Main Criteria: Rhode Island World-Class Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 9
Correlation Options: Show Correlated

Rhode Island World-Class Standards

Science

Grade: **9** - Adopted: **2006**

DOMAIN	**RI.ESS1.**	**Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.**
STATEMENT OF ENDURING KNOWLEDGE	**ESS1 (9-11) POC-1.**	**Provided with geologic data (including movement of plates) on a given locale, predict the likelihood for an earth event (e.g., volcanoes, mountain ranges, islands, earthquakes).**
GSE STEM	**ESS1 (9-11)-1.**	**Students demonstrate an understanding of processes and change over time within earth systems by...**
SPECIFIC INDICATOR	**1a.**	**Plotting the location of mountain ranges and recent earthquakes and volcanic eruptions to identify any existing patterns.** **Virtual Field Trips** **Galapagos Islands - Espagnol**
DOMAIN	**RI.ESS1.**	**Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.**
STATEMENT OF ENDURING KNOWLEDGE	**ESS1 (9-11) NOS-2.**	**Trace the development of the theory of plate tectonics or provide supporting geologic/geographic evidence that supports the validity of the theory of plate tectonics.**
GSE STEM	**ESS1 (9-11)-2.**	**Students demonstrate an understanding of processes and change over time within earth systems by...**
SPECIFIC INDICATOR	**2a.**	**Using given data (diagrams, charts, narratives, etc.) and advances in technology to explain how scientific knowledge regarding plate tectonics has changed over time.** **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**
DOMAIN	**RI.ESS1.**	**Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.**
STATEMENT OF ENDURING KNOWLEDGE	**ESS1 (9-11) SAE+ POC-3.**	**Explain how internal and external sources of heat (energy) fuel geologic processes (e.g., rock cycle, plate tectonics, sea floor spreading).**
GSE STEM	**ESS1 (9-11)-3.**	**Students demonstrate an understanding of processes and change over time within earth systems by...**
SPECIFIC INDICATOR	**3d.**	**Explaining how the physical and chemical processes of the Earth alter the crust (e.g. seafloor spreading, hydrologic cycle, weathering, element cycling).** **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** **The Amazon Rainforest - Part 2 - Older Grades**

DOMAIN	**RI.ESS1.**	**Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.**
STATEMENT OF ENDURING KNOWLEDGE	**ESS1 (9-11) SAE+ POC-3.**	**Explain how internal and external sources of heat (energy) fuel geologic processes (e.g., rock cycle, plate tectonics, sea floor spreading).**
GSE STEM	**ESS1 (Ext.)-3.**	**Example Extension(s): Students demonstrate an understanding of processes and change over time within earth systems by...**
SPECIFIC INDICATOR	**3aa.**	**Describe how interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.** **Virtual Field Trips** **La Selva Amazonica - Pte 1 (En Espagnol)** **The Amazon Rainforest - Part 1 - Older Grades**
SPECIFIC INDICATOR	**3bb.**	**Use computer modeling/ simulations to predict the effects of an increase in greenhouse gases on earth systems (e.g. earth temperature, sea level, atmosphere composition).** **Virtual Field Trips** **National Parks - West - Alaska & Hawaii** **National Parks of the Western Region - Part 1**
DOMAIN	**RI.LS2.**	**Life Science: Matter cycles and energy flows through an ecosystem.**
STATEMENT OF ENDURING KNOWLEDGE	**LS2 (9-11) INQ+SAE-3.**	**Using data from a specific ecosystem, 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.**
GSE STEM	**LS2 (9-11)-3.**	**Students demonstrate an understanding of equilibrium in an ecosystem by...**
SPECIFIC INDICATOR	**3a.**	**Defining and giving an example of equilibrium in an ecosystem.** **Virtual Field Trips** **La Selva Amazonica - Pte 1 (En Espagnol)** **The Amazon Rainforest - Part 1 - Older Grades**
SPECIFIC INDICATOR	**3b.**	**Describing ways in which humans can modify ecosystems and describe and predict the potential impact (e.g. human population growth; technology; destruction of habitats; agriculture; pollution; and atmospheric changes).** **Virtual Field Trips** **Galapagos Islands - Espagnol** **National Parks of the Western Region - Part 1** **The Amazon Rainforest - Part 2 - Older Grades**
DOMAIN	**RI.LS2.**	**Life Science: Matter cycles and energy flows through an ecosystem.**
STATEMENT OF ENDURING KNOWLEDGE	**LS2 (9-11) INQ+SAE-3.**	**Using data from a specific ecosystem, 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.**
GSE STEM	**LS2 (Ext)-3.**	**Example Extension(s): Students demonstrate an understanding of equilibrium in an ecosystem by...**
SPECIFIC INDICATOR	**3bb.**	**Researching and citing evidence of global warming to describe the potential impact on both the living and physical systems on Earth.** **Virtual Field Trips** **National Parks of the Western Region - Part 1**
DOMAIN	**RI.LS2.**	**Life Science: Matter cycles and energy flows through an ecosystem.**

STATEMENT OF ENDURING KNOWLEDGE	**LS2 (9-11) POC+ SAE-4.**	**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).**
GSE STEM	**LS2 (9-11)-4.**	**Students demonstrate an understanding of matter and energy flow in an ecosystem by...**
SPECIFIC INDICATOR	**4b.**	**Explaining how the chemical elements and compounds that make up living things pass through food webs and are combined and recombined in different ways (e.g. nitrogen, carbon cycles, O2, & H2O cycles).** **Virtual Field Trips** **La Selva Amazonica - Pte 1 (En Espagnol)** **The Amazon Rainforest - Part 1 - Older Grades** **The Amazon Rainforest - Part 2 - Older Grades**
DOMAIN	**RI.LS2.**	**Life Science: Matter cycles and energy flows through an ecosystem.**
STATEMENT OF ENDURING KNOWLEDGE	**LS2 (9-11) NOS-5.**	**Explain or evaluate potential bias in how evidence is interpreted in reports concerning a particular environmental factor that impacts the biology of humans.**
GSE STEM	**LS2 (9-11)-5.**	**Students will evaluate potential bias from a variety of media sources in how information is interpreted by...**
SPECIFIC INDICATOR	**5b.**	**Applying additional scientific data to develop logical arguments concerning environmental issues (e.g. tobacco company vs. cancer society articles on effects of smoking, government/big business vs. environmental perceptions of global climate change).** **Virtual Field Trips** **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** **The Amazon Rainforest - Part 2 - Older Grades**
DOMAIN	**RI.LS3.**	**Life Science: Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry).**
STATEMENT OF ENDURING KNOWLEDGE	**LS3 (9-11) NOS-6.**	**Explain how evidence from technological advances supports or refutes the genetic relationships among groups of organisms (e.g., DNA analysis, protein analysis.**
GSE STEM	**LS3 (9-11)-6.**	**Students will demonstrate their understanding of the degree of genetic relationships among organisms by...**
SPECIFIC INDICATOR	**6a.**	**Using given data (diagrams, charts, narratives, etc.) and advances in technology to explain how our understanding of genetic variation has developed over time.** **Virtual Field Trips** **Galapagos Islands - Espagnol**
DOMAIN	**RI.LS3.**	**Life Science: Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry).**
STATEMENT OF ENDURING KNOWLEDGE	**LS3 (9-11) INQ POC-7.**	**Given a scenario, provide evidence that demonstrates how sexual reproduction results in a great variety of possible gene combinations and contributes to natural selection (e.g., Darwin's finches, isolation of a species, Tay Sach's disease).**
GSE STEM	**LS3 (9-11)-7.**	**Students demonstrate an understanding of Natural Selection/ evolution by...**
SPECIFIC INDICATOR	**7c.**	**Citing evidence of how natural selection and its evolutionary consequences provide a scientific explanation for the diversity and unity of past and present life forms on Earth. (e.g. Galapagos Islands, Hawaiian Islands, Australia, geographic isolation, adaptive radiation).**

		Virtual Field Trips Galapagos Islands - Espagnol
DOMAIN	RI.LS3.	Life Science: Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry).
STATEMENT OF ENDURING KNOWLEDGE	LS3 (9-11) INQ POC-7.	Given a scenario, provide evidence that demonstrates how sexual reproduction results in a great variety of possible gene combinations and contributes to natural selection (e.g., Darwin's finches, isolation of a species, Tay Sach's disease).
GSE STEM	LS3 (Ext)-7.	Example Extension(s): Students demonstrate an understanding of Natural Selection/ evolution by...
SPECIFIC INDICATOR	7bb.	Researching and reporting on the contributions of key scientist in understanding evolution and natural selection (e .g. Darwin, Wallace, Mendel). Virtual Field Trips Galapagos Islands - Espagnol
DOMAIN	RI.LS4.	Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms.
STATEMENT OF ENDURING KNOWLEDGE	LS4 (9-11) NOS+INQ-9.	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).
GSE STEM	LS4 (9-11)-9.	Students demonstrate an understanding of how humans are affected by environmental factors and/or heredity by...
SPECIFIC INDICATOR	9b.	Providing an explanation of how the human species impacts the environment and other organisms (e.g. reducing the amount of the earth's surface available to those other species, interfering with their food sources, changing the temperature and chemical composition of their habitats, introducing foreign species into their ecosystems, and altering organisms directly through selective breeding and genetic engineering). 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
DOMAIN	RI.LS4.	Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms.
STATEMENT OF ENDURING KNOWLEDGE	LS4 (9-11) NOS+INQ-9.	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).
GSE STEM	LS4 (Ext)-9.	Example Extension(s): Students demonstrate an understanding of how humans are affected by environmental factors and/or heredity by...
SPECIFIC INDICATOR	9bb.	Using a computer simulation to study the effects of human activities on a particular environment (actual or model). 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

Rhode Island World-Class Standards

Social Studies

Grade: **9** - Adopted: **2012**

DOMAIN	**RI.C&G.**	**Civics & Government**
STATEMENT OF ENDURING KNOWLEDGE	**C&G 2.**	**The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.**
GSE STEM	**C&G 2 (9-12)-1.**	**Students demonstrate an understanding of United States government (local, state, national) by…**
SPECIFIC INDICATOR	**C&G 2 (9-12)-1.d.**	**Critically examining the principles, traditions, and precedents of American constitutional government.** **Virtual Field Trips** **Washington, DC - Grades 6 - 12**
DOMAIN	**RI.C&G.**	**Civics & Government**
STATEMENT OF ENDURING KNOWLEDGE	**C&G 2.**	**The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.**
GSE STEM	**C&G 2 (9-12)-2.**	**Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by…**
SPECIFIC INDICATOR	**C&G 2 (9-12)-2.d.**	**Discussing different historical understandings/ perspectives of democracy.** **Virtual Field Trips** **Washington, DC - Grades 6 - 12**
DOMAIN	**RI.C&G.**	**Civics & Government**
STATEMENT OF ENDURING KNOWLEDGE	**C&G 3.**	**In a democratic society all people have certain rights and responsibilities.**
GSE STEM	**C&G 3 (9-12)-2.**	**Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by…**
SPECIFIC INDICATOR	**C&G 3 (9-12)-2.d.**	**Identifying and explaining ways individuals and groups have exercised their rights in order to transform society (e.g., Civil Rights Movement, women's suffrage).** **Virtual Field Trips** **Washington, DC - Grades 6 - 12**
DOMAIN	**RI.HP.**	**Historical Perspectives/Rhode Island History**
STATEMENT OF ENDURING KNOWLEDGE	**HP 1.**	**History is an account of human activities that is interpretive in nature.**
GSE STEM	**HP 1 (9-12)-2.**	**Students interpret history as a series of connected events with multiple cause-effect relationships, by…**
SPECIFIC INDICATOR	**HP 1 (9-12)-2.b.**	**Interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island's path to Revolution: Why is Rhode Island first to declare independence, but last colony to ratify the Constitution?).** **Virtual Field Trips** **Barcelona - English** **Barcelona - Espagnol** **Jerusalem - Then and Now (Older Grades)** **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 Washington, DC - Grades 6 - 12
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (9-12)-1.	Students connect the past with the present by…
SPECIFIC INDICATOR	HP 2 (9-12)-1.a.	Explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island). Virtual Field Trips Washington, DC - Grades 6 - 12
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (9-12)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by…
SPECIFIC INDICATOR	HP 5 (9-12)-1.c.	Analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines). Virtual Field Trips Barcelona - English Barcelona - Espagnol 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
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (Ext)-1.	HS Extensions: Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by…
SPECIFIC INDICATOR	HP 5 (Ext)-1.c.	Investigating the dichotomy of diversity between urban and rural settings. Virtual Field Trips Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 1.	The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.
GSE STEM	G 1 (9-12)-1.	Students understand maps, globes, and other geographic tools and technologies by…
SPECIFIC INDICATOR	G 1 (9-12)-1.c.	Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). Virtual Field Trips La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (9-12)-1.	Students understand the physical and human characteristics of places by…

SPECIFIC INDICATOR	G 2 (9-12)-1.a.	Evaluating how humans interact with physical environments to form past and present communities. Virtual Field Trips La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (9-12)-4.	Students identify the ways geography contributes to how regions are defined / identified by…
SPECIFIC INDICATOR	G 2 (9-12)-4.a.	Comparing and contrasting regional characteristics to understand human events. Virtual Field Trips La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 4.	Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.
GSE STEM	G 4 (9-12)-1.	Students explain how humans depend on their environment by…
SPECIFIC INDICATOR	G 4 (9-12)-1.a.	Researching and reporting specific examples of how human dependence on the environment has impacted political, economic, and/or social decisions. Virtual Field Trips La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (9-12)-1.	Students demonstrate an understanding of the interdependence created by economic decisions by…
SPECIFIC INDICATOR	E 3 (9-12)-1.a.	Identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs. Virtual Field Trips Barcelona - English Barcelona - Espagnol