

Main Criteria: Michigan Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Michigan Academic Standards

Science

Grade: 5 - Adopted: 2015

| STRAND / STANDARD CATEGORY | MI.SC.2. | Matter and Energy in Organisms and Ecosystems |
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STANDARD 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?

STANDARD 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?

| STRAND / STANDARD CATEGORY | MI.SC.3. | Earth's Systems |
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STANDARD 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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| STANDARD | 5-ESS2-1MI. | Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin. 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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| STANDARD | 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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| STANDARD | 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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Michigan Academic Standards
Social Studies
Grade: 5 - Adopted: 2019

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| STAND / STANDARD CATEGORY | | SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5 |
| STANDARD | P1. | READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY |

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| GRADE LEVEL EXPECTATION | P1.1. | Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert |
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| GRADE LEVEL EXPECTATION | P1.3. | Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps. |
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Virtual Field Trips

- Canada: Coast to Coast
- Canada: Our Northern Neighbor
- Grade 4 - Northeast
- The Sahara Desert

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| ST RAND / ST ANDARD CATEGORY | | SOCIAL STUDIES PROCESS AND SKILLS ST ANDARDS 3-5 |
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| ST ANDARD | P2. | INQUIRY, RESEARCH, AND ANALYSIS |
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| GRADE LEVEL EXPECTATION | P2.1. | Use compelling and supporting questions to investigate social studies problems. |
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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
- 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

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| GRADE LEVEL EXPECTATION | P2.2. | Differentiate between compelling questions and supporting questions. |
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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
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- Grade 4 - Southwest Region Early Beginnings
- Grade 4 - West Region Early Beginnings
- Grade 4 - West Region Today
- Rome - The Eternal City

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| GRADE LEVEL EXPECTATION | P2.3. | Use supporting questions to help answer compelling social studies questions. 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 |
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| GRADE LEVEL EXPECTATION | P2.5. | Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert |
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| ST RAND / ST ANDARD CATEGORY | | SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5 |
| STANDARD | P3. | PUBLIC DISCOURSE AND DECISION MAKING |

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| GRADE LEVEL EXPECTATION | P3.4. | Explain the challenges people have faced and actions they have taken to address issues at different times and places. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography |
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| ST RAND / ST ANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U1. | USHG ERA 1 – BEGINNINGS TO 1620 |
| GRADE LEVEL EXPECTATION | U1.1. | Indigenous Peoples’ Lives in the Americas – Describe the lives of the Indigenous Peoples living in North America prior to European contact. |

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| EXPECTATION | 5 – U1.1.1. | Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings |
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| EXPECTATION | 5 – U1.1.2. | Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment. Virtual Field Trips Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings |
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| EXPECTATION | 5 – U1.1.3. | Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land. Virtual Field Trips Grade 4 - Northeast |
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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U1. | USHG ERA 1 – BEGINNINGS TO 1620 |
| GRADE LEVEL EXPECTATION | U1.2. | European Exploration – Identify the causes and consequences of European exploration and colonization. |

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| EXPECTATION | 5 – U1.2.1. | Explain the technological and political developments that made sea exploration possible. Virtual Field Trips Grade 4 - Northeast |
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| EXPECTATION | 5 – U1.2.2. | Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. Virtual Field Trips Grade 4 - West Region Early Beginnings |
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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U1. | USHG ERA 1 – BEGINNINGS TO 1620 |
| GRADE LEVEL EXPECTATION | U1.4. | Three World Interactions – Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century. |

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| EXPECTATION | 5 – U1.4.1. | Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups. Virtual Field Trips Grade 4 - Southeast Region of the U.S. |
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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U2. | USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763) |
| GRADE LEVEL EXPECTATION | U2.1. | European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies. |
| EXPECTATION | 5 – U2.1.1. | Describe significant developments in the Southern colonies, including: |

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| INDICATOR | 5 – U2.1.1.1. | patterns of settlement and control, including the impact of geography (landforms and climate) on settlement. Virtual Field Trips Grade 4 - Southeast Region of the U.S. |
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| INDICATOR | 5 – U2.1.1.3. | the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia). Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. |
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| INDICATOR | 5 – U2.1.1.6. | the development of slavery. Virtual Field Trips Grade 4 - Southeast Region of the U.S. |
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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U2. | USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763) |
| GRADE LEVEL EXPECTATION | U2.1. | European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies. |
| EXPECTATION | 5 – U2.1.2. | Describe significant developments in the New England colonies, including: |

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| INDICATOR | 5 – U2.1.2.1. | patterns of settlement and control including the impact of geography (landforms and climate) on settlement. Virtual Field Trips Grade 4 - Southeast Region of the U.S. |
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| INDICATOR | 5 – U2.1.2.4. | religious tensions in Massachusetts that led to the establishment of other colonies in New England. Virtual Field Trips Grade 4 - Northeast |
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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U2. | USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763) |
| GRADE LEVEL EXPECTATION | U2.1. | European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies. |
| EXPECTATION | 5 – U2.1.3. | Describe significant developments in the Middle colonies, including: |

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| INDICATOR | 5 – U2.1.3.1. | patterns of settlement and control, including the impact of geography (landforms and climate) on settlement. Virtual Field Trips Grade 4 - Southeast Region of the U.S. |
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| INDICATOR | 5 – U2.1.3.3. | the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies. Virtual Field Trips Grade 4 - Northeast |
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INDICATOR 5 – immigration patterns leading to ethnic diversity in the Middle colonies.
U2.1.3.4.

[Virtual Field Trips](#)

[Grade 4 - Northeast](#)

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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U2. | USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763) |
| GRADE LEVEL EXPECTATION | U2.1. | European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies. |

EXPECTATION 5 – Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.
U2.1.4.

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[Grade 4 - Southeast Region of the U.S.](#)

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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U2. | USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763) |
| GRADE LEVEL EXPECTATION | U2.2. | European Slave Trade and Slavery in Colonial America – Analyze the development of the slave system in the Americas and its impact. |

EXPECTATION 5 – Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.
U2.2.2.

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EXPECTATION 5 – Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.
U2.2.3.

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[Grade 4 - Southeast Region of the U.S.](#)

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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U2. | USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763) |
| GRADE LEVEL EXPECTATION | U2.3. | Life in Colonial America – Distinguish among and explain the reasons for regional differences in colonial America. |

EXPECTATION 5 – Locate the New England, Middle, and Southern colonies on a map.
U2.3.1.

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[Grade 4 - Southeast Region of the U.S.](#)

EXPECTATION 5 – Describe colonial life in America from the perspectives of at least three different groups of people.
U2.3.3.

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[Grade 4 - Southeast Region of the U.S.](#)

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| EXPECTATION | 5 – U2.3.4. | Describe the development of the emerging labor force in the colonies. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. |
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| EXPECTATION | 5 – U2.3.5. | Make generalizations about the reasons for regional differences in colonial America. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. |
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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U3. | USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754 - 1800) |
| GRADE LEVEL EXPECTATION | U3.1. | Causes of the American Revolution – Identify the major political, economic, and ideological reasons for the American Revolution. |

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| EXPECTATION | 5 – U3.1.1. | Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy. Virtual Field Trips Grade 4 - Northeast |
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| EXPECTATION | 5 – U3.1.2. | Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts. Virtual Field Trips Grade 4 - Northeast |
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| EXPECTATION | 5 – U3.1.3. | Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). Virtual Field Trips Grade 4 - Northeast |
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| EXPECTATION | 5 – U3.1.4. | Describe the role of the First and Second Continental Congresses in unifying the colonies. Virtual Field Trips Grade 4 - Northeast |
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| EXPECTATION | 5 – U3.1.5. | Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so. Virtual Field Trips Grade 4 - Northeast |
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| EXPECTATION | 5 – U3.1.7. | Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. Virtual Field Trips Grade 4 - Northeast |
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EXPECTATION 5 – U3.1.8. Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

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| STRAND / STANDARD CATEGORY | | SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE |
| STANDARD | U3. | USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754 - 1800) |
| GRADE LEVEL EXPECTATION | U3.2. | The American Revolution and its Consequences – Explain the multi-faceted nature of the American Revolution and its consequences. |

EXPECTATION 5 – U3.2.1. Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.

Virtual Field Trips

Grade 4 - Northeast

EXPECTATION 5 – U3.2.3. Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.

Virtual Field Trips

Grade 4 - Northeast