

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 5 - Adopted: 2016

STANDARD / STRAND	IN.5.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	5.ESS.3.	Investigate ways individual communities within the United States protect the Earth's resources and environment. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
PROFICIENCY STATEMENT / SUBSTRAND	5.ESS.4.	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
STANDARD / STRAND	IN.5.LS.	Life Science (LS)
PROFICIENCY STATEMENT / SUBSTRAND	5.LS.1.	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?
PROFICIENCY STATEMENT / SUBSTRAND	5.LS.2.	Observe and classify common Indiana organisms as producers, consumers, decomposers, or predator and prey based on their relationships and interactions with other organisms in their ecosystem. <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef?
PROFICIENCY STATEMENT / SUBSTRAND	5.LS.3.	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii

		National Parks West - Nevada, California Who Lives On a Coral Reef?
STANDARD / STRAND	IN.3-5.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	3-5.IC.2.	Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades

**Indiana Academic Standards
Social Studies**

Grade: 5 - Adopted: 2014

STANDARD / STRAND	IN.5.	The United States—The Founding of the Republic
PROFICIENCY STATEMENT / SUBSTRAND	5.1.	History: Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.
INDICATOR / STANDARD		Historical Knowledge - Ways of Life Before and After the Arrival of Europeans to 1610
EXPECTATION / INDICATOR	5.1.4.	Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / STRAND	IN.5.	The United States—The Founding of the Republic
PROFICIENCY STATEMENT / SUBSTRAND	5.3.	Geography: Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.
INDICATOR / STANDARD		Places and Regions
EXPECTATION / INDICATOR	5.3.3.	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
EXPECTATION / INDICATOR	5.3.4.	Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / STRAND	IN.5.	The United States—The Founding of the Republic
PROFICIENCY STATEMENT / SUBSTRAND	5.3.	Geography: Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their

		environment in regions of the United States and show how the United States is related geographically to the rest of the world.
INDICATOR / STANDARD		Human Systems
EXPECTATION / INDICATOR	5.3.8.	Explain how the Spanish, British and French colonists altered the character and use of land in early America. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION / INDICATOR	5.3.9.	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / STRAND	IN.5.	The United States—The Founding of the Republic
PROFICIENCY STATEMENT / SUBSTRAND	5.3.	Geography: Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.
INDICATOR / STANDARD		Environment and Society
EXPECTATION / INDICATOR	5.3.12.	Describe and analyze how specific physical features influenced historical events and movements. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
STANDARD / STRAND	IN.5.	The United States—The Founding of the Republic
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	Economics: Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.
INDICATOR / STANDARD	5.4.2.	Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.