

Main Criteria: Utah Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 5
Correlation Options: Show Correlated

Utah Core Standards
Science

Grade: 5 - Adopted: 2002

STANDARD / AREA OF LEARNING	UT.1.	Intended Learning Outcome: Use Science Process and Thinking Skills.
OBJECTIVE / STRAND	1.a.	Observe simple objects, patterns, and events and report their observations. <u>Virtual Field Trips</u> Who Lives On a Coral Reef?
OBJECTIVE / STRAND	1.d.	Compare things, processes, and 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) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef?
OBJECTIVE / STRAND	1.e.	Use classification systems. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
STANDARD / AREA OF LEARNING	UT.2.	Intended Learning Outcome: Manifest Scientific Attitudes and Interests.
OBJECTIVE / STRAND	2.f.	Accept and use scientific evidence to help resolve ecological problems. <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 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STANDARD / AREA OF LEARNING	UT.5.	Intended Learning Outcome: Demonstrate Awareness of Social and Historical Aspects of Science.
OBJECTIVE / STRAND	5.a.	Cite examples of how science affects life. <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
OBJECTIVE / STRAND	5.b.	Understand the cumulative nature of science knowledge. <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
STANDARD / AREA OF LEARNING	UT.6.	Intended Learning Outcome: Understand the Nature of Science.
OBJECTIVE / STRAND	6.c.	Science findings are based upon evidence. <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
STANDARD / AREA OF LEARNING	UT.II.	Students will understand that volcanoes, earthquakes, uplift, weathering, and erosion reshape Earth's surface.
OBJECTIVE / STRAND	II.1.	Describe how weathering and erosion change Earth's surface.
INDICATOR / CLUSTER	II.1.a.	Identify the objects, processes, or forces that weather and erode Earth's surface (e.g., ice, plants, animals, abrasion, gravity, water, wind). <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR / CLUSTER	II.1.b.	Describe how geological features (e.g., valleys, canyons, buttes, arches) are changed through erosion (e.g., waves, wind, glaciers, gravity, running water). <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR / CLUSTER	II.1.c.	Explain the relationship between time and specific geological changes. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
STANDARD / AREA OF LEARNING	UT.II.	Students will understand that volcanoes, earthquakes, uplift, weathering, and erosion reshape Earth's surface.
OBJECTIVE / STRAND	II.2.	Explain how volcanoes, earthquakes, and uplift affect Earth's surface.
INDICATOR / CLUSTER	II.2.a.	Identify specific geological features created by volcanoes, earthquakes, and uplift. <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

INDICATOR / CLUSTER	II.2.b.	<p>Give examples of different landforms that are formed by volcanoes, earthquakes, and uplift (e.g., mountains, valleys, new lakes, canyons).</p> <p><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</p>
INDICATOR / CLUSTER	II.2.c.	<p>Describe how volcanoes, earthquakes, and uplift change landforms.</p> <p><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</p>
STANDARD / AREA OF LEARNING	UT.II.	Students will understand that volcanoes, earthquakes, uplift, weathering, and erosion reshape Earth's surface.
OBJECTIVE / STRAND	II.3.	Relate the building up and breaking down of Earth's surface over time to the various physical land features.
INDICATOR / CLUSTER	II.3.b.	<p>Describe the role of deposition in the processes that change Earth's surface.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks of the Western Region - Part 1</p>
INDICATOR / CLUSTER	II.3.d.	<p>Describe and justify how the surface of Earth would appear if there were no mountain uplift, weathering, or erosion.</p> <p><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</p>
STANDARD / AREA OF LEARNING	UT.V.	Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment.
OBJECTIVE / STRAND	V.2.	Describe how some characteristics could give a species a survival advantage in a particular environment.
INDICATOR / CLUSTER	V.2.a.	<p>Compare the traits of similar species for physical abilities, instinctual behaviors, and specialized body structures that increase the survival of one species in a specific environment over another species (e.g., difference between the feet of snowshoe hare and cottontail rabbit, differences in leaves of plants growing at different altitudes, differences between the feathers of an owl and a hummingbird, differences in parental behavior among various fish).</p> <p><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</p>

		The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR / CLUSTER	V.2.c.	Describe how a particular physical attribute may provide an advantage for survival in one environment but not in another (e.g., heavy fur in arctic climates keep animals warm whereas in hot desert climates it would cause overheating; flippers on such animals as sea lions and seals provide excellent swimming structures in the water but become clumsy and awkward on land; cacti retain the right amount of water in arid regions but would develop root rot in a more temperate region; fish gills have the ability to absorb oxygen in water but not on land). <u>Virtual Field Trips</u> African Safari 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?
INDICATOR / CLUSTER	V.2.d.	Research a specific plant or animal and report how specific physical attributes provide an advantage for survival in a specific environment. <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 Who Lives On a Coral Reef?

Utah Core Standards

Social Studies

Grade: 5 - Adopted: 2010

STANDARD / AREA OF LEARNING	UT.I.	United States Studies: Students will understand how the exploration and colonization of North America transformed human history.
OBJECTIVE / STRAND	I.B.	The era of the exploration and colonization of the Americas by Europeans marked the beginning of the recorded history of what is now the United States. This period also marked the beginning of global trade and cultural exchanges that would alter the lives of people around the world. This era would significantly affect the range of personal freedom among individuals and groups in the Americas. The growing conflicts between American Indian populations and European colonists, and the expansion of the African slave trade provide contrasts to the emerging development of self-rule.
INDICATOR / CLUSTER	I.1:	Describe and explain the growth and development of the early American colonies.

EXPECTATION / STANDARD	I.1.e.	Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political). <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / AREA OF LEARNING	UT.I.	United States Studies: Students will understand how the exploration and colonization of North America transformed human history.
OBJECTIVE / STRAND	I.B.	The era of the exploration and colonization of the Americas by Europeans marked the beginning of the recorded history of what is now the United States. This period also marked the beginning of global trade and cultural exchanges that would alter the lives of people around the world. This era would significantly affect the range of personal freedom among individuals and groups in the Americas. The growing conflicts between American Indian populations and European colonists, and the expansion of the African slave trade provide contrasts to the emerging development of self-rule.
INDICATOR / CLUSTER	I.2:	Assess the global impact of cultural and economic diffusion as a result of colonization.
EXPECTATION / STANDARD	I.2.a.	Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets). <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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INDICATOR / CLUSTER	I.3:	Distinguish between the rights and responsibilities held by different groups of people during the colonial period.
EXPECTATION / STANDARD	I.3.a.	Compare the varying degrees of freedom held by different groups (e.g. American Indians, landowners, women, indentured servants, enslaved people). <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / AREA OF LEARNING	UT.III.	United States Studies: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.
OBJECTIVE / STRAND	III.B.	The new United States needed a set of rules. A group of leading thinkers of the Revolutionary era met to create a new document to lay out the form of the new government. Drawing upon ideas both old and new, and finding ways to compromise to meet the needs and demands of multiple interests, they created this new government charter called the Constitution. The Constitution created a strong national government with separate branches within the government to insure there were checks on power and balances of responsibilities. The Constitution has been changed, or

		amended, numerous times since then, first with the addition of the Bill of Rights.
INDICATOR / CLUSTER	III.1:	Assess the underlying principles of the US Constitution.
EXPECTATION / STANDARD	III.1.c.	Distinguish between the role of the Legislative, Executive, and Judicial branches of the government. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
EXPECTATION / STANDARD	III.1.e.	Describe the concept of checks and balances. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STANDARD / AREA OF LEARNING	UT.IV.	United States Studies: Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.
OBJECTIVE / STRAND	IV.B.	As the United States expanded westward, major issues, some of them from the first years of the nation, began to challenge the stability of the nation. As the nation expanded, issues of states rights, the institution of slavery, and economic development culminated in a Civil War. This war formally ended slavery and strengthened the power of the Federal government. The era after the Civil War was a time of major economic development and technological innovation.
INDICATOR / CLUSTER	IV.2:	Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.
EXPECTATION / STANDARD	IV.2.b.	Compare how cultural and economic differences of the North and South led to tensions. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION / STANDARD	IV.2.c.	Identify the range of individual responses to the growing political conflicts between the North and South (e.g. states rights advocates, abolitionists, slaveholders, enslaved people). <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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INDICATOR / CLUSTER	IV.3:	Evaluate the course of events of the Civil War and its impact both immediate and long-term.
EXPECTATION / STANDARD	IV.3.d.	Examine the difficulties of reconciliation within the nation. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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INDICATOR / CLUSTER	IV.4:	Understand the impact of major economic forces at work in the post-Civil War.
EXPECTATION / STANDARD	IV.4.a.	Assess how the free-market system in the United States serves as an engine of change and innovation. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION / STANDARD	IV.4.b.	Describe the wide-ranging impact of the Industrial Revolution (e.g. inventions, industries, innovations). <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.

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