

**Main Criteria:** Mississippi Standards and Frameworks

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**Mississippi Standards and Frameworks**

**Science**

Grade: 5 - Adopted: 2010

COMPETENCY	MS.2.	Physical Science: Understand relationships of the properties of objects and materials, position and motion of objects, and transfer of energy to explain the physical world.
OBJECTIVE	2.c.	Investigate the motion of an object in terms of its position, direction of motion, and speed. (DOK 2)
NUMBERED ITEMS	2.c.3.	Variables that affect speed (e.g., ramp height/length/surface, mass of object)  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
COMPETENCY	MS.3.	Life Science: Predict characteristics, structures, life cycles, environments, evolution, and diversity of organisms.
OBJECTIVE	3.a.	Compare and contrast the diversity of organisms due to adaptations to show how organisms have evolved as a result of environmental changes. (DOK 2)
NUMBERED ITEMS	3.a.1.	Diversity based on kingdoms, phyla, and classes (e.g., internal/external structure, body temperature, size, shape)  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol 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?
NUMBERED ITEMS	3.a.2.	Adaptations that increase an organism's chances to survive and reproduce in a particular habitat (e.g., cacti needles/leaves, fur/scales)  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed 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 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?
COMPETENCY	MS.3.	Life Science: Predict characteristics, structures, life cycles, environments, evolution, and diversity of organisms.
OBJECTIVE	3.b.	Research and classify the organization of living things. (DOK 2)

NUMBERED ITEMS	3.b.2.	Function of the major parts of body systems (nervous, circulatory, respiratory, digestive, skeletal, muscular) and the ways they support one another  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
COMPETENCY	MS.3.	Life Science: Predict characteristics, structures, life cycles, environments, evolution, and diversity of organisms.
OBJECTIVE	3.d.	Distinguish between asexual and sexual reproduction. (DOK 1)
NUMBERED ITEMS	3.d.1.	Asexual reproduction processes in plants and fungi (e.g., vegetative propagation in stems, roots, and leaves of plants, budding in yeasts, fruiting bodies in fungi)  <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
NUMBERED ITEMS	3.d.2.	Asexual cell division (mushroom spores produced/dispersed)  <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
OBJECTIVE	3.e.	Give examples of how consumers and producers (carnivores, herbivores, omnivores, and decomposers) are related in food chains and food webs. (DOK 1)  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef?
COMPETENCY	MS.4.	Earth and Space Science: Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.
OBJECTIVE	4.b.	Explain how surface features caused by constructive processes (e.g., depositions, volcanic eruptions, earthquakes) differ from destructive processes (e.g., erosion, weathering, impact of organisms). (DOK 2)  <u>Virtual Field Trips</u> 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
COMPETENCY	MS.4.	Earth and Space Science: Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.
OBJECTIVE	4.c.	Summarize how weather changes. (DOK 2)
NUMBERED ITEMS	4.c.1.	Weather changes from day to day and over the seasons  <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California

<b>COMPETENCY</b>	<b>MS.4.</b>	<b>Earth and Space Science: Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.</b>
<b>OBJECTIVE</b>	<b>4.d.</b>	<b>Describe changes caused by humans on the environment and natural resources and cite evidence from research of ways to conserve natural resources in the United States, including (but not limited to) Mississippi. Examples of Mississippi efforts include the following: (DOK 2)</b>
<b>NUMBERED ITEMS</b>	<b>4.d.3.</b>	<b>The Engineer Research and Development Center of the Vicksburg District of the U.S. Army Corps of Engineers provides quality engineering and other professional products and services to develop and manage the Nation's water resources, reduce flood damage, and protect the environment.</b>  <b><u>Virtual Field Trips</u></b> <b>National Parks West - Nevada, California</b>
<b>OBJECTIVE</b>	<b>4.g.</b>	<b>Conclude that the supply of many Earth resources (e.g., fuels, metals, fresh water, farmland) is limited and critique a plan to extend the use of Earth's resources (e.g., recycling, reuse, renewal). (DOK 3)</b>  <b><u>Virtual Field Trips</u></b> <b>The Amazon Rainforest - Part 2 - Older Grades</b> <b>The Amazon Rainforest - Part 2 - Younger Grades</b>

### Mississippi Standards and Frameworks

#### Social Studies

Grade: 5 - Adopted: 2011

<b>COMPETENCY</b>	<b>MS.5.</b>	<b>FIFTH GRADE (UNITED STATES HISTORY FROM PRE-COLUMBIAN ERA TO COLONIZATION)</b>
<b>OBJECTIVE</b>		<b>Civil Rights/Human Rights</b>
<b>NUMBERED ITEMS</b>	<b>5.3.</b>	<b>Understand how political, religious, and economic ideas and interests influenced the founding of the United States.</b>
<b>INDICATOR</b>	<b>5.3.c.</b>	<b>Critique the development and impact of slavery in North America, including the causes, conditions, and effects on enslaved Africans in North America. (DOK 3)</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 4 - Southeast Region of the U.S.</b>

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