**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

<table>
<thead>
<tr>
<th>STANDARD / STRAND</th>
<th>IN.5.ESS.</th>
<th>Earth and Space Science (ESS)</th>
</tr>
</thead>
</table>
| PROFICIENCY STATEMENT / SUBSTRAND | 5.ESS.3. | Investigate ways individual communities within the United States protect the Earth’s resources and environment.  
Virtual Field Trips  
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.  
Virtual Field Trips  
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 |

<table>
<thead>
<tr>
<th>STANDARD / STRAND</th>
<th>IN.5.LS.</th>
<th>Life Science (LS)</th>
</tr>
</thead>
</table>
| PROFICIENCY STATEMENT / SUBSTRAND | 5.LS.1. | Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.  
Virtual Field Trips  
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.  
Virtual Field Trips  
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.  
Virtual Field Trips  
African Safari  
Galapagos Islands  
Galapagos Islands - Espagnol  
National Parks - West - Alaska & Hawaii |
### Indiana Academic Standards

**Social Studies**

**Grade: 5 - Adopted: 2014**

<table>
<thead>
<tr>
<th>STANDARD / STRAND</th>
<th>IN.5.</th>
<th>The United States—The Founding of the Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENCY STATEMENT / SUBSTRAND</td>
<td>5.1.</td>
<td>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.</td>
</tr>
<tr>
<td>INDICATOR / STANDARD</td>
<td></td>
<td>Historical Knowledge - Ways of Life Before and After the Arrival of Europeans to 1610</td>
</tr>
<tr>
<td>EXPECTATION / INDICATOR</td>
<td>5.1.4.</td>
<td>Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements.</td>
</tr>
<tr>
<td></td>
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<td>Virtual Field Trips</td>
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<td></td>
<td>Grade 4 - Southeast Region of the U.S.</td>
</tr>
<tr>
<td>PROFICIENCY STATEMENT / SUBSTRAND</td>
<td>5.3.</td>
<td>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.</td>
</tr>
<tr>
<td>INDICATOR / STANDARD</td>
<td></td>
<td>Places and Regions</td>
</tr>
<tr>
<td>EXPECTATION / INDICATOR</td>
<td>5.3.3.</td>
<td>Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.</td>
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<td>Virtual Field Trips</td>
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<td>Barcelona - English</td>
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<td>Barcelona - Espagnol</td>
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<td>National Parks - West - Alaska &amp; Hawaii</td>
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<td>National Parks West - Wyoming, Utah</td>
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<td>National Parks of the Western Region - Part 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washington, DC - Grades K - 5</td>
</tr>
<tr>
<td>EXPECTATION / INDICATOR</td>
<td>5.3.4.</td>
<td>Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.</td>
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<td>Virtual Field Trips</td>
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</tr>
<tr>
<td>Indicator / Standard</td>
<td>Human Systems</td>
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### Expectation / Indicator

**5.3.8.** Explain how the Spanish, British and French colonists altered the character and use of land in early America.

**Virtual Field Trips**
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.

**Virtual Field Trips**
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.

**Virtual Field Trips**
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.

**Virtual Field Trips**
Grade 4 - Southeast Region of the U.S.