

Main Criteria: New Hampshire College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 9

Correlation Options: Show Correlated

New Hampshire College and Career Ready Standards

Science

Grade: 9 - Adopted: 2006

STRAND / STANDARD	NH.SPS1.	Science Process Skills: Scientific Inquiry and Critical Thinking Skills
STANDARD / GLE	S:SPS1:11:1.2.	<p>Making Observations and Asking Questions: Students will apply skills from previous grades and use complex classification criteria and keys to identify items/organisms.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:SPS1:11:1.3.	<p>Making Observations and Asking Questions: Students will apply skills from previous grades and evaluate complex methods of classification for a specific purpose.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:SPS1:11:1.4.	<p>Making Observations and Asking Questions: Students will apply skills from previous grades and identify limitations of a given classification system and identify alternative ways of classifying to accommodate anomalies.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STRAND / STANDARD	NH.SPS2.	Science Process Skills: Unifying Concepts of Science
STANDARD / GLE	S:SPS2:11:1.7.	<p>Nature of Science: Students will apply skills from previous grades and realize that in science, the testing, revising, and occasional discarding of theories, new and old, never ends; this ongoing process leads to an increasingly better understanding of how things work in the world but not to absolute truth.</p> <p><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</p>
STANDARD / GLE	S:SPS2:11:4.1.	<p>Patterns of Change: Students will apply skills from previous grades and recognize that things can change in detail, but remain the same in general (e.g., the players change but the team remains, the cells are replaced but the organism remains); sometimes counterbalancing changes are necessary for a thing to retain its essential constancy in the presence of changing conditions.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades</p>
STANDARD / GLE	S:SPS2:11:4.2.	<p>Patterns of Change: Students will apply skills from previous grades and describe how graphs and equations are useful (and often equivalent) ways for depicting and analyzing patterns of change.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii</p>

STANDARD / GLE	S:SPS2:11:4.3.	<p>Patterns of Change: Students will apply skills from previous grades and give examples of how a system in equilibrium may return to the same state of equilibrium if the disturbances it experiences are small; but large disturbances may cause it to escape that equilibrium and eventually settle into some other state of equilibrium.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades</p>
STANDARD / GLE	S:SPS2:11:4.4.	<p>Patterns of Change: Students will apply skills from previous grades and describe how in evolutionary change, the present arises from the materials and forms of the past, more or less gradually, and in ways that can be explained.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:SPS2:11:5.1.	<p>Form and Function: Students will apply skills from previous grades and explore how the movement of ocean floor plates under continental plates or two continental plates moving against each other can deform the earth's surface.</p> <p><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</p>
STRAND / STANDARD	NH.SPS3.	Science Process Skills: Personal, Social, and Technological Perspectives
STANDARD / GLE	S:SPS3:11:1.2.	<p>Collaboration in Scientific Endeavors: Students will apply skills from previous grades and identify global researchers in a field of interest.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:SPS3:11:2.8.	<p>Common Environmental Issues, Natural Resources Management and Conservation: Students will apply skills from previous grades and analyze global, social, cultural, political, economic and environmental linkages.</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 The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / GLE	S:SPS3:11:3.1.	<p>Science and Technology, Technological Design and Application: Students will apply skills from previous grades and analyze environmental issues such as water quality, air quality, hazardous waste, and depletion of natural resources.</p> <p><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 The Amazon Rainforest - Part 2 - Older Grades</p>
STRAND / STANDARD	NH.SPS4.	Science Process Skills: Science Skills for Information, Communication and Media Literacy

STANDARD / GLE	S:SPS4:11:1.1.	<p>Information and Media Literacy: Students will apply skills from previous grades and select and analyze information from various sources (including electronic resources, print resources, community resources) and personally collected data to answer questions being investigated.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks West - Wyoming, Utah</p>
STANDARD / GLE	S:SPS4:11:1.3.	<p>Information and Media Literacy: Students will apply skills from previous grades and analyze data and information gathered to clarify problems or issues identifying costs and benefits from a social, cultural, and/or environmental perspective; predict the consequences of action or inaction; and propose possible solutions.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / GLE	S:SPS4:11:8.2.	<p>Accountability and Adaptability: Students will apply skills from previous grades and use science learned to create a personal action plan on a community issue.</p> <p><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</p>
STRAND / STANDARD	NH.ESS1.	Earth Space Science: The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.
STANDARD / GLE	S:ESS1:11:1.1.	<p>Atmosphere, Climate, and Weather: Students will explain how winds and ocean currents are created on the Earth's surface.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:ESS1:11:1.4.	<p>Atmosphere, Climate, and Weather: Students will explain how Earth's features can affect wind and weather patterns by causing air to rise and increasing precipitation.</p> <p><u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks of the Western Region - Part 1</p>
STANDARD / GLE	S:ESS1:11:2.1.	<p>Composition and Features: Students will recognize that elements exist in fixed amounts and describe how they move through the solid Earth, oceans, atmosphere, and living things as part of geochemical cycles, such as the water, carbon and nitrogen cycles.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / GLE	S:ESS1:11:2.3.	<p>Composition and Features: Students will explain the theory of plate tectonics.</p> <p><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</p>
STANDARD / GLE	S:ESS1:11:2.4.	Composition and Features: Students will describe the movement of crustal plates and explain how the effects have altered the Earth's

		<p>features.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks West - Nevada, California National Parks West - Wyoming, Utah</p>
STANDARD / GLE	S:ESS1:11:4.1.	<p>Observation of the Earth from Space: Provided with geologic data (including movement of plates) on a given locale, students will predict the likelihood for an earth event (e.g. volcanoes mountain ranges, islands, earthquakes, tides, tsunamis).</p> <p><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</p>
STANDARD / GLE	S:ESS1:11:5.2.	<p>Processes and Rates of Change: Students will relate plate movement to earthquakes and volcanic activity, and explain how it results in tectonic uplift and mountain building.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah</p>
STANDARD / GLE	S:ESS1:11:5.4.	<p>Processes and Rates of Change: Students will provide supporting geologic/geographic evidence that supports the validity of the theory of plate tectonics.</p> <p><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</p>
STANDARD / GLE	S:ESS1:11:5.5.	<p>Processes and Rates of Change: Students will trace the development of the theory of plate tectonics.</p> <p><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</p>
STANDARD / GLE	S:ESS1:11:5.6.	<p>Processes and Rates of Change: Students will explain how internal and external sources of heat (energy) fuel geologic processes (e.g., rock cycle, plate tectonics, sea floor spreading).</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah</p>
STRAND / STANDARD	NH.ESS2.	<p>Earth Space Science: The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.</p>
STANDARD / GLE	S:ESS2:11:2.2.	<p>Energy: Students will explain how the inclination of incoming solar radiation can impact the amount of energy Earth receives on any given surface area.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades</p>

STANDARD / GLE	S:ESS2:11:2.3.	<p>Energy: Students will explain how internal and external sources of heat (energy) fuel geologic processes (e.g., rock cycle, plate tectonics, sea floor spreading).</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah</p>
STRAND / STANDARD	NH.ESS4.	<p>Earth Space Science: The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.</p>
STANDARD / GLE	S:ESS4:11:3.1.	<p>Local and Global Environmental Issues: Students will differentiate between and provide examples of renewable and nonrenewable sources of energy; and explain the advantages and limitations of each.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / GLE	S:ESS4:11:3.3.	<p>Local and Global Environmental Issues: Students will explain how the use of technologies at a local level, such as burning of fossil fuels for transportation or power generation, may contribute to global environmental problems.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades</p>
STRAND / STANDARD	NH.LS1.	<p>Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).</p>
STANDARD / GLE	S:LS1:11:1.1.	<p>Classification: Students will describe how organisms are classified into a hierarchy of groups and subgroups, which are based on similarities that reflect their evolutionary relationships.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:LS1:11:1.2.	<p>Classification: Students will explain that organisms that possess similar DNA code are more closely related than those in which DNA varies greatly.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:LS1:11:1.3.	<p>Classification: Students will identify plants and animals according to binomial nomenclature.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:LS1:11:2.3.	<p>Living Things and Organization: Students will recognize how an organism's organization and complexity accommodate its need for obtaining, transforming, transporting, releasing, and eliminating the matter and energy used to sustain it.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades</p>
STANDARD / GLE	S:LS1:11:2.7.	<p>Living Things and Organization: Students will recognize that because all matter tends toward more disorganized states, living systems need a continuous input of energy to maintain their chemical and physical organizations.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol)</p>

		National Parks West - Nevada, California The Amazon Rainforest - Part 1 - Older Grades
STRAND / STANDARD	NH.LS2.	Life Science: Energy flows and matter recycles through an ecosystem.
STANDARD / GLE	S:LS2:11:1.2.	Environment: Students will describe how the interrelationships and interdependencies among organisms generate stable ecosystems that fluctuate around a state of rough equilibrium for hundreds or thousands of years. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / GLE	S:LS2:11:1.4.	Environment: Students will analyze and describe how environmental disturbances, such as climate changes, natural events, human activity and the introduction of invasive species, can affect the flow of energy or matter in an ecosystem. <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
STANDARD / GLE	S:LS2:11:1.5.	Environment: Using data from a specific ecosystem, students will explain relationships or make predictions about how environmental disturbance (human impact or natural events) affects the flow of energy or cycling of matter in an ecosystem. <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
STANDARD / GLE	S:LS2:11:1.6.	Environment: Students will explain or evaluate potential bias in how evidence is interpreted in reports concerning a particular environmental factor that impacts the biology of humans. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / GLE	S:LS2:11:2.1.	Flow of Energy: Students will use examples from local ecosystems to describe the relationships among organisms at the different trophic levels. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / GLE	S:LS2:11:3.1.	Recycling of Materials: Students will explain that as matter and energy flow through different levels of organization in living systems and between living systems and the environment, elements, such as carbon and nitrogen, are recombined in different ways. <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

STANDARD / GLE	S:LS2:11:3.2.	<p>Recycling of Materials: Students will trace the cycling of matter (e.g., carbon cycle) and the flow of energy in a living system from its source through its transformation in cellular, biochemical processes (e.g., photosynthesis, cellular respiration, fermentation).</p> <p><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</p>
STRAND / STANDARD	NH.LS3.	Life Science: Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
STANDARD / GLE	S:LS3:11:1.1.	<p>Change: Students will identify ways humans can impact and alter the stability of ecosystems, such as habitat destruction, pollution, and consumption of resources; and describe the potentially irreversible effects these changes can cause.</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 The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / GLE	S:LS3:11:1.2.	<p>Change: Students will identify ways of detecting, and limiting or reversing environmental damage.</p> <p><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</p>
STANDARD / GLE	S:LS3:11:1.3.	<p>Change: Students will analyze the aspects of environmental protection, such as ecosystem protection, habitat management, species conservation and environmental agencies and regulations; and evaluate and justify the need for public policy in guiding the use and management of the environment.</p> <p><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</p>
STANDARD / GLE	S:LS3:11:2.1.	<p>Evolution: Students will explain the currently accepted theory for the development of life on Earth, including the history of its origin and the evolutionary process.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:LS3:11:2.3.	<p>Evolution: Students will explain the contributions of Darwin, Malthus, Wallace and Russell to the advancement of life science.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:LS3:11:2.4.	<p>Evolution: Students will explain evolution in terms of how the Earth's present-day life forms evolved from earlier, distinctly</p>

		<p>different species as a consequence of the interactions of (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:LS3:11:2.6.	<p>Evolution: Given information about living or extinct organisms, students will cite evidence to explain the frequency of inherited characteristics of organisms in a population; or explain the evolution of varied structures (with defined functions) that affected the organisms' survival in a specific environment (e.g., giraffe, wind pollination of flowers).</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades</p>
STANDARD / GLE	S:LS3:11:3.2.	<p>Natural Selection: Students will explain the diversity and unity of past and present life forms on Earth using currently accepted theories.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>
STANDARD / GLE	S:LS3:11:3.3.	<p>Natural Selection: Students will recognize how a species' chance of survival increases with each variation of an organism within the species; and explain how, in the event of a major global change, the greater the diversity of species on Earth, the greater the chance for survival of life.</p> <p><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</p>
STRAND / STANDARD	NH.LS4.	<p>Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms.</p>
STANDARD / GLE	S:LS4:11:2.6.	<p>Disease: Students will use evidence to make and support conclusions about the ways that humans or other organisms are affected by environmental factors or heredity (e.g., pathogens, diseases, medical advances, pollution, mutations).</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 The Amazon Rainforest - Part 2 - Older Grades</p>
STRAND / STANDARD	NH.LS5.	<p>Life Science: The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.</p>
STANDARD / GLE	S:LS5:11:1.2.	<p>Design Technology: Students will understand that technology is designed with a particular function in mind, and principles of life science are useful in creating technology for the life sciences.</p>

		<u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STRAND / STANDARD	NH.PS3.	Physical Science: The motion of an object is affected by force.
STANDARD / GLE	S:PS3:11:1.8.	Forces: Given information (e.g., graphs, data, diagrams), students will use the relationships between or among force, mass, velocity, momentum, and acceleration to predict and explain the motion of objects. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii

New Hampshire College and Career Ready Standards

Social Studies

Grade: 9 - Adopted: 2006

STRAND / STANDARD	NH.3.	Civics and Governments: The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.
STANDARD / GLE	3.1.	The Nature and Purpose of Government: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.
GRADE LEVEL EXPECTATION	3.1.12.1.	Identify the structures and functions of government at various levels, e.g., county - role of the sheriff's office, or nation - role of providing the defense of the country. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STRAND / STANDARD	NH.4.	Economics: Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.
STANDARD / GLE	4.4.	Financial Institutions and the Government: Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.
GRADE LEVEL EXPECTATION	4.4.12.2.	Explain the components of the money supply, e.g., currency or money market accounts. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STRAND / STANDARD	NH.5.	Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.

STANDARD / GLE	5.1.	The World in Spatial Terms: Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.
GRADE LEVEL EXPECTATION	5.1.12.1.	Use graphic tools to depict geographic issues, e.g., ice production in the Philippines or voting patterns in the United States. <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 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
STRAND / STANDARD	NH.5.	Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.
STANDARD / GLE	5.2.	Places and Regions: Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.
GRADE LEVEL EXPECTATION	5.2.12.2.	Investigate how relationships between humans and the physical environment lead to the formation of 'place,' e.g., terracing of hillsides or oasis agriculture. <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 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
GRADE LEVEL EXPECTATION	5.2.12.4.	Utilize regions to analyze geographic issues, e.g., the cotton South v. the industrial North prior to the Civil War or tensions within the European Union. <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 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
GRADE LEVEL EXPECTATION	5.2.12.5.	Recognize that places and regions serve as symbols for individuals and societies, e.g., Mecca or Salt Lake City. <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
STRAND / STANDARD	NH.5.	Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person

		can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.
STANDARD / GLE	5.3.	Physical Systems: Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.
GRADE LEVEL EXPECTATION	5.3.12.3.	<p>Illustrate the characteristics of different ecosystems, e.g., the location of temperate rain forests or the factors and processes involved in the formation of soils.</p> <p><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</p>
GRADE LEVEL EXPECTATION	5.3.12.4.	<p>Compare the carrying capacity of different ecosystems in relation to land use, e.g., steppe or savanna.</p> <p><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</p>
GRADE LEVEL EXPECTATION	5.3.12.5.	<p>Recognize the importance of ecosystems in people's understanding of environmental issues, e.g., the long-term effects of acid rain on water bodies or forest fires and management.</p> <p><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</p>
STRAND / STANDARD	NH.5.	Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.
STANDARD / GLE	5.4.	Human Systems: Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.
GRADE LEVEL EXPECTATION	5.4.12.2.	<p>Distinguish how culture traits shape the character of a region, e.g., Buddhism in Southeast Asia or the French language in Quebec.</p> <p><u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
GRADE LEVEL EXPECTATION	5.4.12.4.	<p>Classify the functions, sizes, and spatial arrangements of urban areas, e.g., how cities differ from towns and villages.</p> <p><u>Virtual Field Trips</u></p>

		Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Washington, DC - Grades 6 - 12
STRAND / STANDARD	NH.7.	World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.
STANDARD / GLE	7.5.	Social/Cultural: Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.
GRADE LEVEL EXPECTATION	7.5.12.2.	Examine the role and impact of religious ideas on daily life and social norms, e.g., rites of passage, personal morality, or dietary practices. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
GRADE LEVEL EXPECTATION	7.5.12.3.	Analyze struggles for cultural continuity by Diaspora communities, e.g., ethnic Chinese, Jews, or Roma (gypsies). <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)