

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: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

E1:

The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L1:

Organisms are organized on a cellular basis and have a finite life span.

Virtual Field Trips

Galapagos Islands

How Coral Reefs Are Formed

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L2:

Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Nevada, California

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L4:

The unity and diversity of organisms, living and extinct, is the result of evolution.

Virtual Field Trips

Galapagos Islands

STRAND		Core Ideas for Using Science
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CONCEPT / STANDARD	U1:	Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised. Virtual Field Trips Galapagos Islands National Parks - Wyoming, Utah
CONCEPT / STANDARD	U2:	The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Today
CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Grade 4 - Midwest Region Today Grade 4 - Southwest Region Today Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

STRAND		Fifth Grade: Patterns; Scale, Proportion, and Quantity
CONCEPT / STANDARD		Physical Sciences: Students develop an understanding that changes can occur to matter/objects on Earth or in space, but both energy and matter follow the pattern of being conserved during those changes.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Physical Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	5.P2U1.3.	Construct an explanation using evidence to demonstrate that objects can affect other objects even when they are not touching. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Today
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STRAND		Fifth Grade: Patterns; Scale, Proportion, and Quantity
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CONCEPT / STANDARD		Life Sciences: Students develop an understanding of patterns and how genetic information is passed from generation to generation. They also develop the understanding of how genetic information and environmental features impact the survival of an organism.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Life Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION 5.L4U3.1 Obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

Who Lives On a Coral Reef?

Arizona's College and Career Ready Standards

Social Studies

Grade: 5 - Adopted: 2018

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 1: Developing Compelling Questions

OBJECTIVE / GRADE LEVEL EXPECTATION Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 2: Constructing Supporting Questions
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OBJECTIVE / GRADE LEVEL EXPECTATION Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

Virtual Field Trips

Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Today
 Rome - The Eternal City

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SP1.3.	Generate questions about individuals and groups who have shaped significant historical changes and continuities.

GRADE LEVEL EXPECTATION 5.SP1.3.1 Key individuals or groups should represent the time-period being studied and be inclusive of the diversity represented in the history of the United States.

Virtual Field Trips

Grade 4 - Northeast
 Grade 4 - Southeast Region of the U.S.
 Grade 4 - Southwest Region Early Beginnings

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SP2.1.	Explain why individuals and groups during the same historical period differed in their perspectives.

GRADE LEVEL EXPECTATION	5.SP2.1.1	Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers.
		Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

GRADE LEVEL EXPECTATION	5.SP2.1.2	Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights.
		Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SP4.1.	Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.

GRADE LEVEL EXPECTATION	5.SP4.1.1	Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization.
		Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.C3.1.	Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

GRADE LEVEL EXPECTATION	5.C3.1.1.	Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble.
		Virtual Field Trips Ancient Greece

GRADE LEVEL EXPECTATION	5.C3.1.2.	Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism.
<u>Virtual Field Trips</u> Washington, DC - Grades K - 5		

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Process, rules, and laws direct how individuals are governed and how society addresses problems.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.C4.1.	Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

GRADE LEVEL EXPECTATION	5.C4.1.1.	Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century.
<u>Virtual Field Trips</u> Grade 4 - Northeast		

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.E2.1.	Compare the benefits and costs of individual choices within the context of key historical events.

GRADE LEVEL EXPECTATION	5.E2.1.1.	Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry.
<u>Virtual Field Trips</u> Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings		

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The domestic economy is shaped by interactions between government, institutions, and the private sector.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.E4.2.	Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings
STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.G3.1.	Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

GRADE LEVEL EXPECTATION	5.G3.1.1.	Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration.
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Virtual Field Trips
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Northeast
 Grade 4 - Southeast Region of the U.S.
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Geography

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Global interconnections and spatial patterns are a necessary part of geographic reasoning.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.G4.1.	Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.
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Virtual Field Trips
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Geography

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Cycles of conflict and cooperation have shaped relations among people, places, and environments.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.H2.1.	Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

GRADE LEVEL EXPECTATION	5.H2.1.1.	Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability.
		<u>Virtual Field Trips</u> Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.H4.1.	Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.
		<u>Virtual Field Trips</u> Grade 4 - Northeast Grade 4 - West Region Early Beginnings