

Main Criteria: South Carolina Standards & Learning

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: 5 - Adopted: 2014

STANDARD / COURSE	SC.5.E.	EARTH SCIENCE: CHANGES IN LANDFORMS AND OCEANS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.E.3.	The student will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.
PERFORMANCE DESCRIPTOR / STANDARD	5.E.3A.	Conceptual Understanding: Some of the land on Earth is located above water and some is located below the oceans. The downhill movement of water as it flows to the ocean shapes the appearance of the land. There are patterns in the location and structure of landforms found on the continents and those found on the ocean floor.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	5.E.3A.1.	Construct explanations of how different landforms and surface features result from the location and movement of water on Earth's surface through watersheds (drainage basins) and rivers. <u>Virtual Field Trips</u> 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
STANDARD / COURSE	SC.5.E.	EARTH SCIENCE: CHANGES IN LANDFORMS AND OCEANS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.E.3.	The student will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.
PERFORMANCE DESCRIPTOR / STANDARD	5.E.3B.	Conceptual Understanding: Earth's oceans and landforms can be affected by natural processes in various ways. Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	5.E.3B.1.	Analyze and interpret data to describe and predict how natural processes (such as weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface. <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
INDICATOR	5.E.3B.2.	Develop and use models to explain the effect of the movement of ocean water (including waves, currents, and tides) on the ocean shore zone (including beaches, barrier islands, estuaries, and inlets).

		<u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
INDICATOR	5.E.3B.3.	Construct scientific arguments to support claims that human activities (such as conservation efforts or pollution) affect the land and oceans of Earth. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol 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?
STANDARD / COURSE	SC.5.L.	LIFE SCIENCE: INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.L.4.	The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems.
PERFORMANCE DESCRIPTOR / STANDARD	5.L.4A.	Conceptual Understanding: Ecosystems are complex, interactive systems that include both the living components (biotic factors) and physical components (abiotic factors) of the environment. Ecosystems can be classified as either terrestrial (such as forests, wetlands, and grasslands) or aquatic (such as oceans, estuaries, lakes, and ponds).
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	5.L.4A.1.	Analyze and interpret data to summarize the abiotic factors (including quantity of light and water, range of temperature, salinity, and soil composition) of different terrestrial ecosystems and aquatic ecosystems. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
INDICATOR	5.L.4A.2.	Obtain and communicate information to describe and compare the biotic factors (including individual organisms, populations, and communities) of different terrestrial and aquatic ecosystems. <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?

STANDARD / COURSE	SC.5.L.	LIFE SCIENCE: INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.L.4.	The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems.
PERFORMANCE DESCRIPTOR / STANDARD	5.L.4B.	Conceptual Understanding: All organisms need energy to live and grow. Energy is obtained from food. The role an organism serves in an ecosystem can be described by the way in which it gets its energy. Energy is transferred within an ecosystem as organisms produce, consume, or decompose food. A healthy ecosystem is one in which a diversity of life forms are able to meet their needs in a relatively stable web of life.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	5.L.4B.1.	Analyze and interpret data to explain how organisms obtain their energy and classify an organisms as producers, consumers (including herbivore, carnivore, and omnivore), or decomposers (such as fungi and bacteria). <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?
INDICATOR	5.L.4B.2.	Develop and use models of food chains and food webs to describe the flow of energy in an ecosystem. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
INDICATOR	5.L.4B.3.	Construct explanations for how organisms interact with each other in an ecosystem (including predators and prey, and parasites and hosts). <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 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STANDARD / COURSE	SC.5.P.	PHYSICAL SCIENCE: FORCES AND MOTION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.P.5.	The student will demonstrate an understanding of the factors that affect the motion of an object.
PERFORMANCE DESCRIPTOR / STANDARD	5.P.5A.	Conceptual Understanding: The motion of an object can be described in terms of its position, direction, and speed. The rate and motion of an object is determined by multiple factors.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	5.P.5A.1.	Use mathematical and computational thinking to describe and predict the motion of an object (including position, direction, and speed).

		<u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
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South Carolina Standards & Learning

Social Studies

Grade: 5 - Adopted: 2011

STANDARD / COURSE	SC.5.	United States Studies: 1865 to the Present
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5-1:	The student will demonstrate an understanding of Reconstruction and its impact on the United States.
PERFORMANCE DESCRIPTOR / STANDARD		Reconstruction was a period of great hope, incredible change, and efforts at rebuilding. To understand Reconstruction and race relations in the United States, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	5-1.1.	Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXAMPLE / STAGE	5-1.2.	Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXAMPLE / STAGE	5-1.4.	Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / COURSE	SC.5.	United States Studies: 1865 to the Present
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5-2:	The student will demonstrate an understanding of the continued westward expansion of the United States.
PERFORMANCE DESCRIPTOR / STANDARD		People moved West seeking economic opportunities. To understand the challenges faced by migrants and immigrants as they moved West and the impact of this movement on the native peoples of the region, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	5-2.3.	Identify examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / COURSE	SC.5.	United States Studies: 1865 to the Present
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5-3:	The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.
PERFORMANCE DESCRIPTOR / STANDARD		The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	5-3.1.	Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass

		production and transportation and the invention of the light bulb, the telegraph, and the telephone. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXAMPLE / STAGE	5-3.4.	Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / COURSE	SC.5.	United States Studies: 1865 to the Present
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5-5:	The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.
PERFORMANCE DESCRIPTOR / STANDARD		The post-World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences. This Cold War affected all aspects of American life at home and abroad. To understand the impact of the Cold War, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	5-5.1.	Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War. <u>Virtual Field Trips</u> Exploring Cuba
STANDARD / COURSE	SC.5-SSLS.	Social Studies Literacy Skills for the Twenty-First Century
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5-SSLS.1.	Literacy Skills for Social Studies
PERFORMANCE DESCRIPTOR / STANDARD	5-SSLS.1.1.	Identify and explain cause-and-effect relationships. <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
PERFORMANCE DESCRIPTOR / STANDARD	5-SSLS.1.5.	Compare the political, economic and social effects of Reconstruction on different populations in the South and in other regions of the United States. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
PERFORMANCE DESCRIPTOR / STANDARD	5-SSLS.1.8.	Identify the locations of places, the conditions at places, and the connections between places. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE DESCRIPTOR / STANDARD	5-SSLS.1.12.	Explain how political, social, and economic institutions have influenced the state and nation throughout history. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
PERFORMANCE DESCRIPTOR / STANDARD	5-SSLS.1.16.	Explain how specialization facilitates trade.

		<u>Virtual Field Trips</u> Exploring Cuba
PERFORMANCE DESCRIPTOR / STANDARD	5-SSLS.1.19.	Explain the importance of taxes in providing public services to meet the needs of the individual and the community. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STANDARD / COURSE	SC.5-SSLS.	Social Studies Literacy Skills for the Twenty-First Century
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5-SSLS.2.	Partnership for the 21st Century Skills
PERFORMANCE DESCRIPTOR / STANDARD	5-SSLS.2.2.	Listen to and discuss the ideas of others. <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands Grade 4 - Southeast Region of the U.S. Jerusalem - Then and Now (Younger Grades) La Selva Amazonica - Pte 1 (En Espagnol) 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) 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 Tokyo - City of Contrasts Washington, DC - Grades K - 5