

Main Criteria: South Carolina Standards & Learning

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 9

Correlation Options: Show Correlated

**South Carolina Standards & Learning
Science**

Grade: 9 - Adopted: 2014

STANDARD / COURSE	SC.H.B.	BIOLOGY 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		SCIENCE AND ENGINEERING PRACTICES
PERFORMANCE DESCRIPTOR / STANDARD	H.B.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
GRADE LEVEL EXAMPLE / STAGE	H.B.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers. Students who demonstrate this understanding can:
INDICATOR	H.B.1A.5.	Use mathematical and computational thinking to (1) use and manipulate appropriate metric units, (2) express relationships between variables for models and investigations, and (3) use grade-level appropriate statistics to analyze data. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / COURSE	SC.H.B.	BIOLOGY 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		CELLS AS A SYSTEM
PERFORMANCE DESCRIPTOR / STANDARD	H.B.2.	The student will demonstrate the understanding that the essential functions of life take place within cells or systems of cells.
GRADE LEVEL EXAMPLE / STAGE	H.B.2C.	Conceptual Understanding: Transport processes which move materials into and out of the cell serve to maintain the homeostasis of the cell. Students who demonstrate this understanding can:
INDICATOR	H.B.2C.2.	Ask scientific questions to define the problems that organisms face in maintaining homeostasis within different environments (including water of varying solute concentrations). <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks West - Nevada, California

Grade: 9 - Adopted: 2005

STANDARD / COURSE	SC.H.B.	BIOLOGY 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		BIOLOGY
PERFORMANCE DESCRIPTOR / STANDARD	H.B-5.	The student will demonstrate an understanding of biological evolution and the diversity of life.
GRADE LEVEL EXAMPLE / STAGE	H.B-5.2.	Explain how genetic processes result in the continuity of life-forms over time. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
GRADE LEVEL EXAMPLE / STAGE	H.B-5.4.	Explain how genetic variability and environmental factors lead to biological evolution.

		<p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
GRADE LEVEL EXAMPLE / STAGE	H.B-5.5.	<p>Exemplify scientific evidence in the fields of anatomy, embryology, biochemistry, and paleontology that underlies the theory of biological evolution.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>

Grade: 9 - Adopted: 2014

STANDARD / COURSE	SC.H.B.	BIOLOGY 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		ECOSYSTEM DYNAMICS
PERFORMANCE DESCRIPTOR / STANDARD	H.B.6.	The student will demonstrate an understanding that ecosystems are complex, interactive systems that include both biological communities and physical components of the environment.
GRADE LEVEL EXAMPLE / STAGE	H.B.6A.	<p>Conceptual Understanding: Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. Limiting factors include the availability of biotic and abiotic resources and challenges such as predation, competition, and disease. Students who demonstrate this understanding can:</p>
INDICATOR	H.B.6A.1.	<p>Analyze and interpret data that depict changes in the abiotic and biotic components of an ecosystem over time or space (such as percent change, average change, correlation and proportionality) and propose hypotheses about possible relationships between the changes in the abiotic components and the biotic components of the environment.</p> <p><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</p>
STANDARD / COURSE	SC.H.B.	BIOLOGY 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		ECOSYSTEM DYNAMICS
PERFORMANCE DESCRIPTOR / STANDARD	H.B.6.	The student will demonstrate an understanding that ecosystems are complex, interactive systems that include both biological communities and physical components of the environment.
GRADE LEVEL EXAMPLE / STAGE	H.B.6B.	<p>Conceptual Understanding: Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged between the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. Students who demonstrate this understanding can:</p>
INDICATOR	H.B.6B.1.	<p>Develop and use models of the carbon cycle, which include the interactions between photosynthesis, cellular respiration and other processes that release carbon dioxide, to evaluate the effects of increasing atmospheric carbon dioxide on natural and agricultural ecosystems.</p> <p><u>Virtual Field Trips</u> National Parks of the Western Region - Part 1</p>
INDICATOR	H.B.6B.2.	<p>Analyze and interpret quantitative data to construct an explanation for the effects of greenhouse gases (such as carbon dioxide and methane) on the carbon cycle and global climate.</p> <p><u>Virtual Field Trips</u> National Parks of the Western Region - Part 1</p>

STANDARD / COURSE	SC.H.B.	BIOLOGY 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		ECOSYSTEM DYNAMICS
PERFORMANCE DESCRIPTOR / STANDARD	H.B.6.	The student will demonstrate an understanding that ecosystems are complex, interactive systems that include both biological communities and physical components of the environment.
GRADE LEVEL EXAMPLE / STAGE	H.B.6C.	Conceptual Understanding: A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively stable over long periods of time. Fluctuations in conditions can challenge the functioning of ecosystems in terms of resource and habitat availability. Students who demonstrate this understanding can:
INDICATOR	H.B.6C.1.	<p>Construct scientific arguments to support claims that the changes in the biotic and abiotic components of various ecosystems over time affect the ability of an ecosystem to maintain homeostasis.</p> <p><u>Virtual Field Trips</u></p> <p>Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades</p>
STANDARD / COURSE	SC.H.B.	BIOLOGY 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		ECOSYSTEM DYNAMICS
PERFORMANCE DESCRIPTOR / STANDARD	H.B.6.	The student will demonstrate an understanding that ecosystems are complex, interactive systems that include both biological communities and physical components of the environment.
GRADE LEVEL EXAMPLE / STAGE	H.B.6D.	Conceptual Understanding: Sustaining biodiversity maintains ecosystem functioning and productivity which are essential to supporting and enhancing life on Earth. Humans depend on the living world for the resources and other benefits provided by biodiversity. Human activity can impact biodiversity. Students who demonstrate this understanding can:
INDICATOR	H.B.6D.1.	<p>Design solutions to reduce the impact of human activity on the biodiversity of an ecosystem.</p> <p><u>Virtual Field Trips</u></p> <p>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</p>
STANDARD / COURSE	SC.H.P.	PHYSICS 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		INTERACTIONS AND FORCES
PERFORMANCE DESCRIPTOR / STANDARD	H.P.2.	The student will demonstrate an understanding of how the interactions among objects and their subsequent motion can be explained and predicted using the concept of forces.
GRADE LEVEL EXAMPLE / STAGE	H.P.2A.	Conceptual Understanding: The linear motion of an object can be described by its displacement, velocity, and acceleration. Students who demonstrate this understanding can:
INDICATOR	H.P.2A.3.	<p>Use mathematical and computational thinking to apply formulas related to an object's displacement, constant velocity, average velocity and constant acceleration. Interpret the meaning of the sign of displacement, velocity, and acceleration.</p> <p><u>Virtual Field Trips</u></p> <p>National Parks - West - Alaska & Hawaii</p>

INDICATOR	H.P.2A.4.	<p>Develop and use models to represent an object's displacement, velocity, and acceleration (including vector diagrams, data tables, motion graphs, dot motion diagrams, and mathematical formulas).</p> <p>Virtual Field Trips National Parks - West - Alaska & Hawaii</p>
STANDARD / COURSE	SC.H.E.	EARTH SCIENCE
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		EARTH'S GEOSHERE
PERFORMANCE DESCRIPTOR / STANDARD	H.E.3.	The student will demonstrate an understanding of the internal and external dynamics of Earth's geosphere.
GRADE LEVEL EXAMPLE / STAGE	H.E.3A.	<p>Conceptual Understanding: Evidence indicates Earth's interior is divided into a solid inner core, a liquid outer core, a solid (but flowing) mantle and solid crust. Although the crust is solid, it is in constant motion and is recycled through time. Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a coherent account of its geological history. Weathering (physical and chemical) and soil formation are a result of the interactions of Earth's geosphere, hydrosphere, and atmosphere. All forms of resource extraction and land use have associated economic, social, environmental, and geopolitical costs, risks, and benefits. Natural hazards and other geological events have shaped the course of human history. Students who demonstrate this understanding can:</p>
INDICATOR	H.E.3A.1.	<p>Analyze and interpret data to explain the differentiation of Earth's internal structure using (1) the production of internal heat from the radioactive decay of unstable isotopes, (2) gravitational energy, (3) data from seismic waves, and (4) Earth's magnetic field.</p> <p>Virtual Field Trips 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</p>
INDICATOR	H.E.3A.2.	<p>Analyze and interpret data from ocean topography, correlation of rock assemblages, the fossil record, the role of convection current, and the action at plate boundaries to explain the theory of plate tectonics.</p> <p>Virtual Field Trips Galapagos Islands - Espagnol</p>
INDICATOR	H.E.3A.3.	<p>Construct explanations of how forces cause crustal changes as evidenced in sea floor spreading, earthquake activity, volcanic eruptions, and mountain building using evidence of tectonic environments (such as mid-ocean ridges and subduction zones).</p> <p>Virtual Field Trips Galapagos Islands - Espagnol National Parks West - Nevada, California National Parks West - Wyoming, Utah</p>
INDICATOR	H.E.3A.6.	<p>Develop and use models to explain how various rock formations on the surface of Earth result from geologic processes (including weathering, erosion, deposition, and glaciation).</p> <p>Virtual Field Trips 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</p>

INDICATOR	H.E.3A.7.	<p>Plan and conduct controlled scientific investigations to determine the factors that affect the rate of weathering.</p> <p><u>Virtual Field Trips</u></p> <p>National Parks West - Wyoming, Utah</p>
STANDARD / COURSE	SC.H.E.	EARTH SCIENCE
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		EARTH'S GEOSHERE
PERFORMANCE DESCRIPTOR / STANDARD	H.E.3.	The student will demonstrate an understanding of the internal and external dynamics of Earth's geosphere.
GRADE LEVEL EXAMPLE / STAGE	H.E.3B.	Conceptual Understanding: The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. Human transformation of the natural environment can contribute to the frequency and intensity of some natural hazards. Students who demonstrate this understanding can:
INDICATOR	H.E.3B.1.	<p>Obtain and communicate information to explain how the formation, availability, and use of ores and fossil fuels impact the environment.</p> <p><u>Virtual Field Trips</u></p> <p>National Parks - West - Alaska & Hawaii</p>
INDICATOR	H.E.3B.2.	<p>Construct scientific arguments to support claims that responsible management of natural resources is necessary for the sustainability of human societies and the biodiversity that supports them.</p> <p><u>Virtual Field Trips</u></p> <p>National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades</p>
INDICATOR	H.E.3B.3.	<p>Analyze and interpret data to explain how natural hazards and other geologic events have shaped the course of human history.</p> <p><u>Virtual Field Trips</u></p> <p>National Parks - West - Alaska & Hawaii</p>
INDICATOR	H.E.3B.4.	<p>Obtain and evaluate available data on a current controversy regarding human activities which may affect the frequency, intensity, or consequences of natural hazards.</p> <p><u>Virtual Field Trips</u></p> <p>National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1</p>
STANDARD / COURSE	SC.H.E.	EARTH SCIENCE
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		EARTH'S PALEOBIOSPHERE
PERFORMANCE DESCRIPTOR / STANDARD	H.E.4.	The student will demonstrate an understanding of the dynamic relationship between Earth's conditions over geologic time and the diversity of organisms.
GRADE LEVEL EXAMPLE / STAGE	H.E.4A.	Conceptual Understanding: Living things have changed the makeup of Earth's geosphere, hydrosphere, and atmosphere over geological time. Organisms ranging from bacteria to human beings may contribute to the global carbon cycle. They may influence the global climate by modifying the chemical makeup of the atmosphere. As Earth changes, life on Earth adapts and evolves to those changes. Just as life influences components of the Earth System, changes in the Earth System influences life. Students who demonstrate this understanding can:
INDICATOR	H.E.4A.4.	Obtain and evaluate evidence from rock and fossil records and ice core samples to support claims that Earth's environmental conditions have changed over time.

		Virtual Field Trips National Parks of the Western Region - Part 1
INDICATOR	H.E.4A.7.	Develop and use models to predict the effects of an environmental change (such as the changing life forms, tectonic change, or human activity) on global carbon cycling. Virtual Field Trips The Amazon Rainforest - Part 2 - Older Grades
STANDARD / COURSE	SC.H.E.	EARTH SCIENCE
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		EARTH'S ATMOSPHERE-WEATHER AND CLIMATE
PERFORMANCE DESCRIPTOR / STANDARD	H.E.5.	The student will demonstrate an understanding of the dynamics of Earth's atmosphere.
GRADE LEVEL EXAMPLE / STAGE	H.E.5A.	Conceptual Understanding: Weather is the condition of the atmosphere at a particular location at a particular time. Weather is primarily determined by the angle and amount (time) of sunlight. Climate is the general weather conditions over a long period of time and is influenced by many factors. Students who demonstrate this understanding can:
INDICATOR	H.E.5A.2.	Develop and use models to predict and explain how the angle of solar incidence and Earth's axial tilt impact (1) the length of daylight, (2) the atmospheric filtration, (3) the distribution of sunlight in any location, and (4) seasonal changes. Virtual Field Trips La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
INDICATOR	H.E.5A.5.	Construct explanations for the formation of severe weather conditions (including tornadoes, hurricanes, thunderstorms, and blizzards) using evidence from temperature, pressure and moisture conditions. Virtual Field Trips National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
INDICATOR	H.E.5A.6.	Develop and use models to exemplify how climate is driven by global circulation patterns. Virtual Field Trips La Selva Amazonica - Pte 1 (En Espagnol) National Parks West - Nevada, California The Amazon Rainforest - Part 1 - Older Grades
INDICATOR	H.E.5A.8.	Analyze scientific arguments regarding the nature of the relationship between human activities and climate change. Virtual Field Trips National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
STANDARD / COURSE	SC.H.E.	EARTH SCIENCE
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		EARTH'S HYDROSPHERE
PERFORMANCE DESCRIPTOR / STANDARD	H.E.6.	The student will demonstrate an understanding of Earth's freshwater and ocean systems.
GRADE LEVEL EXAMPLE / STAGE	H.E.6A.	Conceptual Understanding: Water is an essential resource on Earth. Organisms (including humans) on Earth depend on water for life. Its unique physical and chemical properties are important to the dynamics of Earth systems. Multiple factors affect the quality, availability, and distribution of Earth's water. Students who demonstrate this understanding can:

INDICATOR	H.E.6A.2.	<p>Obtain and communicate information to explain how location, movement, and energy transfers are involved in making water available for use on Earth's surface (including lakes, surface-water drainage basins, freshwater wetlands, and groundwater zones).</p> <p><u>Virtual Field Trips</u></p> <ul style="list-style-type: none"> 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
INDICATOR	H.E.6A.3.	<p>Plan and conduct controlled scientific investigations to determine how a change in stream flow might affect areas of erosion and deposition of a meandering alluvial stream.</p> <p><u>Virtual Field Trips</u></p> <ul style="list-style-type: none"> National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR	H.E.6A.4.	<p>Analyze and interpret data of a local drainage basin to predict how changes caused by human activity and other factors influence the hydrology of the basin and amount of water available for use in the ecosystem.</p> <p><u>Virtual Field Trips</u></p> <ul style="list-style-type: none"> National Parks West - Nevada, California
INDICATOR	H.E.6A.5.	<p>Analyze and interpret data to describe how the quality of the water in drainage basins is influenced by natural and human factors (such as land use, domestic and industrial waste, weather/climate conditions, topography of the river channel, pollution, or flooding).</p> <p><u>Virtual Field Trips</u></p> <ul style="list-style-type: none"> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
INDICATOR	H.E.6A.6.	<p>Develop and use models to explain how groundwater processes affect limestone formations leading to the formation of caves and karst topography.</p> <p><u>Virtual Field Trips</u></p> <ul style="list-style-type: none"> National Parks West - Nevada, California
INDICATOR	H.E.6A.7.	<p>Obtain and communicate information to explain how the convection of ocean water due to temperature and density influence the circulation of oceans.</p> <p><u>Virtual Field Trips</u></p> <ul style="list-style-type: none"> Galapagos Islands - Espagnol
INDICATOR	H.E.6A.8.	<p>Develop and use models to describe how waves and currents interact with the ocean shore.</p> <p><u>Virtual Field Trips</u></p> <ul style="list-style-type: none"> National Parks - West - Alaska & Hawaii

**South Carolina Standards & Learning
Social Studies**

Grade: 9 - Adopted: 2011

STANDARD / COURSE	SC.WG.	World Geography
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	WG-1:	The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that culture and experience influence the perception of place.

PERFORMANCE DESCRIPTOR / STANDARD		Physical and human characteristics define or give meaning to places, and geographers use and analyze regions to manage and interpret Earth's complexity. To analyze and synthesize information to solve problems and answer questions about the complexity of Earth, the student will utilize the knowledge and skills set in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	WG-1.1.	Analyze physical characteristics of the environment that result in opportunities and obstacles for people (e.g., the role of climate in agriculture, site characteristics that limit development). <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
GRADE LEVEL EXAMPLE / STAGE	WG-1.2.	Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and democracy). <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
GRADE LEVEL EXAMPLE / STAGE	WG-1.3.	Explain how physical environment and human characteristics can be used to organize a region and how regions change over time (e.g., from heavy manufacturing belts to "rust belts"). <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD / COURSE	SC.WG.	World Geography
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	WG-2:	The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.
PERFORMANCE DESCRIPTOR / STANDARD		Through the interactions within and between the atmosphere, biosphere, hydrosphere, and lithosphere, Earth serves as the home of all living things. To understand the interconnections among these systems, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	WG-2.4.	Explain how a physical event or process can influence an ecosystem in terms of its characteristics and its ability to withstand stress (e.g., the response of forest flora to a fire). <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 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
GRADE LEVEL EXAMPLE / STAGE	WG-2.6.	Evaluate ecosystems in terms of their biodiversity and productivity (e.g., how both characteristics vary across space and in their value to all living things).

		<p>Virtual Field Trips</p> <p>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</p>
STANDARD / COURSE	SC.WG.	World Geography
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	WG-6:	The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.
PERFORMANCE DESCRIPTOR / STANDARD		Human settlements, both urban and rural, vary in their type, pattern, settlement process, and function. To understand the interconnections among these systems, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	WG-6.1.	<p>Compare the changing functions, sizes, and spatial patterns of rural and urban regions (e.g., the concentration of shopping services in suburbs).</p> <p>Virtual Field Trips</p> <p>Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p>
GRADE LEVEL EXAMPLE / STAGE	WG-6.2.	<p>Explain how the structure of rural and urban places is impacted by economic, social, political, and environmental transitions, including gains or losses by industries and the outsourcing or offshoring of labor (e.g., the shift from textiles to automobile manufacturing in the American South).</p> <p>Virtual Field Trips</p> <p>Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p>
GRADE LEVEL EXAMPLE / STAGE	WG-6.4.	<p>Explain the advantages and disadvantages of daily life in rural and urban locations (e.g., transportation systems, zoning, congestion, population density, cultural opportunities, cost of living).</p> <p>Virtual Field Trips</p> <p>Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p>
GRADE LEVEL EXAMPLE / STAGE	WG-6.5.	<p>Compare different urban models to explain the structures and patterns in cities that vary from one region to another (e.g., the spine in Latin American cities).</p> <p>Virtual Field Trips</p> <p>Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p>
STANDARD / COURSE	SC.WG.	World Geography
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	WG-8:	The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.
PERFORMANCE DESCRIPTOR / STANDARD		Human modifications to the environment result in consequences that often have ethical, physical, and political implications. To analyze and synthesize information to solve such problems and answer questions related to them, the student will utilize the knowledge and skills set forth in the following indicators:

GRADE LEVEL EXAMPLE / STAGE	WG-8.2.	<p>Compare how human modification of the physical environment varies from one region to another and may require different human responses (e.g., the resettlement of Chinese villages in response to the Three Gorges Dam).</p> <p><u>Virtual Field Trips</u></p> <p>La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / COURSE	SC.USHC.	United States History and the Constitution
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	USHC-1:	The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.
PERFORMANCE DESCRIPTOR / STANDARD		Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	USHC-1.5.	<p>Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.</p> <p><u>Virtual Field Trips</u></p> <p>Washington, DC - Grades 6 - 12</p>
STANDARD / COURSE	SC.USHC.	United States History and the Constitution
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	USHC-8:	The student will demonstrate an understanding of social, economic and political issues in contemporary America.
PERFORMANCE DESCRIPTOR / STANDARD		In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	USHC-8.1.	<p>Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.</p> <p><u>Virtual Field Trips</u></p> <p>Washington, DC - Grades 6 - 12</p>
STANDARD / COURSE	SC.ECON.	Economics
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	ECON-3:	The student will demonstrate an understanding of how government policies, business cycles, inflation, deflation, savings rates, and employment affect all economic entities.
PERFORMANCE DESCRIPTOR / STANDARD		Macroeconomics examines the aggregate behavior of the economy: price levels, business cycles, Federal Reserve policies, and inflation and deflation, as well as the ways that changes in these aggregate levels affect individual economic entities. To understand economic behavior, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	ECON-3.9.	<p>Exemplify how government, in a market economy, provides for services that private markets fail to provide and thus the costs of government policies often exceed benefits.</p> <p><u>Virtual Field Trips</u></p> <p>Barcelona - English Barcelona - Espagnol</p>
STANDARD / COURSE	SC.USG.	United States Government
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	USG-2:	The student will demonstrate an understanding of foundational American political principles and the historical events and

		philosophical ideas that shaped the development and application of these principles.
PERFORMANCE DESCRIPTOR / STANDARD		As it exists today, the United States Constitution is a product of numerous influences that were critical not only to its inception but also to its evolution over time. The principles set forth in the Constitution serve as the framework upon which United States government was established and on which it operates today. To understand the advancement of the principles, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	USG-2.1.	<p>Summarize core principles of United States government, including limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
STANDARD / COURSE	SC.USG.	United States Government
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	USG-3:	The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.
PERFORMANCE DESCRIPTOR / STANDARD		The organization and structure of government at national, state, and local levels in the United States is based upon principles established in the U.S. Constitution. The most fundamental aspects of organized government within the United States are the distribution of power, oversight, and responsibilities that function to limit the ability of any one institution of that government to concentrate power. To understand the structure and organization of United States government as the embodiment of constitutional principles, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	USG-3.1.	<p>Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
STANDARD / COURSE	SC.HS-SSLS.	Social Studies Literacy Skills for the Twenty-First Century
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	HS-SSLS.1.	Literacy Skills for Social Studies
PERFORMANCE DESCRIPTOR / STANDARD	HS-SSLS.1.2.	<p>Represent and interpret Earth's physical and human systems using maps, mental maps, geographic models and other social studies resources to make inferences and draw conclusions.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
PERFORMANCE DESCRIPTOR / STANDARD	HS-SSLS.1.3.	Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

		<u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
PERFORMANCE DESCRIPTOR / STANDARD	HS-SSLS.1.4.	Explain contemporary patterns of human behavior, culture, and political and economic systems. <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
PERFORMANCE DESCRIPTOR / STANDARD	HS-SSLS.1.19.	Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol

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