

**Main Criteria:** Rhode Island World-Class Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**Rhode Island World-Class Standards**

**Science**

Grade: 5 - Adopted: 2006

DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (5-8) INQ+ POC-1.	Use geological evidence provided to support the idea that the Earth's crust/lithosphere is composed of plates that move.
GSE STEM	ESS1 (5-6)-1.	Students demonstrate an understanding of processes and change over time within earth systems by...
SPECIFIC INDICATOR	1b.	Plotting location of volcanoes and earthquakes and explaining the relationship between the location of these phenomena and faults.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (5-8) POC-3.	Explain how earth events (abruptly and over time) can bring about changes in Earth's surface: landforms, ocean floor, rock features, or climate.
GSE STEM	ESS1 (5-6)-3.	Students demonstrate an understanding of processes and change over time within earth systems by...
SPECIFIC INDICATOR	3a.	Describing events and the effect they may have on climate (e.g. El Nino, deforestation, glacial melting, and an increase in greenhouse gases).  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 Who Lives On a Coral Reef?
DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (5-8) SAE+ POC-4.	Explain the role of differential heating or convection in ocean currents, winds, weather and weather patterns, atmosphere, or climate.
GSE STEM	ESS1 (5-6)-4.	Students demonstrate an understanding of processes and change over time within earth systems by...
SPECIFIC INDICATOR	4b.	Describing how differential heating of the oceans affects ocean currents which in turn influence weather and climate.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
SPECIFIC INDICATOR	4d.	Analyzing global patterns of atmospheric movements to explain effects on weather.  <u>Virtual Field Trips</u> African Safari

		National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (5-8)-INQ+SAE-1.	Using data and observations about the biodiversity of an ecosystem make predictions or draw conclusions about how the diversity contributes to the stability of the ecosystem.
GSE STEM	LS1 (5-6)-1.	Students demonstrate understanding of biodiversity by...
SPECIFIC INDICATOR	1a.	Recognizing that organisms have different features and behaviors for meeting their needs to survive (e.g., fish have gills for respiration, mammals have lungs, bears hibernate).  <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?
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (5-8) SAE+FAF-2.	Describe or compare how different organisms have mechanisms that work in a coordinated way to obtain energy, grow, move, respond, provide defense, enable reproduction, or maintain internal balance (e.g., cells, tissues, organs and systems).
GSE STEM	LS1 (5-6)-2.	Students demonstrate understanding of structure and function-survival requirements by...
SPECIFIC INDICATOR	2a.	Describing structures or behaviors that help organisms survive in their environment (e.g., defense, obtaining nutrients, reproduction, and eliminating waste).  <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?
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (5-8) POC-3.	Compare and contrast sexual reproduction with asexual reproduction.
GSE STEM	LS1 (5-6)-3.	Students demonstrate an understanding of reproduction by...

SPECIFIC INDICATOR	3a.	Defining reproduction as a process through which organisms produce offspring.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
SPECIFIC INDICATOR	3b.	Describing reproduction in terms of being essential for the continuation of a species.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
SPECIFIC INDICATOR	3c.	Investigating and comparing a variety of plant and animal life cycles.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
DOMAIN	RI.LS2.	Life Science: Matter cycles and energy flows through an ecosystem.
STATEMENT OF ENDURING KNOWLEDGE	LS2 (5-8) INQ+SAE-5.	Using data and observations, predict outcomes when abiotic/biotic factors are changed in an ecosystem.
GSE STEM	LS2 (5-6)-5.	Students demonstrate an understanding of equilibrium in an ecosystem by...
SPECIFIC INDICATOR	5a.	Identifying and defining an ecosystem and the variety of relationships within it (e.g., predator/prey, consumer/producer/decomposer, host/parasite, catastrophic events).  <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?
DOMAIN	RI.LS2.	Life Science: Matter cycles and energy flows through an ecosystem.
STATEMENT OF ENDURING KNOWLEDGE	LS2 (5-8) SAE-7.	Given an ecosystem, trace how matter cycles among and between organisms and the physical environment (includes water, oxygen, food web, decomposition, recycling but not carbon cycle or nitrogen cycle).
GSE STEM	LS2 (5-6)-7.	Students demonstrate an understanding of recycling in an ecosystem by...
SPECIFIC INDICATOR	7b.	Completing a basic food web for a given ecosystem.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
DOMAIN	RI.LS3.	Life Science: Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry).
STATEMENT OF ENDURING KNOWLEDGE	LS3 (5-8) MAS+FAF-8.	Use a model, classification system, or dichotomous key to illustrate, compare, or interpret possible relationships among

		groups of organisms (e.g., internal and external structures, anatomical features).
<b>GSE STEM</b>	<b>LS3 (5-6)-8.</b>	<b>Students demonstrate an understanding of classification of organisms by...</b>
<b>SPECIFIC INDICATOR</b>	<b>8a.</b>	<b>Stating the value of, or reasons for, classification systems.</b>  <b><u>Virtual Field Trips</u></b> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
<b>DOMAIN</b>	<b>RI.LS3.</b>	<b>Life Science: Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry).</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>LS3 (5-8) POC-9.</b>	<b>Cite examples supporting the concept that certain traits of organisms may provide a survival advantage in a specific environment and therefore, an increased likelihood to produce offspring.</b>
<b>GSE STEM</b>	<b>LS3 (5-6)-9.</b>	<b>Students demonstrate an understanding of Natural Selection/evolution by...</b>
<b>SPECIFIC INDICATOR</b>	<b>9b.</b>	<b>Researching or reporting on possible causes for the extinction of an animal or plant.</b>  <b><u>Virtual Field Trips</u></b> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades

### Rhode Island World-Class Standards

#### Social Studies

Grade: 5 - Adopted: 2012

<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>C&amp;G 1.</b>	<b>People create and change structures of power, authority, and governance in order to accomplish common goals.</b>
<b>GSE STEM</b>	<b>C&amp;G 1 (5-6)-1.</b>	<b>Students demonstrate an understanding of origins, forms, and purposes of government by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 1 (5-6)-1.a.</b>	<b>Identifying the basic functions of government.</b>  <b><u>Virtual Field Trips</u></b> Barcelona - English Barcelona - Espagnol
<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>C&amp;G 2.</b>	<b>The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</b>
<b>GSE STEM</b>	<b>C&amp;G 2 (5-6)-1.</b>	<b>Students demonstrate an understanding of United States government (local, state, national) by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 2 (5-6)-1.a.</b>	<b>Identifying and describing the function of the three branches (i.e., checks and balances, separation of powers).</b>  <b><u>Virtual Field Trips</u></b> Washington, DC - Grades K - 5
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 2 (5-6)-1.b.</b>	<b>Identifying how power is divided and shared among the levels of the United States government.</b>  <b><u>Virtual Field Trips</u></b> Washington, DC - Grades K - 5
<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>

STATEMENT OF ENDURING KNOWLEDGE	C&G 5.	As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
GSE STEM	C&G 5 (5-6)-1.	Students demonstrate an understanding of the many ways Earth's people are interconnected by...
SPECIFIC INDICATOR	C&G 5 (5-6)-1.a.	Identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others.  <u>Virtual Field Trips</u> Exploring Cuba The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 5.	As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
GSE STEM	C&G 5 (5-6)-2.	Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
SPECIFIC INDICATOR	C&G 5 (5-6)-2.a.	Identifying and discussing factors that lead to the breakdown of order among societies (e.g., natural disasters, wars, plagues, population shifts, natural resources).  <u>Virtual Field Trips</u> Exploring Cuba
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 5.	As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
GSE STEM	C&G 5 (5-6)-3.	Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...
SPECIFIC INDICATOR	C&G 5 (5-6)-3.b.	Explaining how actions taken or not taken impact societies (e.g., natural disasters, incidences of social injustice or genocide).  <u>Virtual Field Trips</u> Exploring Cuba
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 1.	History is an account of human activities that is interpretive in nature.
GSE STEM	HP 1 (5-6)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
SPECIFIC INDICATOR	HP 1 (5-6)-1.c.	Asking and answering historical questions, organizing information, and evaluating information in terms of relevance.  <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
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 1.	History is an account of human activities that is interpretive in nature.
GSE STEM	HP 1 (5-6)-2.	Students interpret history as a series of connected events with multiple cause-effect relationships, by...
SPECIFIC INDICATOR	HP 1 (5-6)-2.a.	Investigating and summarizing historical data in order to draw connections between two events and to answer related historical questions.  <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>DOMAIN</b>	<b>RI.HP.</b>	<b>Historical Perspectives/Rhode Island History</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>HP 2.</b>	History is a chronicle of human activities, diverse people, and the societies they form.
<b>GSE STEM</b>	<b>HP 2 (5-6)-2.</b>	Students chronicle events and conditions by...
<b>SPECIFIC INDICATOR</b>	<b>HP 2 (5-6)-2.b.</b>	Summarizing key events and explaining the historical contexts of those events.  <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>DOMAIN</b>	<b>RI.HP.</b>	<b>Historical Perspectives/Rhode Island History</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>HP 3.</b>	The study of history helps us understand the present and shape the future.
<b>GSE STEM</b>	<b>HP 3 (5-6)-1.</b>	Students demonstrate an understanding of how the past frames the present by...
<b>SPECIFIC INDICATOR</b>	<b>HP 3 (5-6)-1.a.</b>	Identifying historical conditions and events that relate to contemporary issues (e.g., separation of church state, treatment of Native Americans, immigration, gender issues).  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
<b>SPECIFIC INDICATOR</b>	<b>HP 3 (5-6)-1.b.</b>	Answering “what if” questions and using evidence to explain how history might have been different (e.g., How might history be different if Anne Hutchinson hadn’t dissented?).  <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>DOMAIN</b>	<b>RI.HP.</b>	<b>Historical Perspectives/Rhode Island History</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>HP 3.</b>	The study of history helps us understand the present and shape the future.
<b>GSE STEM</b>	<b>HP 3 (5-6)-2.</b>	Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
<b>SPECIFIC INDICATOR</b>	<b>HP 3 (5-6)-2.c.</b>	Identifying the cultural influences that shape individuals and historical events.  <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 Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2

		The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
<b>DOMAIN</b>	<b>RI.HP.</b>	<b>Historical Perspectives/Rhode Island History</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>HP 4.</b>	Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
<b>GSE STEM</b>	<b>HP 4 (5-6)-1.</b>	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
<b>SPECIFIC INDICATOR</b>	<b>HP 4 (5-6)-1.b.</b>	Identifying and explaining using specific examples, how shared events affect how individuals and societies adapt and change.  <u>Virtual Field Trips</u> 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
<b>DOMAIN</b>	<b>RI.HP.</b>	<b>Historical Perspectives/Rhode Island History</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>HP 4.</b>	Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
<b>GSE STEM</b>	<b>HP 4 (5-6)-2.</b>	Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
<b>SPECIFIC INDICATOR</b>	<b>HP 4 (5-6)-2.a.</b>	Citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
<b>SPECIFIC INDICATOR</b>	<b>HP 4 (5-6)-2.c.</b>	Describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/ nation.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
<b>DOMAIN</b>	<b>RI.HP.</b>	<b>Historical Perspectives/Rhode Island History</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>HP 5.</b>	Human societies and cultures develop and change in response to human needs and wants.
<b>GSE STEM</b>	<b>HP 5 (5-6)-2.</b>	Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
<b>SPECIFIC INDICATOR</b>	<b>HP 5 (5-6)-2.c.</b>	Describing challenges or obstacles a civilization/ country/ nation faced as it grew over time.  <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
<b>DOMAIN</b>	<b>RI.G.</b>	<b>Geography</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>G 1.</b>	The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.
<b>GSE STEM</b>	<b>G 1 (5-6)-1.</b>	Students understand maps, globes, and other geographic tools and technologies by...

SPECIFIC INDICATOR	G 1 (5-6)-1.a.	<p>Identifying physical features of maps and globes.</p> <p><u>Virtual Field Trips</u>  African Safari  Barcelona - English  Barcelona - Espagnol  Canada - An Overview  Exploring Cuba  Grade 4 - Southeast Region of the U.S.  La Selva Amazonica - Pte 1 (En Espagnol)  London - City of Pomp &amp; Majesty  National Parks - West - Alaska &amp; 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)  The Amazon Rainforest  The Amazon Rainforest - Part 1 - Older Grades  The Amazon Rainforest - Part 2 - Older Grades  The Amazon Rainforest - Part 2 - Younger Grades  Tokyo - City of Contrasts</p>
SPECIFIC INDICATOR	G 1 (5-6)-1.c.	<p>Differentiating between local, regional, and global scales (e.g., location of continents and oceans).</p> <p><u>Virtual Field Trips</u>  The Amazon Rainforest - Part 2 - Older Grades  The Amazon Rainforest - Part 2 - Younger Grades</p>
<b>DOMAIN</b>	<b>RI.G.</b>	<b>Geography</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>G 2.</b>	<b>Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.</b>
<b>GSE STEM</b>	<b>G 2 (5-6)-2.</b>	<b>Students distinguish between regions and places by...</b>
SPECIFIC INDICATOR	G 2 (5-6)-2.a.	<p>Comparing and contrasting the characteristics of different types of regions and places.</p> <p><u>Virtual Field Trips</u>  The Amazon Rainforest - Part 2 - Older Grades  The Amazon Rainforest - Part 2 - Younger Grades</p>
SPECIFIC INDICATOR	G 2 (5-6)-2.b.	<p>Explaining the difference between regions and places.</p> <p><u>Virtual Field Trips</u>  The Amazon Rainforest - Part 2 - Older Grades  The Amazon Rainforest - Part 2 - Younger Grades</p>
<b>DOMAIN</b>	<b>RI.G.</b>	<b>Geography</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>G 2.</b>	<b>Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.</b>
<b>GSE STEM</b>	<b>G 2 (5-6)-3.</b>	<b>Students understand different perspectives that individuals/ groups have by...</b>
SPECIFIC INDICATOR	G 2 (5-6)-3.a.	<p>Identifying and describing the physical and cultural characteristics that shape different places and regions.</p> <p><u>Virtual Field Trips</u>  African Safari  Barcelona - English  Barcelona - Espagnol  Canada - An Overview  Exploring Cuba  Grade 4 - Southeast Region of the U.S.  La Selva Amazonica - Pte 1 (En Espagnol)  London - City of Pomp &amp; Majesty  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California</p>



		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) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
SPECIFIC INDICATOR	G 2 (5-6)-3.b.	Researching a region to analyze how geography shapes that culture's perspective (e.g., demographics, climate, natural and man-made resources).  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (5-6)-4.	Students understand how geography contributes to how regions are defined / identified by...
SPECIFIC INDICATOR	G 2 (5-6)-4.a.	Identifying formal (e.g., United States of America), vernacular (e.g., the Middle East, South County), and functional regions (e.g., cell phone service area).  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 3.	Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.
GSE STEM	G 3 (5-6)-2.	Students understand the interrelationships of geography with resources by...
SPECIFIC INDICATOR	G 3 (5-6)-2.a.	Use evidence to correlate how geography meets or does not meet the needs of the people.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 4.	Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.
GSE STEM	G 4 (5-6)-3.	Students explain how human actions modify the physical environment by...
SPECIFIC INDICATOR	G 4 (5-6)-3.a.	Identifying how human actions have changed the physical environment and describe its effects.  <u>Virtual Field Trips</u> 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
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (5-6)-1.	Students demonstrate an understanding of basic economic concepts by...

SPECIFIC INDICATOR	E 1 (5-6)-1.a.	Differentiating between human, natural, capital, man-made, and renewable vs. finite resources.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
DOMAIN	R.I.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (5-6)-2.	Students demonstrate an understanding of the role of government in a global economy by...
SPECIFIC INDICATOR	E 3 (5-6)-2.a.	Identifying how governments provide goods and services in a market economy by taxing and borrowing.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol

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