

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: 2019

STANDARD / AREA OF LEARNING		SEEd - Grade 5 (2019)
OBJECTIVE / STRAND	Strand 5.1:	CHARACTERISTICS AND INTERACTIONS OF EARTH'S SYSTEMS
INDICATOR / CLUSTER		Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). Within these systems, the location of Earth's land and water can be described. Also, these systems interact in multiple ways. Weathering and erosion are examples of interactions between Earth's systems. Some interactions cause landslides, earthquakes, and volcanic eruptions that impact humans and other organisms. Humans cannot eliminate natural hazards, but solutions can be designed to reduce their impact.

EXPECTATION / STANDARD Standard 5.1.1. Analyze and interpret data to describe patterns of Earth's features. Emphasize most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans while major mountain chains may be found inside continents or near their edges. Examples of data could include maps showing locations of mountains on continents and the ocean floor or the locations of volcanoes and earthquakes. (ESS2.B)

Virtual Field Trips
 Galapagos Islands
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms
 National Parks - Nevada, California
 National Parks - Wyoming, Utah

EXPECTATION / STANDARD Standard 5.1.2. Use mathematics and computational thinking to compare the quantity of saltwater and freshwater in various reservoirs to provide evidence for the distribution of water on Earth. Emphasize reservoirs such as oceans, lakes, rivers, glaciers, groundwater, and polar ice caps. Examples of using mathematics and computational thinking could include measuring, estimating, graphing, or finding percentages of quantities. (ESS2.C)

Virtual Field Trips
 National Parks - Nevada, California

EXPECTATION / STANDARD Standard 5.1.3. Ask questions to plan and carry out investigations that provide evidence for the effects of weathering and the rate of erosion on the geosphere. Emphasize weathering and erosion by water, ice, wind, gravity, or vegetation. Examples could include observing the effects of cycles of freezing and thawing of water on rock or changing the slope in the downhill movement of water. (ESS2.A, ESS2.E)

Virtual Field Trips
 Grade 4 - Midwest Region Today
 Grade 4 - Southwest Region Early Beginnings
 National Parks - Alaska & Hawaii
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah

EXPECTATION / STANDARD	Standard 5.1.4.	Develop a model to describe interactions between Earth's systems including the geosphere, biosphere, hydrosphere, and/or atmosphere. Emphasize interactions between only two systems at a time. Examples could include the influence of a rainstorm in a desert, waves on a shoreline, or mountains on clouds. (ESS2.A)
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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

STANDARD / AREA OF LEARNING		SEEd - Grade 5 (2019)
OBJECTIVE / STRAND	Strand 5.3:	CYCLING OF MATTER IN ECOSYSTEMS
INDICATOR / CLUSTER		Matter cycles within ecosystems and can be traced from organism to organism. Plants use energy from the Sun to change air and water into matter needed for growth. Animals and decomposers consume matter for their life functions, continuing the cycling of matter. Human behavior can affect the cycling of matter. Scientists and engineers design solutions to conserve Earth's environments and resources.

EXPECTATION / STANDARD	Standard 5.3.2.	Obtain, evaluate, and communicate information that animals obtain energy and matter from the food they eat for body repair, growth, and motion and to maintain body warmth. Emphasize that the energy used by animals was once energy from the Sun. Cellular respiration will be taught in Grades 6 through 8. (PS3.D, LS1.C)
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Virtual Field Trips

Galapagos Islands

Who Lives On a Coral Reef?

EXPECTATION / STANDARD	Standard 5.3.3.	Develop and use a model to describe the movement of matter among plants, animals, decomposers, and the environment. Emphasize that matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Examples could include simple food chains from ecosystems such as deserts or oceans or diagrams of decomposers returning matter to the environment. Complex interactions in a food web will be taught in Grades 6 through 8. (LS2.A, LS2.B)
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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?

EXPECTATION / STANDARD	Standard 5.3.4.	Evaluate design solutions whose primary function is to conserve Earth's environments and resources. Define the problem, identify criteria and constraints, analyze available data on proposed solutions, and determine an optimal solution. Emphasize how humans can balance everyday needs (agriculture, industry, and energy) while conserving Earth's environments and resources. (ESS3.A, ESS3.C, ETS1.A, ETS1.B, ETS1.C)
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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

Canada: Our Northern Neighbor

Galapagos Islands

Grade 4 - Northeast

Grade 4 - West Region Geography

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?

Utah Core Standards

Social Studies

Grade: 5 - Adopted: 2022

STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.1:	THE IMPACTS OF GEOGRAPHY AND HUMAN INTERACTION IN NORTH AMERICA (PRE-CONTACT TO EARLY COLONIZATION) - Students will understand how geography had a major impact on the more than 500 tribes and over 50 million indigenous people living in North America prior to European exploration, as well as how it affected methods of exploration. They will evaluate how the Age of Exploration and early colonization opened the way for the global movement of ideas, innovations, foods, and values and how the world was affected in ways that we can still see today.

INDICATOR / CLUSTER	5.1.1:	Cite examples to illustrate how the physical geography of North America (for example, landforms, seasons, weather, bodies of water) influenced the lives of Native American tribal groups.
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Virtual Field Trips

Grade 4 - West Region Early Beginnings

INDICATOR / CLUSTER	5.1.2:	Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization (for example, agriculture, respect for the earth and environment, inventions, fashion, art, government, language, medicines, ritual and ceremony).
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Virtual Field Trips

Grade 4 - West Region Early Beginnings

INDICATOR / CLUSTER	5.1.3:	Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization of North America (for example, fleeing persecution, enslavement, economic advancement, indentured servitude, religious freedom/isolationism).
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Virtual Field Trips

Grade 4 - West Region Early Beginnings

STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.2:	ROAD TO SELF-GOVERNMENT - Students will examine British colonial policies that led colonists to becoming Loyalists, Patriots, or neutral leading up to the American Revolution. They will recognize how the actions of key individuals influenced the outcome of the Revolution. Students will explain how the colonists prevailed in gaining their independence and summarize significant ideas in the Declaration of Independence.

INDICATOR / CLUSTER	5.2.1:	Use primary sources to craft an argument representing different perspectives during the period leading to the American Revolution (for example, men and women who were Loyalists, Patriots, Native Americans, enslaved people). Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.2.2:	Summarize the most significant ideas found in the Declaration of Independence. Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.2.3:	Explain how the actions of key individuals and groups influenced the outcome of the American Revolution (for example, George Washington, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Mercy Warren, Alexander Hamilton, King George III, Haudenosaunee (Iroquois) Confederacy, Marquis De Lafayette, Phillis Wheatley). Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.2.4:	Use evidence from primary and secondary sources to craft an argument that explains how the American colonists prevailed over one of the world's most powerful empires. Virtual Field Trips Grade 4 - Northeast

STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.3:	UNITED STATES GOVERNMENT AND CITIZENSHIP - Students will demonstrate their understanding of the Constitution and its relevance in their lives, including the Bill of Rights, the branches of government, and how the Constitution has changed and been interpreted over time.

INDICATOR / CLUSTER	5.3.1:	Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois) Confederacy). Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.3.3:	Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances. Virtual Field Trips Washington, DC - Grades K - 5

STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.4:	19TH CENTURY—A TIME OF CHANGE - Students will analyze changes brought by Westward Expansion, the Industrial Revolution, and the movement of people. They will understand the effects of this expansion and movement on Native American people and the preservation of those communities while facing adversity. Students will examine how conflicts and division led to the United States Civil War and the lasting impacts of its outcome.

INDICATOR / CLUSTER	5.4.1:	Use evidence from multiple perspectives (for example, pioneers, 49ers, Black Americans, Chinese Americans, Native Americans, new immigrants, people experiencing religious persecution) to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
INDICATOR / CLUSTER	5.4.2:	Use primary sources to explain the driving forces for why people immigrated and emigrated during the 19th century, as well as the ways that movement changed the nation. Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.4.3:	Summarize the impacts of forced relocation and assimilation on Native American people and how they have preserved their communities in the face of such adversity. Virtual Field Trips Grade 4 - Southwest Region Early Beginnings
INDICATOR / CLUSTER	5.4.4:	Use primary and secondary sources to compare how differences in economics, politics, and culture (for example, slavery, political and economic competition in Western territories) between the North and South led to the United States Civil War. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR / CLUSTER	5.4.5:	Explain how the actions of key individuals and groups influenced the outcome of the Civil War (for example, Abraham Lincoln, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, Stonewall Jackson, William Tecumseh Sherman, Harriet Beecher Stowe, Rose O'Neal Greenhow, Frederick Douglass, Harriet Tubman). Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR / CLUSTER	5.4.7:	Identify the Civil War's most important outcomes (for example, end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North), and explain how outcomes of the Civil War continue to resonate today. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.6:	CURRENT NATIONAL ISSUES AND POTENTIAL SOLUTIONS - Students will understand current national issues and explore their rights and responsibilities as citizens and residents of the United States.
INDICATOR / CLUSTER	5.6.3:	Connect the causes and lasting effects of at least two social movements and their leaders in the 20th Century (for example, the Women's Suffrage Movement, labor unions, the Civil Rights Movement, child labor reforms). Virtual Field Trips Washington, DC - Grades K - 5