

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 9

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Science

Grade: 9 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.HS.6.	Structure and Function
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	HS-LS1-3.	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
STRAND / DOMAIN / UNIFYING THEME	NY.HS.7.	Matter and Energy in Organisms and Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	HS-LS2-3.	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in ecosystems. <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 / CONCEPTUAL UNDERSTANDING	HS-LS2-4.	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
STRAND / DOMAIN / UNIFYING THEME	NY.HS.8.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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. <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 / CONCEPTUAL UNDERSTANDING	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. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STRAND / DOMAIN / UNIFYING THEME	NY.HS.10.	Natural Selection and Evolution
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STRAND / DOMAIN / UNIFYING THEME	NY.HS.12.	History of Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STRAND / DOMAIN / UNIFYING THEME	NY.HS.13.	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	HS-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to 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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STRAND / DOMAIN / UNIFYING THEME	NY.HS.14.	Weather and Climate
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STRAND / DOMAIN / UNIFYING THEME	NY.HS.15.	Human Sustainability
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STRAND / DOMAIN / UNIFYING THEME	NY.HS.ED.	Engineering Design
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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 York State Learning Standards and Core Curriculum
Social Studies**

Grade: 9 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.9-12P.	Grade 9-12: Social Studies Practices
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CATEGORY / CLUSTER / KEY IDEA	9-12.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDING	9-12.C.1.	Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes. <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 / CONCEPTUAL UNDERSTANDING	9-12.C.3.	Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts. <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 / CONCEPTUAL UNDERSTANDING	9-12.C.4.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts). <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 / CONCEPTUAL UNDERSTANDING	9-12.C.5.	Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place. <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 / DOMAIN / UNIFYING THEME	NY.9-12P.	Grade 9-12: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	9-12.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDING	9-12.D.1.	Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / CONCEPTUAL UNDERSTANDING	9-12.D.2.	Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / CONCEPTUAL UNDERSTANDING	9-12.D.3.	Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes. <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 / CONCEPTUAL UNDERSTANDING	9-12.D.5.	Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / CONCEPTUAL UNDERSTANDING	9-12.D.6.	Characterize and analyze changing connections between places and regions. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STRAND / DOMAIN / UNIFYING THEME	NY.9.	Grade 9: Global History and Geography I
CATEGORY / CLUSTER / KEY IDEA	9.2.	The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E. - BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. (Standards: 2, 3; Themes: ID, SOC)
STANDARD / CONCEPTUAL UNDERSTANDING	9.2a.	Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.
EXPECTATION / CONTENT SPECIFICATION	9.2a.1.	Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STRAND / DOMAIN / UNIFYING THEME	NY.9.	Grade 9: Global History and Geography I
CATEGORY / CLUSTER / KEY IDEA	9.2.	The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E. - BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. (Standards: 2, 3; Themes: ID, SOC)
STANDARD / CONCEPTUAL UNDERSTANDING	9.2b.	Belief systems were often used to unify groups of people, and affected social order and gender roles.
EXPECTATION / CONTENT SPECIFICATION	9.2b.1.	Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STRAND / DOMAIN / UNIFYING THEME	NY.9.	Grade 9: Global History and Geography I
CATEGORY / CLUSTER / KEY IDEA	9.9.	Global Interactions, ca. 1400 – 1750- THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world. (Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)
STANDARD / CONCEPTUAL UNDERSTANDING	9.9b.	The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society.

EXPECTATION / CONTENT SPECIFICATION	9.9b.2.	Students will trace the discrimination against and persecution of Jews. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
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