

Main Criteria: Connecticut State Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Connecticut State Standards

Science

Grade: 5 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.5- PS.	PHYSICAL SCIENCE
STATE FRAMEWORK	5-PS3.	Energy
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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?

DOMAIN / CONTENT STANDARD	NGSS.5- LS.	LIFE SCIENCE
STATE FRAMEWORK	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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?

DOMAIN / CONTENT STANDARD	NGSS.5- ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	5-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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
-----------	-----------	--

INDICATOR	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
-----------	-----------	---

DOMAIN / CONTENT STANDARD	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	5-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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?
-----------	-----------	---

Connecticut State Standards

Social Studies

Grade: 5 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-1.	Migration and Settlement

INDICATOR	5.His.14.a.	Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., archeological evidence). Virtual Field Trips Grade 4 - West Region Early Beginnings
INDICATOR	5.Geo.8.a.	Describe the connection between natural resources and human settlement patterns in the Atlantic and Pacific Worlds (e.g., Caribbean, Europe, North America, South America, West Africa). Virtual Field Trips Grade 4 - West Region Early Beginnings
INDICATOR	5.His.14.b.	Describe the causes and effects of European exploration and settlement of the Americas (e.g., conflict, enslavement, land rights, sovereignty, trade). Virtual Field Trips Grade 4 - West Region Early Beginnings
INDICATOR	5.Geo.4.a.	Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (e.g., rice cultivation, open field system, companion planting). Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-2.	The Colonial Era

INDICATOR	5.Eco.5.a.	Describe the role of money and currency in trade during the Colonial Era (e.g., British and Spanish coins, tobacco, wampum, paper money). Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	5.Eco.3.a.	Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions (e.g., indentured and slave labor, natural resources, tools, machines). Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	5.Eco.4.a.	Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies (e.g., availability and access to natural resources, hydropower, labor, trade routes). Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

INDICATOR	5.Civ.8.a. Identify the civic virtues and democratic principles that contributed to the rejection of British parliamentary rule of the North American colonies.
	Virtual Field Trips Grade 4 - Northeast

DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-3.	The American Revolution

INDICATOR	5.Eco.1.a. Compare the benefits and costs of governmental and individual choices leading to the American Revolution (e.g., taxation, homespun movement, right to property).
	Virtual Field Trips Grade 4 - Northeast

INDICATOR	5.His.10.a. Compare information provided by multiple historical sources about the people and events of the American Revolution (e.g., purpose, maker, significance, fact, opinion, bias).
	Virtual Field Trips Grade 4 - Northeast

INDICATOR	5.His.14.e. Explain probable causes and effects of major turning points in the American Revolution (e.g., Battle of Bunker Hill, Boston Massacre, Saratoga, Valley Forge).
	Virtual Field Trips Grade 4 - Northeast

INDICATOR	5.Eco.15.a. Explain economic interdependence between the New England, Middle, and Southern colonies during the American Revolution (e.g., trade, efforts to support the continental cause).
	Virtual Field Trips Grade 4 - Northeast

DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-4.	The United States Constitution and Civic Participation

INDICATOR	5.Civ.3.a. Examine the origins and purpose of key provisions of the United States Constitution (e.g., checks and balances, limited government, popular sovereignty, republicanism, separations of powers, federalism).
	Virtual Field Trips Washington, DC - Grades K - 5

INDICATOR	5.Civ.5.a. Explain the role of the Constitution in establishing a system of government in the United States (e.g., federalism, separation of power, states' rights).
	Virtual Field Trips Washington, DC - Grades K - 5