

Main Criteria: Michigan Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Michigan Academic Standards

Science

Grade: 5 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.2.	Matter and Energy in Organisms and Ecosystems
STANDARD	5-PS3-1.	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?
STANDARD	5-LS2-1.	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?
STRAND / STANDARD CATEGORY	MI.SC.3.	Earth's Systems
STANDARD	5-ESS2-1.	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	5-ESS2-1MI.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin. <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	5-ESS2-2.	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
STANDARD	5-ESS3-1.	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?
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**Michigan Academic Standards
Social Studies
Grade: 5 - Adopted: 2007**

STRAND / STANDARD CATEGORY	MI.U1.	U.S. History and Geography (USHG) Era 1 - Beginnings to 1620
STANDARD	U1.4.	Three World Interactions: Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.
GRADE LEVEL EXPECTATION	5-U1.4.1.	Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD CATEGORY	MI.U2.	U.S. History and Geography (USHG) Era 2 - Colonization and Settlement (1585-1763)
STANDARD	U2.1.	European Struggle for Control of North America: Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.
GRADE LEVEL EXPECTATION	5-U2.1.1.	Describe significant developments in the Southern colonies, including:
EXPECTATION	5-U2.1.1a.	Patterns of settlement and control including the impact of geography (landforms and climate) on settlement. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	5-U2.1.1c.	Development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia). <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	5-U2.1.1f.	Development of slavery. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD CATEGORY	MI.U2.	U.S. History and Geography (USHG) Era 2 - Colonization and Settlement (1585-1763)
STANDARD	U2.1.	European Struggle for Control of North America: Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.
GRADE LEVEL EXPECTATION	5-U2.1.2.	Describe significant developments in the New England colonies, including:
EXPECTATION	5-U2.1.2c.	Growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.

		<u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD CATEGORY	MI.U2.	U.S. History and Geography (USHG) Era 2 - Colonization and Settlement (1585-1763)
STANDARD	U2.1.	European Struggle for Control of North America: Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.
GRADE LEVEL EXPECTATION	5-U2.1.4.	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD CATEGORY	MI.U2.	U.S. History and Geography (USHG) Era 2 - Colonization and Settlement (1585-1763)
STANDARD	U2.2.	European Slave Trade and Slavery in Colonial America: Analyze the development of the slave system in the Americas and its impact upon the life of Africans.
GRADE LEVEL EXPECTATION	5-U2.2.2.	Describe the life of enslaved Africans and free Africans in the American colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION	5-U2.2.3.	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD CATEGORY	MI.U2.	U.S. History and Geography (USHG) Era 2 - Colonization and Settlement (1585-1763)
STANDARD	U2.3.	Life in Colonial America: Distinguish among and explain the reasons for regional differences in colonial America.
GRADE LEVEL EXPECTATION	5-U2.3.1.	Locate the New England, Middle, and Southern colonies on a map. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION	5-U2.3.3.	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION	5-U2.3.4.	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION	5-U2.3.5.	Make generalizations about the reasons for regional differences in colonial America. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD CATEGORY	MI.U3.	U.S. History and Geography (USHG) Era 3 - Revolution and the New Nation (1754-1800)
STANDARD	U3.1.	Causes of the American Revolution: Identify the major political, economic, and ideological reasons for the American Revolution.

GRADE LEVEL EXPECTATION	5-U3.1.8.	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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