive impacts on people, societies, and the environment.  <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
<b>STANDARD / STRAND</b>	<b>IN.ENV.</b>	<b>Environmental Science (ENV)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Env.5.</b>	<b>Biodiversity</b>
<b>INDICATOR / STANDARD</b>	<b>Env.5.2.</b>	Explain how the great diversity of species increases the chance that at least some living organisms will survive in the event of major global changes.  <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
<b>INDICATOR / STANDARD</b>	<b>Env.5.5.</b>	Identify the indirect and direct threats to biodiversity (e.g. habitat loss and destruction, invasion by exotic species, commercial over fishing and hunting, pollution, climate change, and bioaccumulation and biomagnification of toxins).  <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades



INDICATOR / STANDARD	Env.5.6.	Identify and explain the three levels of biodiversity: genetic, species, and ecosystem.  <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
STANDARD / STRAND	IN.ENV.	Environmental Science (ENV)
PROFICIENCY STATEMENT / SUBSTRAND	Env.6.	Population
INDICATOR / STANDARD	Env.6.1.	Demonstrate, calculate, and explain how factors such as birth rate, death rate, and migration rate determine growth rates of populations.  <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
STANDARD / STRAND	IN.ENV.	Environmental Science (ENV)
PROFICIENCY STATEMENT / SUBSTRAND	Env.7.	Pollution
INDICATOR / STANDARD	Env.7.1.	Identify evidence, consequences, and prevention for climate change produced by anthropogenic sources.  <u>Virtual Field Trips</u> National Parks of the Western Region - Part 1
STANDARD / STRAND	IN.ENV.	Environmental Science (ENV)
PROFICIENCY STATEMENT / SUBSTRAND	Env.8.	Natural and Anthropogenic Resource Cycles
INDICATOR / STANDARD	Env.8.1.	Demonstrate a knowledge of the distribution of natural resources in the U.S. and the world, and explain how natural resources influence relationships among nations.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
INDICATOR / STANDARD	Env.8.4.	Describe how agricultural technology requires trade-offs between increased production and environmental harm and between efficient production and social values.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
INDICATOR / STANDARD	Env.8.5.	Describe and examine how water is controlled in developed and undeveloped nations.  <u>Virtual Field Trips</u> National Parks West - Nevada, California
INDICATOR / STANDARD	Env.8.6.	Understand and describe the concept and the importance of natural and human recycling in conserving our natural resources.  <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / STRAND	IN.ICP.	Integrated Chemistry and Physics (ICP)
PROFICIENCY STATEMENT / SUBSTRAND	ICP.1.	Constant Velocity
INDICATOR / STANDARD	ICP.1.1.	Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and position of an object moving at a constant velocity and apply those representations to qualitatively and quantitatively describe the motion of an object.



		<u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
INDICATOR / STANDARD	ICP.1.4.	Distinguish between the terms “speed,” “velocity,” “average speed,” and “average velocity” and determine the value of any of these measurements given either a graphical or mathematical representation.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
STANDARD / STRAND	IN.ICP.	Integrated Chemistry and Physics (ICP)
PROFICIENCY STATEMENT / SUBSTRAND	ICP.2.	Uniform Acceleration
INDICATOR / STANDARD	ICP.2.1.	Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and velocity of an object moving at a constant acceleration and apply those representations to qualitatively and quantitatively describe the motion of an object in terms of its change in position or velocity.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
STANDARD / STRAND	IN.PI.	Physics I (PI)
PROFICIENCY STATEMENT / SUBSTRAND	PI.1.	Constant Velocity
INDICATOR / STANDARD	PI.1.1.	Develop graphical, mathematical, and pictorial representations (e.g. a motion map) that describe the relationship between the clock reading (time) and position of an object moving at a uniform rate and apply those representations to qualitatively and quantitatively describe the motion of an object.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
INDICATOR / STANDARD	PI.1.4.	Describe the differences between the terms “distance,” “displacement,” “speed,” “velocity,” “average speed,” and “average velocity” and be able to calculate any of those values given an object moving at a single constant velocity or with different constant velocities over a given time interval.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
STANDARD / STRAND	IN.PI.	Physics I (PI)
PROFICIENCY STATEMENT / SUBSTRAND	PI.2.	Constant Acceleration
INDICATOR / STANDARD	PI.2.1.	Develop graphical, mathematical, and pictorial representations (e.g. a motion map) that describe the relationship between the clock reading (time) and velocity of an object moving at a uniformly changing rate and apply those representations to qualitatively and quantitatively describe the motion of an object.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
INDICATOR / STANDARD	PI.2.5.	Qualitatively and quantitatively apply the models of constant velocity and constant acceleration to determine the position or velocity of an object moving in free fall near the surface of the Earth.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii

## Social Studies

Grade: 9 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.E.</b>	<b>ECONOMICS</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	E.6.	Money and the Role of Financial Institutions: Students understand the role of money and financial institutions in a market economy.
<b>INDICATOR / STANDARD</b>	E.6.1.	Explain the basic functions of money.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
<b>INDICATOR / STANDARD</b>	E.6.2.	Identify the composition of the money supply of the United States.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
<b>STANDARD / STRAND</b>	<b>IN.GHW.</b>	<b>GEOGRAPHY AND HISTORY OF THE WORLD</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	GHW.1.	Culture Hearths: Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.
<b>INDICATOR / STANDARD</b>	GHW.1.2.	Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
<b>STANDARD / STRAND</b>	<b>IN.GHW.</b>	<b>GEOGRAPHY AND HISTORY OF THE WORLD</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	GHW.2.	World Religions: Students examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.
<b>INDICATOR / STANDARD</b>	GHW.2.1.	Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
<b>INDICATOR / STANDARD</b>	GHW.2.2.	Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
<b>INDICATOR / STANDARD</b>	GHW.2.3.	Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
<b>STANDARD / STRAND</b>	<b>IN.GHW.</b>	<b>GEOGRAPHY AND HISTORY OF THE WORLD</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	GHW.5.	Urban Growth: Students examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.
<b>INDICATOR / STANDARD</b>	GHW.5.1.	Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.

		<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
INDICATOR / STANDARD	GHW.5.2.	Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
INDICATOR / STANDARD	GHW.5.3.	Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.  <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
STANDARD / STRAND	IN.GE.	<b>GLOBAL ECONOMICS</b>
PROFICIENCY STATEMENT / SUBSTRAND		Economic Systems
INDICATOR / STANDARD	GE-3.	Students analyze marketplace structures in economic systems.
EXPECTATION / INDICATOR	GE-3.4.	Describe different types of competitive structures in economic systems.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STANDARD / STRAND	IN.GE.	<b>GLOBAL ECONOMICS</b>
PROFICIENCY STATEMENT / SUBSTRAND		Money and Banking
INDICATOR / STANDARD	GE-5.	Students explain the role of monetary and fiscal policies in a global economy and how it relates to individuals' daily lives, businesses, and governments.
EXPECTATION / INDICATOR	GE-5.3.	Explain what is money and how it is given value.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STANDARD / STRAND	IN.USG.	<b>UNITED STATES GOVERNMENT</b>
PROFICIENCY STATEMENT / SUBSTRAND	USG.3.	Purposes, Principles and Institutions of Government in the United States: Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students also describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.
INDICATOR / STANDARD	USG.3.2.	Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, republican government or representative democracy, and popular sovereignty;

		<p>provide examples of these principles in the governments of the United States and the state of Indiana.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
INDICATOR / STANDARD	USG.3.7.	<p>Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
STANDARD / STRAND	IN.USH.	UNITED STATES HISTORY (1877 to Present)
PROFICIENCY STATEMENT / SUBSTRAND	USH.7.	The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.
INDICATOR / STANDARD	USH.7.2.	<p>Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
STANDARD / STRAND	IN.USH.	UNITED STATES HISTORY (1877 to Present)
PROFICIENCY STATEMENT / SUBSTRAND	USH.9.	Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.
INDICATOR / STANDARD	USH.9.1.	<p>Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
INDICATOR / STANDARD	USH.9.4.	<p>Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
STANDARD / STRAND	IN.WG.	WORLD GEOGRAPHY
PROFICIENCY STATEMENT / SUBSTRAND	WG.1.	The World in Spatial Terms: Students acquire a framework for examining the world in spatial terms. Students use and evaluate maps, globes, atlases and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS), to acquire, evaluate, analyze and report information about people, places and environments on Earth's surface.
INDICATOR / STANDARD	WG.1.5.	<p>Ask geographic questions and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and give oral, written, graphic and cartographic expression to conclusions.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska &amp; 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>

<b>STANDARD / STRAND</b>	<b>IN.WG.</b>	<b>WORLD GEOGRAPHY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>WG.2.</b>	Places and Regions: Students acquire a framework for thinking geographically about places and regions. They identify the physical and human characteristics of places and regions. Students understand that people create regions to interpret Earth's complexity, and how culture and experience influence people's perception of places and regions.
<b>INDICATOR / STANDARD</b>	<b>WG.2.3.</b>	Explain how the concept of "region" is used as a way of categorizing, interpreting and ordering complex information about Earth.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
<b>INDICATOR / STANDARD</b>	<b>WG.2.4.</b>	Give examples of how people create regions to understand Earth's complexity. (Individuals, Society and Culture)  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
<b>STANDARD / STRAND</b>	<b>IN.WG.</b>	<b>WORLD GEOGRAPHY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>WG.3.</b>	Physical Systems: Students acquire a framework for thinking geographically about Earth's physical systems. They explain the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems on Earth's surface.
<b>INDICATOR / STANDARD</b>	<b>WG.3.2.</b>	Identify and account for the distribution pattern of the world's climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude.  <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
<b>INDICATOR / STANDARD</b>	<b>WG.3.3.</b>	Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.  <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
<b>STANDARD / STRAND</b>	<b>IN.WG.</b>	<b>WORLD GEOGRAPHY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>WG.4.</b>	Human Systems: Students acquire a framework for thinking geographically about human activities that shape Earth's surface. They examine the characteristics, distribution and migration of human populations on Earth's surface; investigate the characteristics, distribution and complexity of Earth's cultural mosaics; analyze the patterns and networks of economic interdependence on Earth's surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
<b>INDICATOR / STANDARD</b>		Characteristics, Distribution and Complexity of Cultural Mosaics
<b>EXPECTATION / INDICATOR</b>	<b>WG.4.6.</b>	Map the distribution patterns of the world's major religions and identify cultural features associated with each.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
<b>STANDARD / STRAND</b>	<b>IN.WG.</b>	<b>WORLD GEOGRAPHY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>WG.4.</b>	Human Systems: Students acquire a framework for thinking geographically about human activities that shape Earth's surface. They examine the characteristics, distribution and migration of human populations on Earth's surface; investigate the

		characteristics, distribution and complexity of Earth's cultural mosaics; analyze the patterns and networks of economic interdependence on Earth's surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
<b>INDICATOR / STANDARD</b>		<b>Human Settlement</b>
<b>EXPECTATION / INDICATOR</b>	WG.4.16.	Explain how the internal structures of cities varies in different regions of the world and give examples.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
<b>EXPECTATION / INDICATOR</b>	WG.4.17.	Analyze the changing functions of cities over time.  <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
<b>STANDARD / STRAND</b>	<b>IN.WG.</b>	<b>WORLD GEOGRAPHY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	WG.5.	Environment and Society: Students acquire a framework for thinking geographically about the environment and society. They analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.
<b>INDICATOR / STANDARD</b>	WG.5.1.	Identify and describe the effect of human interaction on the world's environment.  <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
<b>STANDARD / STRAND</b>	<b>IN.WH.</b>	<b>WORLD HISTORY AND CIVILIZATION</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	WH.2.	Ancient Cultures and Civilizations: c.8000 to 600 BCE: Students explore the classical civilizations of the Mediterranean, Southwest Asia, South Asia, East Asia, and the Americas from 1000 to 600 CE
<b>INDICATOR / STANDARD</b>	WH.2.1.	Review the development and key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam. (Sociology)  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
<b>INDICATOR / STANDARD</b>	WH.2.2.	Examine the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
<b>STANDARD / STRAND</b>	<b>IN.WH.</b>	<b>WORLD HISTORY AND CIVILIZATION</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	WH.7.	Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

INDICATOR / STANDARD		Chronological Thinking, Analysis and Interpretation, Research, Issues-Analysis and Decision-Making
EXPECTATION / INDICATOR	WH.7.2.	<p>Locate and analyze primary sources and secondary sources related to an event or issue of the past.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
EXPECTATION / INDICATOR	WH.7.3.	<p>Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>

© 2018 EdGate Correlation Services, LLC. All Rights reserved.  
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)