

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

**Idaho Content Standards  
Science**

Grade: 5 - Adopted: 2006

<b>STANDARD / COURSE</b>	<b>ID.1.</b>	<b>Nature of Science: Students identify the components of a system and explain their relationship to the whole. Students read, execute, and give technical instructions.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>1.3.</b>	<b>Understand Constancy, Change, and Measurement</b>
<b>GLE / BIG IDEA</b>	<b>5.S.1.3.1.</b>	<b>The student will be able to analyze changes that occur in and among systems. (603.03.b)</b>  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
<b>STANDARD / COURSE</b>	<b>ID.1.</b>	<b>Nature of Science: Students identify the components of a system and explain their relationship to the whole. Students read, execute, and give technical instructions.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>1.5.</b>	<b>Understand Concepts of Form and Function</b>
<b>GLE / BIG IDEA</b>	<b>5.S.1.5.1.</b>	<b>The student will be able to explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)</b>  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef?
<b>STANDARD / COURSE</b>	<b>ID.4.</b>	<b>Earth and Space Systems: Students describe the dynamic changes that occur on Earth.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>4.1.</b>	<b>Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems</b>
<b>GLE / BIG IDEA</b>	<b>5.S.4.1.1.</b>	<b>The student will be able to describe the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)</b>  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades

STANDARD / COURSE	ID.5.	Personal and Social Perspectives; Technology: Students use the scientific method to identify environmental issues.
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.1.	Understand Common Environmental Quality Issues, Both Natural and Human Induced
GLE / BIG IDEA	5.S.5.1.1.	The student will be able to identify issues for environmental studies. (611.01.a)  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / COURSE	ID.5.	Personal and Social Perspectives; Technology: Students use the scientific method to identify environmental issues.
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.2.	Understand the Relationship between Science and Technology
GLE / BIG IDEA	5.S.5.2.1.	The student will be able to describe how science and technology are part of a student's life. (610.01.a)  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
GLE / BIG IDEA	5.S.5.2.2.	The student will be able to list examples of science and technology. (610.01.b)  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / COURSE	ID.5.	Personal and Social Perspectives; Technology: Students use the scientific method to identify environmental issues.
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.3.	Understand the Importance of Natural Resources and the Need to Manage and Conserve Them
GLE / BIG IDEA	5.S.5.3.1.	The student will be able to identify the differences between renewable and nonrenewable resources. (611.03.a)  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades

### Idaho Content Standards

#### Social Studies

Grade: 5 - Adopted: 2009

STANDARD / COURSE	ID.1.	History - Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.1:	Build an understanding of the cultural and social development of the United States.
GLE / BIG IDEA		By the end of Grade 5, the student will be able to:
OBJECTIVE	5.SS.1.1.2.	Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States. (452.01b)

		<u>Virtual Field Trips</u> Washington, DC - Grades K - 5
OBJECTIVE	5.SS.1.1.3.	Identify and explain influential political and cultural groups and their impact on American history. (452.01c)  <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
OBJECTIVE	5.SS.1.1.5.	Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / COURSE	ID.1.	History - Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.2:	Trace the role of migration and immigration of people in the development of the United States.
GLE / BIG IDEA		By the end of Grade 5, the student will be able to:
OBJECTIVE	5.SS.1.2.2.	Explain the history of indentured servitude and the slave trade in the United States. (449.01c)  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / COURSE	ID.1.	History - Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.3:	Identify the role of American Indians in the development of the United States.
GLE / BIG IDEA		By the end of Grade 5, the student will be able to:
OBJECTIVE	5.SS.1.3.2.	Identify examples of American Indian individual contributions and influences.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / COURSE	ID.2.	Geography - Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.1:	Analyze the spatial organizations of people, places and environment on the earth's surface.
GLE / BIG IDEA		By the end of Grade 5, the student will be able to:
OBJECTIVE	5.SS.2.1.2.	Identify the regions of the United States and their resources. (458.01b)  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
OBJECTIVE	5.SS.2.1.4.	Name and locate the 50 States and their Capitals, and U.S. Territories.  <u>Virtual Field Trips</u>

		Barcelona - English Barcelona - Espagnol Grade 4 - Southeast Region of the U.S.
STANDARD / COURSE	ID.4.	Civics and Government - Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.1:	Build an understanding of the foundational principles of the American political system.
GLE / BIG IDEA		By the end of Grade 5, the student will be able to:
OBJECTIVE	5.SS.4.1.4.	Identify the basic principles of the United States Constitution and Bill of Rights, such popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. (453.01e)  <u>Virtual Field Trips</u> Washington, DC - Grades K - 5

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