

**Main Criteria:** Arizona's College and Career Ready Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**Arizona's College and Career Ready Standards**

**Science**

Grade: 5 - Adopted: 2004 / Updated 2005

<b>STRAND</b>	<b>AZ.SC05-S1.</b>	<b>Inquiry Process</b>
<b>CONCEPT / STANDARD</b>	<b>SC05-S1C1.</b>	<b>Observations, Questions, and Hypotheses: Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC05-S1C1-02.</b>	Formulate predictions in the realm of science based on observed cause and effect relationships.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed Who Lives On a Coral Reef?
<b>STRAND</b>	<b>AZ.SC05-S1.</b>	<b>Inquiry Process</b>
<b>CONCEPT / STANDARD</b>	<b>SC05-S1C3.</b>	<b>Analysis and Conclusions: Analyze and interpret data to explain correlations and results; formulate new questions.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC05-S1C3-05.</b>	Identify possible relationships between variables in simple investigations (e.g., time and distance; incline and mass of object).  <u>Virtual Field Trips</u> How Coral Reefs Are Formed Who Lives On a Coral Reef?
<b>STRAND</b>	<b>AZ.SC05-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC05-S2C1.</b>	<b>History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC05-S2C1-01.</b>	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Percy Lavon Julian [scientist], supports Strand 4; Niels Bohr [scientist], supports Strand 5; Edwin Hubble [scientist], supports Strand 6).  <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
<b>STRAND</b>	<b>AZ.SC05-S2.</b>	<b>History and Nature of Science</b>
<b>CONCEPT / STANDARD</b>	<b>SC05-S2C2.</b>	<b>Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SC05-S2C2-01.</b>	Provide examples that support the premise that science is an ongoing process that changes in response to new information and discoveries (e.g., space exploration, medical advances).  <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

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC05-S2C2-02.	<p>Explain the cycle by which new scientific knowledge generates new scientific inquiry.</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1</p>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC05-S2C2-03.	<p>Describe how scientific knowledge is subject to modification and/or change as new information/technology challenges prevailing theories.</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1</p>
STRAND	AZ.SC05-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SC05-S3C1.	Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC05-S3C1-01.	<p>Explain the impacts of natural hazards on habitats (e.g., global warming, floods, asteroid or large meteor impacts).</p> <p><u>Virtual Field Trips</u>  National Parks - West - Alaska &amp; Hawaii  National Parks of the Western Region - Part 1  Who Lives On a Coral Reef?</p>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC05-S3C1-02.	<p>Propose a solution, resource, or product that addresses a specific human, animal, or habitat need.</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  The Amazon Rainforest - Part 2 - Older Grades  The Amazon Rainforest - Part 2 - Younger Grades</p>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC05-S3C1-03.	<p>Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal, or habitat needs.</p> <p><u>Virtual Field Trips</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  La Selva Amazonica - Pte 1 (En Espagnol)  National Parks - West - Alaska &amp; 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</p>
STRAND	AZ.SC05-S4.	Life Science
CONCEPT / STANDARD	SC05-S4C1.	Structure and Function in Living Systems: Understand the relationships between structures and functions of organisms.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC05-S4C1-04.	Distinguish between voluntary and involuntary responses.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii Who Lives On a Coral Reef?
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**Arizona's College and Career Ready Standards  
Social Studies**

Grade: 5 - Adopted: 2005 / Updated 2006

<b>STRAND</b>	<b>AZ.SS05-S1.</b>	<b>American History</b>
<b>CONCEPT / STANDARD</b>	<b>SS05-S1C3.</b>	<b>Exploration and Colonization 1500s - 1700s: The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S1C3-04.	Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S1C3-05.	Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
<b>STRAND</b>	<b>AZ.SS05-S1.</b>	<b>American History</b>
<b>CONCEPT / STANDARD</b>	<b>SS05-S1C5.</b>	<b>Westward Expansion 1800 - 1860: Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S1C5-04.	Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
<b>STRAND</b>	<b>AZ.SS05-S1.</b>	<b>American History</b>
<b>CONCEPT / STANDARD</b>	<b>SS05-S1C6.</b>	<b>Civil War and Reconstruction 1850 - 1877: Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S1C6-01.	Describe factors leading to the Civil War: a) role of abolitionists and Underground Railroad; b) sectionalism between North and South; c) westward expansion  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
<b>STRAND</b>	<b>AZ.SS05-S2.</b>	<b>World History</b>
<b>CONCEPT / STANDARD</b>	<b>SS05-S2C9.</b>	<b>Contemporary World: The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S2C9-02.	Use various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs

		Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
<b>STRAND</b>	<b>AZ.SS05-S3.</b>	<b>Civics/Government</b>
<b>CONCEPT / STANDARD</b>	<b>SS05-S3C3.</b>	<b>Functions of Government: Laws and policies are developed to govern, protect, and promote the well-being of the people.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS05-S3C3-03.</b>	Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson's impeachment.  <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS05-S3C3-05.</b>	Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
<b>STRAND</b>	<b>AZ.SS05-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS05-S4C1.</b>	<b>The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS05-S4C1-02.</b>	Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Exploring Cuba London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts Washington, DC - Grades K - 5
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS05-S4C1-04.</b>	Locate physical and human features (e.g., gulf, delta, isthmus, strait, bay, canyon, swamp, peninsula, province, cape, tree line) in the United States and world on an appropriate type of map.  <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
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>SS05-S4C1-05.</b>	Identify each state on a U.S. map.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 4 - Southeast Region of the U.S.
<b>STRAND</b>	<b>AZ.SS05-S4.</b>	<b>Geography</b>
<b>CONCEPT / STANDARD</b>	<b>SS05-S4C2.</b>	<b>Places and Regions: Places and regions have distinct physical and cultural characteristics.</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S4C2-01.	Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors: a) three American colonial regions; b) West, Midwest, Northeast, Southeast, Southwest; c) North and South during the Civil War.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S4C2-02.	Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and other reference materials.  <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
STRAND	AZ.SS05-S4.	Geography
CONCEPT / STANDARD	SS05-S4C3.	Physical Systems: Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S4C3-01.	Explain the impacts of natural hazards on habitats.  <u>Virtual Field Trips</u> Exploring Cuba
STRAND	AZ.SS05-S4.	Geography
CONCEPT / STANDARD	SS05-S4C5.	Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S4C5-02.	Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.  <u>Virtual Field Trips</u> Exploring Cuba
STRAND	AZ.SS05-S4.	Geography
CONCEPT / STANDARD	SS05-S4C6.	Geographic Applications: Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S4C6-01.	Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. 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
STRAND	AZ.SS05-S5.	Economics
CONCEPT / STANDARD	SS05-S5C1.	Foundations of Economics: The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S5C1-02.	Describe how specialization (e.g., division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S5C1-03.	Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S5C1-04.	Interpret how trade promoted economic growth throughout U.S. history.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND	AZ.SS05-S5.	Economics
CONCEPT / STANDARD	SS05-S5C2.	Microeconomics: Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S5C2-01.	Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S5C2-07.	Explain the function of government in providing certain goods and services through taxation.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STRAND	AZ.SS05-S5.	Economics
CONCEPT / STANDARD	SS05-S5C5.	Personal Finance: Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS05-S5C5-01.	Explain how the following are used to purchase goods and services: a) cash; b) check; c) money order; d) debit card; e) credit card.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol