

**Main Criteria:** Connecticut Core Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**Connecticut Core Standards**

**Science**

Grade: 5 - Adopted: 2015

<b>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.5-PS.</b>	<b>PHYSICAL SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>5-PS3.</b>	<b>Energy</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</b>	<b>5-PS3-1.</b>	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
<b>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.5-LS.</b>	<b>LIFE SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>5-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</b>	<b>5-LS2-1.</b>	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.5-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>5-ESS2.</b>	<b>Earth's Systems</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</b>	<b>5-ESS2-1.</b>	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
<b>INDICATOR</b>	<b>5-ESS2-2.</b>	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

		<u>Virtual Field Trips</u> National Parks West - Nevada, California
<b>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.5-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>5-ESS3.</b>	<b>Earth and Human Activity</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</b>	<b>5-ESS3-1.</b>	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.  <u>Virtual Field Trips</u> African Safari Galapagos Islands 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 The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

### Connecticut Core Standards

#### Social Studies

Grade: 5 - Adopted: 2015

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.5.</b>	<b>EARLY UNITED STATES HISTORY</b>
<b>STATE FRAMEWORK</b>	<b>5.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> In Grade 5, the focus is on the disciplinary concepts and skills used in the study of Early United States History. History is supported through an interdisciplinary approach that includes civics, economics and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 5 should lead to deep and enduring understanding (C3, p. 29).
<b>GRADE LEVEL EXPECTATION</b>		<b>HISTORY</b>
<b>INDICATOR</b>		<b>Perspectives</b>
<b>INDICATOR</b>	<b>HIST 5.4.</b>	Explain why individuals and groups during the same historical period differed in their perspectives.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
<b>INDICATOR</b>	<b>HIST 5.5.</b>	Explain connections among historical contexts and people's perspectives at the time.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.5.</b>	<b>EARLY UNITED STATES HISTORY</b>
<b>STATE FRAMEWORK</b>	<b>5.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> In Grade 5, the focus is on the disciplinary concepts and skills used in the study of Early United States History. History is supported through an interdisciplinary approach that includes civics, economics and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 5 should lead to deep and enduring understanding (C3, p. 29).

<b>GRADE LEVEL EXPECTATION</b>		<b>CIVICS</b>
<b>INDICATOR</b>		<b>Civic and Political Institutions</b>
<b>INDICATOR</b>	<b>CIV 5.2.</b>	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.5.</b>	<b>EARLY UNITED STATES HISTORY</b>
<b>STATE FRAMEWORK</b>	<b>5.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> In Grade 5, the focus is on the disciplinary concepts and skills used in the study of Early United States History. History is supported through an interdisciplinary approach that includes civics, economics and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 5 should lead to deep and enduring understanding (C3, p. 29).
<b>GRADE LEVEL EXPECTATION</b>		<b>ECONOMICS</b>
<b>INDICATOR</b>		<b>Exchange and Markets</b>
<b>INDICATOR</b>	<b>ECO 5.3.</b>	Explain why individuals and businesses specialize and trade.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.5.</b>	<b>EARLY UNITED STATES HISTORY</b>
<b>STATE FRAMEWORK</b>	<b>5.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> In Grade 5, the focus is on the disciplinary concepts and skills used in the study of Early United States History. History is supported through an interdisciplinary approach that includes civics, economics and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 5 should lead to deep and enduring understanding (C3, p. 29).
<b>GRADE LEVEL EXPECTATION</b>		<b>GEOGRAPHY</b>
<b>INDICATOR</b>		<b>Human Population: Spatial Patterns and Movement</b>
<b>INDICATOR</b>	<b>GEO 5.3.</b>	Explain how human settlements and movements relate to the locations and use of various natural resources.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.