

Main Criteria: California Content Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 5
Correlation Options: Show Correlated

California Content Standards
Science
Grade: 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.5-PS.	PHYSICAL SCIENCE
PERFORMANCE STANDARD / MODE	5-PS3.	Energy
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Virtual Field Trips
[Galapagos Islands](#)
[Who Lives On a Coral Reef?](#)

CONTENT STANDARD / DOMAIN / PART	CA.5-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Virtual Field Trips
[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](#)
[Galapagos Islands](#)
[Who Lives On a Coral Reef?](#)

CONTENT STANDARD / DOMAIN / PART	CA.5-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	5-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	5-ESS2- 1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 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 Geography Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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FOUNDATION / PROFICIENCY LEVEL	5-ESS2- 2.	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Virtual Field Trips National Parks - Nevada, California
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CONTENT STANDARD / DOMAIN / PART	CA.5- ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	5-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTANDARD		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	5-ESS3- 1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
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California Content Standards

Social Studies

Grade: 5 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.1.	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

EXPECTATION / SUBSTRAND	5.1.1.	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.1.2.	Describe their varied customs and folklore traditions. Virtual Field Trips Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.1.3.	Explain their varied economies and systems of government. Virtual Field Trips Grade 4 - West Region Early Beginnings
CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.2.	Students trace the routes of early explorers and describe the early explorations of the Americas.
EXPECTATION / SUBSTRAND	5.2.1.	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). Virtual Field Trips Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.2.2.	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation). Virtual Field Trips Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.2.3.	Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.2.4.	Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.3.	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

EXPECTATION / SUBSTRAND 5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).

Virtual Field Trips

Canada: Our Northern Neighbor

EXPECTATION / SUBSTRAND 5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).

Virtual Field Trips

Grade 4 - Southwest Region Early Beginnings

EXPECTATION / SUBSTRAND 5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota (Sioux)).

Virtual Field Trips

Grade 4 - Southwest Region Early Beginnings

EXPECTATION / SUBSTRAND 5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

Virtual Field Trips

Grade 4 - Southwest Region Early Beginnings

CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.4.	Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

EXPECTATION / SUBSTRAND 5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

EXPECTATION / SUBSTRAND 5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

Virtual Field Trips

Grade 4 - Northeast

EXPECTATION / SUBSTRAND 5.4.3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

Virtual Field Trips

Grade 4 - Northeast

EXPECTATION / SUBSTRAND	5.4.5.	Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
		Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

EXPECTATION / SUBSTRAND	5.4.6.	Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
		Virtual Field Trips Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.5.	Students explain the causes of the American Revolution.

EXPECTATION / SUBSTRAND	5.5.1.	Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
		Virtual Field Trips Grade 4 - Northeast

EXPECTATION / SUBSTRAND	5.5.3.	Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
		Virtual Field Trips Grade 4 - Northeast

EXPECTATION / SUBSTRAND	5.5.4.	Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).
		Virtual Field Trips Grade 4 - Northeast

CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.6.	Students understand the course and consequences of the American Revolution.

EXPECTATION / SUBSTRAND	5.6.1.	Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
		Virtual Field Trips Grade 4 - Northeast

EXPECTATION / SUBSTRAND	5.6.2.	Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'sciuszko, Baron Friedrich Wilhelm von Steuben).
Virtual Field Trips Grade 4 - Northeast		

EXPECTATION / SUBSTRAND	5.6.4.	Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
Virtual Field Trips Grade 4 - Northeast		

EXPECTATION / SUBSTRAND	5.6.5.	Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
Virtual Field Trips Grade 4 - Northeast		

CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.8.	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

EXPECTATION / SUBSTRAND	5.8.1.	Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings		

EXPECTATION / SUBSTRAND	5.8.2.	Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings		

EXPECTATION / SUBSTRAND	5.8.3.	Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings		

EXPECTATION / SUBSTRAND	5.8.4.	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings		

EXPECTATION / SUBSTRAND	5.8.5.	Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. Virtual Field Trips Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today
EXPECTATION / SUBSTRAND	5.8.6.	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War. Virtual Field Trips Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings
PERFORMANCE STANDARD / MODE	5.9.	Students know the location of the current 50 states and the names of their capitals. Virtual Field Trips Barcelona Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	K-5.CST.2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation. 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

EXPECTATION / SUBSTRAND	K-5.CST.3.	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 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 Canada: Our Northern Neighbor 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
EXPECTATION / SUBSTRAND	K-5.CST.4.	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
EXPECTATION / SUBSTRAND	K-5.CST.5.	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. Virtual Field Trips 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 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 Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View

EXPECTATION / SUBSTRAND	K-5.REPV.2.	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 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 London - City of Pomp & Majesty Rome - The Eternal City
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.HI.	Historical Interpretation
EXPECTATION / SUBSTRAND	K-5.HI.1.	Students summarize the key events of the era they are studying and explain the historical contexts of those events. 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 Washington, DC - Grades K - 5

EXPECTATION / SUBSTRAND	K-5.HI.2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
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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

Ancient China - Qin & Han Dynasties

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades K - 5

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades K - 5

EXPECTATION / SUBSTRAND	K-5.HI.3.	Students identify and interpret the multiple causes and effects of historical events.
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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

Canada: Our Northern Neighbor

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

EXPECTATION / K-5.HI.4. Students conduct cost-benefit analyses of historical and current events.
SUBSTRAND

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