

Main Criteria: DC Educational Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

DC Educational Standards

Science

Grade: 5 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	5-PS3.	Energy
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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?
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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?
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	5-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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
EXPECTATION	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
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	5-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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?

DC Educational Standards

Social Studies

Grade: 5 - Adopted: 2011

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		THE NEW NATION'S WESTWARD EXPANSION (1790–1860)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.1.	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.
EXPECTATION	5.1.3.	Describe the process of the “internal slave trade” that saw Africans born in the United States sold into the southernmost states (Mississippi, Alabama, Georgia, and South Carolina) from more Northern states (Virginia, North Carolina, and Maryland). <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		THE GROWTH OF THE REPUBLIC (1800–1860)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.2.	Students describe the emergence of a fledgling industrial economy.
EXPECTATION	5.2.1.	Explain the expansion of the plantation system and slavery as the demand for cotton production grew. (G, S, E) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	5.2.2.	Describe the mechanization of cleaning cotton with cotton gin/textile industries. (E, I) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		THE GROWTH OF THE REPUBLIC (1800–1860)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.3.	Students describe the rapid growth of slavery in the South after 1800.
EXPECTATION	5.3.1.	Describe how Southern colonists slowly altered their attitudes toward Africans, increasingly viewing them as permanent servants or slaves; the harsh conditions of the Middle Passage; the responses of slave families to their condition; and the ongoing struggle between proponents and opponents of slavery. (S) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	5.3.2.	Describe the contributions of enslaved and free Africans to the economic development of the colonies. (S, E) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	5.3.3.	Identify the characteristics of slave life and the resistance on plantations and farms across the South. (P, S) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	5.3.4.	Explain the significance of and consequences ensuing from the abolition of slavery in the Northern states after the Revolution, and of the 1808 law that banned the importation of slaves into the United States. (P, S) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	5.3.5.	Describe the impact of the cotton gin on the economics and culture of slavery and Southern agriculture. (E, I) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		THE CIVIL WAR AND RECONSTRUCTION (1860–1877)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.5.	Students summarize the causes and consequences of the Civil War.
EXPECTATION	5.5.1.	Describe the extension of and controversy about slavery into the territories, including popular sovereignty, the Dred Scott decision, and the Kansas-Nebraska Act. (P, S) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		THE CIVIL WAR AND RECONSTRUCTION (1860–1877)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.6.	Students explain the successes and failures of Reconstruction.
EXPECTATION	5.6.3.	Identify the goals and accomplishments of the Freedmen's Bureau. (P) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		INDUSTRIAL AMERICA (1870–1940)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.7.	Students explain the various causes and consequences of the Second Industrial Revolution.
EXPECTATION	5.7.8.	List important technological and scientific advances. (E, I) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		INDUSTRIAL AMERICA (1870–1940)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.8.	Students describe the nation’s growing role in world affairs.
EXPECTATION	5.8.2.	Examine Japan and describe the significance of the Gentleman’s Agreement. (P) <u>Virtual Field Trips</u> Tokyo - City of Contrasts
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		INDUSTRIAL AMERICA (1870–1940)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.9.	Students describe the African American exodus from the segregated rural South to the urbanized North.
EXPECTATION	5.9.4.	Describe economic opportunities in industrial Northern cities and Washington, DC. (E) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		WORLD WAR II (1939–1945)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.11.	Students describe the main events of World War II and how the Allies prevailed.
EXPECTATION	5.11.3.	Interpret the important domestic events that took place during the war (e.g., economic growth, internment of Japanese Americans, and changing status of women and African Americans). (S, E) <u>Virtual Field Trips</u> Tokyo - City of Contrasts
CONTENT STANDARD / STRAND / DISCIPLINE	DC.5.	U.S. History and Geography: Westward Expansion to the Present
STANDARD / ESSENTIAL SKILL		ECONOMIC GROWTH AND REFORM IN CONTEMPORARY AMERICA (1945–PRESENT)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.12.	Use geographic tools to locate and analyze information about people, places, and environments in the United States.
EXPECTATION	5.12.1.	Locate the United States, the Atlantic and Pacific oceans, Gulf of Mexico, Mississippi and Rio Grande rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian mountain ranges. (G) <u>Virtual Field Trips</u> Exploring Cuba 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
EXPECTATION	5.12.2.	Identify the 50 states and their capitals and identify the year that each one became part of the Union. (G) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 4 - Southeast Region of the U.S.
EXPECTATION	5.12.3.	Locate and identify major geographic regions in the United States (e.g., Northeast, Southeast, and Southwest) and how regional differences in climate, types of farming, populations, and sources of labor shape their economies and societies. (G, E) <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
EXPECTATION	5.12.5.	Locate and identify the climate, major physical features, and major natural resources in each region. (G) <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