

**Main Criteria:** New Jersey Student Learning Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 9

**Correlation Options:** Show Correlated

**New Jersey Student Learning Standards**

**Science**

Grade: 9 - Adopted: 2014

<b>CONTENT AREA / STANDARD</b>	<b>NJ.HS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STRAND</b>	<b>HS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>CONTENT STATEMENT</b>		<b>Students who demonstrate understanding can:</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>HS-LS1-3.</b>	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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.HS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STRAND</b>	<b>HS-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>CONTENT STATEMENT</b>		<b>Students who demonstrate understanding can:</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>HS-LS2-2.</b>	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
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>HS-LS2-3.</b>	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
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>HS-LS2-4.</b>	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
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>HS-LS2-6.</b>	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.

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

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

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

New Jersey Student Learning Standards

Social Studies

Grade: 9 - Adopted: 2014

<b>CONTENT AREA / STANDARD</b>	<b>NJ.SS.6.1.12.</b>	<b>U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</b>
<b>STRAND</b>	<b>6.1.12.A.</b>	<b>Civics, Government, and Human Rights</b>
<b>CONTENT STATEMENT</b>	<b>6.1.12.A.14.</b>	<b>Contemporary United States: Domestic Policies (1970-Today) - Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>6.1.12.A.14.a.</b>	<b>Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</b>  <b><u>Virtual Field Trips</u></b> <b>Washington, DC - Grades 6 - 12</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SS.6.2.12.</b>	<b>World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</b>
<b>STRAND</b>	<b>6.2.12.C.</b>	<b>Economics, Innovation, and Technology</b>
<b>CONTENT STATEMENT</b>	<b>6.2.12.C.5.</b>	<b>The 20th Century Since 1945: Challenges for the Modern World (1945-Today) - Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>6.2.12.C.5.b.</b>	<b>Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</b>  <b><u>Virtual Field Trips</u></b> <b>Barcelona - English</b> <b>Barcelona - Espagnol</b>