

**Main Criteria:** Washington DC Academic Standards

**Secondary Criteria: Virtual Field Trips Subjects:**

Science, Social Studies

**Grade: 5**

**Correlation Options:** Show Correlated

**Washington DC Academic Standards**

**Science**

Grade: 5 - Adopted: 2013

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.5-PS. | PHYSICAL SCIENCE                            |
|----------------------------------------|----------|---------------------------------------------|
| STANDARD / ESSENTIAL SKILL             | 5-PS3.   | Energy                                      |
| STUDENT EXPECTATION / ESSENTIAL SKILL  |          | Students who demonstrate understanding can: |

EXPECTATION 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 / STRAND / DISCIPLINE | DC.5-LS. | LIFE SCIENCE                                   |
|----------------------------------------|----------|------------------------------------------------|
| STANDARD / ESSENTIAL SKILL             | 5-LS2.   | Ecosystems: Interactions, Energy, and Dynamics |
| STUDENT EXPECTATION / ESSENTIAL SKILL  |          | Students who demonstrate understanding can:    |

EXPECTATION 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 / STRAND / DISCIPLINE | DC.5-ESS. | EARTH AND SPACE SCIENCE                     |
|----------------------------------------|-----------|---------------------------------------------|
| STANDARD / ESSENTIAL SKILL             | 5-ESS2.   | Earth's Systems                             |
| STUDENT EXPECTATION / ESSENTIAL SKILL  |           | Students who demonstrate understanding can: |

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| EXPECTATION | 5-ESS2-1. | <p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> |
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| EXPECTATION | 5-ESS2-2. | <p>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.</p> <p><b>Virtual Field Trips</b></p> <p>National Parks - Nevada, California</p> |
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|----------------------------------------|-----------|---------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.5-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / ESSENTIAL SKILL             | 5-ESS3.   | Earth and Human Activity                    |
| STUDENT EXPECTATION / ESSENTIAL SKILL  |           | Students who demonstrate understanding can: |

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

## Social Studies

Grade: 5 - Adopted: 2023

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|----------------------------------------|---|--------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE |   | Grade 5: Foundations of the Modern United States |
| STANDARD / ESSENTIAL SKILL             | 1 | Inquiry in American History                      |

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|-------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL  | 5.2.  | <p>Compare multiple accounts of one significant event in American history, and analyze the reasons for differences in each account.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p>                       |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL  | 5.3.  | <p>Compare multiple accounts of one significant event in American history, and make a claim about which account is more useful in understanding the past.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p> |
| CONTENT<br>STANDARD /<br>STRAND /<br>DISCIPLINE |       | Grade 5: Foundations of the Modern United States                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| STANDARD /<br>ESSENTIAL<br>SKILL                | 2     | War and Conquest in the West                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL  | 5.12. | <p>Describe the causes of the Texas Independence movement and Mexican-American War from the perspective of Tejanos, enslaved Texans, Mexicans, American settlers and Indigenous Nations, with a focus on the impact of these events on individual lived experiences.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p>                                                                                      |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL  | 5.14. | <p>Evaluate the environmental impact that settler colonialism had on the Great Plains region, West Coast, Northwest, and Southwest between the 19th and 20th centuries.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p>                                                                                     |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL  | 5.15. | <p>Analyze the lived experiences of different immigrant communities between 1850 and 1900 (e.g., religious minority, Irish, German, Mexican, Italian, British, Southeast Asian, Chinese, and Japanese communities).</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                                    |

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| STUDENT EXPECTATION / ESSENTIAL SKILL  | 5.16. | Describe the motivations and lived experiences of people who migrated to the West in the 19th century, including Asian and African Americans.<br><br><u>Virtual Field Trips</u><br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography |
| STUDENT EXPECTATION / ESSENTIAL SKILL  | 5.17. | Compare the different artistic, cultural, political, and spiritual traditions of current-day Indigenous peoples and how those practices and ways of life persevered and still thrive today, including Two-Spirit identities.<br><br><u>Virtual Field Trips</u><br>Grade 4 - West Region Early Beginnings  |
| CONTENT STANDARD / STRAND / DISCIPLINE |       | Grade 5: Foundations of the Modern United States                                                                                                                                                                                                                                                          |
| STANDARD / ESSENTIAL SKILL             | 3     | Enslavement and Resistance                                                                                                                                                                                                                                                                                |
| STUDENT EXPECTATION / ESSENTIAL SKILL  | 5.18. | Explain the importance of language when discussing challenging topics (e.g., “enslaved person” rather than “slave”).<br><br><u>Virtual Field Trips</u><br>Grade 4 - Southeast Region of the U.S.                                                                                                          |
| STUDENT EXPECTATION / ESSENTIAL SKILL  | 5.19. | Explain that white enslavers adopted and spread false beliefs about racial inferiority, and evaluate the impact of that ideology today.<br><br><u>Virtual Field Trips</u><br>Grade 4 - Southeast Region of the U.S.                                                                                       |
| STUDENT EXPECTATION / ESSENTIAL SKILL  | 5.24. | Compare and contrast how the system of slavery operated in the North and the South.<br><br><u>Virtual Field Trips</u><br>Grade 4 - Southeast Region of the U.S.                                                                                                                                           |
| STUDENT EXPECTATION / ESSENTIAL SKILL  | 5.25. | Discuss how the experience of enslaved people differed based on geographic location and labor performed.<br><br><u>Virtual Field Trips</u><br>Grade 4 - Southeast Region of the U.S.                                                                                                                      |
| CONTENT STANDARD / STRAND / DISCIPLINE |       | Grade 5: Foundations of the Modern United States                                                                                                                                                                                                                                                          |
| STANDARD / ESSENTIAL SKILL             | 4     | Civil War                                                                                                                                                                                                                                                                                                 |
| STUDENT EXPECTATION / ESSENTIAL SKILL  | 5.29. | Explain that arguments about slavery, especially the expansion of the slave system into new territories, caused secession and the Civil War.<br><br><u>Virtual Field Trips</u><br>Grade 4 - Southeast Region of the U.S.                                                                                  |

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|-------------------------------------------------|---|----------------------------------------------------|
| CONTENT<br>STANDARD /<br>STRAND /<br>DISCIPLINE |   | Grade 5: Foundations of the Modern United States   |
| STANDARD /<br>ESSENTIAL<br>SKILL                | 5 | Reconstruction and the Early Struggle for Equality |

|                                                |       |                                                                                                                                                                                                                                                                                                     |
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| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL | 5.38. | Analyze the early political successes of the Reconstruction era, including the election of approximately 2,000 Black Americans to local, state and national office.<br><br><u>Virtual Field Trips</u><br>Grade 4 - Southeast Region of the U.S.                                                     |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL | 5.39. | Explain the grassroots efforts by Black Americans to gain access to the American economy, political institutions, and social equality.<br><br><u>Virtual Field Trips</u><br>Grade 4 - Southeast Region of the U.S.                                                                                  |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL | 5.40. | Analyze the lived experiences of Black citizens after the Civil War and how laws passed after the end of slavery, such as the “Black Codes,” impacted Black Americans’ ability to work, vote and move in public spaces.<br><br><u>Virtual Field Trips</u><br>Grade 4 - Southeast Region of the U.S. |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL | 5.42. | Evaluate the reasons for and impact of the Great Migration.<br><br><u>Virtual Field Trips</u><br>Grade 4 - Midwest Region Today                                                                                                                                                                     |
| STUDENT<br>EXPECTATION /<br>ESSENTIAL<br>SKILL | 5.43. | Analyze the rise in Black art, music, literature, businesses and queer culture in the Black Renaissance period including but not limited to Harlem and DC (e.g., Black Broadway).<br><br><u>Virtual Field Trips</u><br>Grade 4 - Midwest Region Today<br>Washington, DC - Grades K - 5              |