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

Kansas Academic Standards

Science

Grade: **9** - Adopted: **2013**

STANDARD	**KS.HS-LS.**	**LIFE SCIENCE**
BENCHMARK	**HS-LS1.**	**From Molecules to Organisms: Structures and Processes**
INDICATOR / PROFICIENCY LEVEL		**Students who demonstrate understanding can:**
INDICATOR	**HS-LS1-3.**	**Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.** **Virtual Field Trips** **Galapagos Islands - Espagnol** **La Selva Amazonica - Pte 1 (En Espagnol)** **National Parks West - Nevada, California** **The Amazon Rainforest - Part 1 - Older Grades**
STANDARD	**KS.HS-LS.**	**LIFE SCIENCE**
BENCHMARK	**HS-LS2.**	**Ecosystems: Interactions, Energy, and Dynamics**
INDICATOR / PROFICIENCY LEVEL		**Students who demonstrate understanding can:**
INDICATOR	**HS-LS2-2.**	**Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.** **Virtual Field Trips** **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**
INDICATOR	**HS-LS2-3.**	**Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.** **Virtual Field Trips** **La Selva Amazonica - Pte 1 (En Espagnol)** **The Amazon Rainforest - Part 1 - Older Grades** **The Amazon Rainforest - Part 2 - Older Grades**
INDICATOR	**HS-LS2-4.**	**Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.** **Virtual Field Trips** **Galapagos Islands - Espagnol** **La Selva Amazonica - Pte 1 (En Espagnol)** **The Amazon Rainforest - Part 1 - Older Grades** **The Amazon Rainforest - Part 2 - Older Grades**
INDICATOR	**HS-LS2-6.**	**Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.**

		Virtual Field Trips **Galapagos Islands - Espagnol** **La Selva Amazonica - Pte 1 (En Espagnol)** **The Amazon Rainforest - Part 1 - Older Grades**
INDICATOR	**HS-LS2-7.**	**Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.** **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** **The Amazon Rainforest - Part 2 - Older Grades**
INDICATOR	**HS-LS2-8.**	**Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.** **Virtual Field Trips** **National Parks - West - Alaska & Hawaii** **National Parks West - Wyoming, Utah**
STANDARD	**KS.HS-LS.**	**LIFE SCIENCE**
BENCHMARK	**HS-LS4.**	**Biological Evolution: Unity and Diversity**
INDICATOR / PROFICIENCY LEVEL		**Students who demonstrate understanding can:**
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.** **Virtual Field Trips** **Galapagos Islands - Espagnol**
INDICATOR	**HS-LS4-4.**	**Construct an explanation based on evidence for how natural selection leads to adaptation of populations.** **Virtual Field Trips** **Galapagos Islands - Espagnol**
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.** **Virtual Field Trips** **Galapagos Islands - Espagnol** **The Amazon Rainforest - Part 2 - Older Grades**
INDICATOR	**HS-LS4-6.**	**Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.** **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** **The Amazon Rainforest - Part 2 - Older Grades**
STANDARD	**KS.HS-ESS.**	**EARTH AND SPACE SCIENCE**
BENCHMARK	**HS-ESS1.**	**Earth's Place in the Universe**
INDICATOR / PROFICIENCY LEVEL		**Students who demonstrate understanding can:**

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.** **Virtual Field Trips** **National Parks - West - Alaska & Hawaii** **National Parks West - Nevada, California** **National Parks West - Wyoming, Utah** **National Parks of the Western Region - Part 1**
STANDARD	**KS.HS-ESS.**	**EARTH AND SPACE SCIENCE**
BENCHMARK	**HS-ESS2.**	**Earth's Systems**
INDICATOR / PROFICIENCY LEVEL		**Students who demonstrate understanding can:**
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.** **Virtual Field Trips** **National Parks - West - Alaska & Hawaii** **National Parks West - Nevada, California** **National Parks West - Wyoming, Utah** **National Parks of the Western Region - Part 1**
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.** **Virtual Field Trips** **The Amazon Rainforest - Part 2 - Older Grades**
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.** **Virtual Field Trips** **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**
INDICATOR	**HS-ESS2-5.**	**Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.** **Virtual Field Trips** **National Parks - West - Alaska & Hawaii** **National Parks West - Wyoming, Utah** **National Parks of the Western Region - Part 1**
INDICATOR	**HS-ESS2-6.**	**Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.** **Virtual Field Trips** **The Amazon Rainforest - Part 2 - Older Grades**
STANDARD	**KS.HS-ESS.**	**EARTH AND SPACE SCIENCE**
BENCHMARK	**HS-ESS3.**	**Earth and Human Activity**
INDICATOR / PROFICIENCY LEVEL		**Students who demonstrate understanding can:**
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.** **Virtual Field Trips** **Galapagos Islands - Espagnol** **National Parks - West - Alaska & Hawaii** **The Amazon Rainforest - Part 2 - Older Grades**

INDICATOR	**HS-ESS3-2.**	**Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.** **Virtual Field Trips** **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**
INDICATOR	**HS-ESS3-3.**	**Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.** **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** **The Amazon Rainforest - Part 2 - Older Grades**
INDICATOR	**HS-ESS3-4.**	**Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.** **Virtual Field Trips** **Galapagos Islands - Espagnol**
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.** **Virtual Field Trips** **National Parks - West - Alaska & Hawaii** **National Parks of the Western Region - Part 1**
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.** **Virtual Field Trips** **Galapagos Islands - Espagnol** **National Parks - West - Alaska & Hawaii** **National Parks West - Nevada, California** **The Amazon Rainforest - Part 2 - Older Grades**
STANDARD	**KS.HS-ETS.**	**ENGINEERING DESIGN**
BENCHMARK	**HS-ETS1.**	**Engineering Design**
INDICATOR / PROFICIENCY LEVEL		**Students who demonstrate understanding can:**
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.** **Virtual Field Trips** **The Amazon Rainforest - Part 2 - Older Grades**

Kansas Academic Standards

Social Studies

Grade: **9** - Adopted: **2013**

STANDARD	**KS.KHGSS.**	**Kansas History, Government, and Social Studies Standards**
BENCHMARK	**KHGSS.1.**	**Choices have consequences.**

INDICATOR / PROFICIENCY LEVEL	**1.1.**	**The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures.** **Virtual Field Trips** **La Selva Amazonica - Pte 1 (En Espagnol)** **The Amazon Rainforest - Part 1 - Older Grades** **The Amazon Rainforest - Part 2 - Older Grades** **Washington, DC - Grades 6 - 12**
INDICATOR / PROFICIENCY LEVEL	**1.2.**	**The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers.** **Virtual Field Trips** **La Selva Amazonica - Pte 1 (En Espagnol)** **The Amazon Rainforest - Part 1 - Older Grades** **The Amazon Rainforest - Part 2 - Older Grades**
STANDARD	**KS.KHGSS.**	**Kansas History, Government, and Social Studies Standards**
BENCHMARK	**KHGSS.3.**	**Societies are shaped by beliefs, ideas, and diversity.**
INDICATOR / PROFICIENCY LEVEL	**3.1.**	**The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.** **Virtual Field Trips** **Jerusalem - Then and Now (Older Grades)**
INDICATOR / PROFICIENCY LEVEL	**3.2.**	**The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.** **Virtual Field Trips** **Jerusalem - Then and Now (Older Grades)**
STANDARD	**KS.KHGSS.**	**Kansas History, Government, and Social Studies Standards**
BENCHMARK	**KHGSS.5.**	**Relationships among people, places, ideas, and environments are dynamic.**
INDICATOR / PROFICIENCY LEVEL	**5.1.**	**The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.** **Virtual Field Trips** **La Selva Amazonica - Pte 1 (En Espagnol)** **The Amazon Rainforest - Part 1 - Older Grades** **The Amazon Rainforest - Part 2 - Older Grades**
STANDARD	**KS.HS.USG.**	**United States Government**
BENCHMARK	**USG.3.**	**The Structure and Function of the Federal Government**
INDICATOR / PROFICIENCY LEVEL		**Sample Compelling Questions**
INDICATOR	**USG.3.4.**	**How has the role of government changed? (Standard 4)** **Virtual Field Trips** **Washington, DC - Grades 6 - 12**
STANDARD	**KS.HS.USG.**	**United States Government**
BENCHMARK	**USG.6.**	**State and Local Government**
INDICATOR / PROFICIENCY LEVEL		**Sample Compelling Questions**
INDICATOR	**USG.6.1.**	**How and why do local governments influence the choices people make on where they live and work? (Standard 1)** **Virtual Field Trips** **Barcelona - English** **Barcelona - Espagnol**

INDICATOR	USG.6.4.	What is the impact of state and local government on the quality of life in my community? (Standard 4) Virtual Field Trips Barcelona - English Barcelona - Espagnol
STANDARD	KS.HS.WG.	World Geography
BENCHMARK	WG.2.	Europe
INDICATOR / PROFICIENCY LEVEL		Sample Compelling Questions
INDICATOR	WG.2.1.	What critical decision has had the most significant impact on the geography of the region? (Standard 1) Virtual Field Trips Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
INDICATOR	WG.2.3.	How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3) Virtual Field Trips Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
INDICATOR	WG.2.4.	How has the geography of the region changed over time? (Standard 4) Virtual Field Trips Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
INDICATOR	WG.2.5.	How has geography shaped the culture and relationships in the region? (Standard 5) Virtual Field Trips Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)