

Main Criteria: Maine Learning Results
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 5
Correlation Options: Show Correlated

**Maine Learning Results
 Science**

Grade: 5 - Adopted: 2007

STRAND / DOMAIN	ME.A.	Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.
CATEGORY / PERFORMANCE INDICATOR	A.1.	Systems: Students explain interactions between parts that make up whole man-made and natural things.
STANDARD	A.1.a.	<p>Give examples that show how individual parts of organisms, ecosystems, or man-made structures can influence one another.</p> <p><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 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
STANDARD	A.1.b.	<p>Explain ways that things including organisms, ecosystems, or man-made structures may not work as well (or at all) if a part is missing, broken, worn out, mismatched, or misconnected.</p> <p><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 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
STRAND / DOMAIN	ME.A.	Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.
CATEGORY / PERFORMANCE INDICATOR	A.3.	Constancy and Change: Students identify and represent basic patterns of change in the physical setting, the living environment, and the technological world.
STANDARD	A.3.a.	<p>Recognize patterns of change including steady, repetitive, irregular, or apparently unpredictable change.</p> <p><u>Virtual Field Trips</u> 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</p>

		The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STRAND / DOMAIN	ME.C.	The Scientific and Technological Enterprise: Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.
CATEGORY / PERFORMANCE INDICATOR	C.3.	Science, Technology, and Society: Students identify and describe the influences of science and technology on people and the environment.
STANDARD	C.3.b.	Give examples of changes in the environment caused by natural or man-made influences. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed 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 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STANDARD	C.3.c.	Explain that natural resources are limited, and that reusing, recycling, and reducing materials and using renewable resources is important. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STRAND / DOMAIN	ME.D.	The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.
CATEGORY / PERFORMANCE INDICATOR	D.2.	Earth: Students describe the properties of Earth's surface materials, the processes that change them, and cycles that affect the Earth.
STANDARD	D.2.c.	Explain how wind, waves, water, and ice reshape the surface of Earth. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STRAND / DOMAIN	ME.D.	The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.
CATEGORY / PERFORMANCE INDICATOR	D.4.	Force and Motion: Students summarize how various forces affect the motion of objects.
STANDARD	D.4.b.	Describe how fast things move by how long it takes them to go a certain distance. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii

STRAND / DOMAIN	ME.E.	The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.
CATEGORY / PERFORMANCE INDICATOR	E.1.	Biodiversity: Students compare living things based on their behaviors, external features, and environmental needs.
STANDARD	E.1.a.	Describe how living things can be sorted in many ways, depending on which features or behaviors are used to sort them, and apply this understanding to sort living things. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
STANDARD	E.1.b.	Describe the changes in external features and behaviors of an organism during its life cycle. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
STRAND / DOMAIN	ME.E.	The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.
CATEGORY / PERFORMANCE INDICATOR	E.2.	Ecosystems: Students describe ways organisms depend upon, interact within, and change the living and non-living environment as well as ways the environment affects organisms.
STANDARD	E.2.a.	Explain how changes in an organism's habitat can influence its survival. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed 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 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STANDARD	E.2.b.	Describe that organisms all over the Earth are living, dying, and decaying and new organisms are being produced by the old ones. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed

STANDARD	E.2.c.	Describe some of the ways in which organisms depend on one another, including animals carrying pollen and dispersing seeds. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STANDARD	E.2.d.	Explain how the food of most animals can be traced back to plants and how animals use food for energy and repair. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
STANDARD	E.2.e.	Explain how organisms can affect the environment in different ways. <u>Virtual Field Trips</u> 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?
STRAND / DOMAIN	ME.E.	The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.
CATEGORY / PERFORMANCE INDICATOR	E.3.	Cells: Students describe how living things are made up of one or more cells and the ways cells help organisms meet their basic needs.
STANDARD	E.3.b.	Compare how needs of living things are met in single-celled and multi-celled organisms. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades

Maine Learning Results

Social Studies

Grade: 5 - Adopted: 2007

STRAND / DOMAIN	ME.D.	Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.
CATEGORY / PERFORMANCE INDICATOR	D.1.	Geographic Knowledge, Concepts, Themes, and Patterns: Students understand the geography of the community, Maine, the United States, and various regions of the world.
STANDARD	D.1.a.	Explain that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life. <u>Virtual Field Trips</u>

		<p>African Safari Exploring Cuba Galapagos Islands Grade 4 - Southeast Region of the U.S. 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</p>
STANDARD	D.1.c.	<p>Identify the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.</p> <p><u>Virtual Field Trips</u> Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 Paris - La Ville Lumiere (En Francais)</p>
STRAND / DOMAIN	ME.D.	<p>Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.</p>
CATEGORY / PERFORMANCE INDICATOR	D.2.	<p>Individual, Cultural, International, and Global Connections in Geography: Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.</p>
STANDARD	D.2.a.	<p>Identify examples of how geographic features unify communities and regions as well as support diversity.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades</p>
STANDARD	D.2.b.	<p>Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades</p>
STRAND / DOMAIN	ME.E.	<p>History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p>
CATEGORY / PERFORMANCE INDICATOR	E.1.	<p>Historical Knowledge, Concepts, Themes, and Patterns: Students understand various major eras in the history of the community, Maine, and the United States.</p>
STANDARD	E.1.a.	<p>Explain that history includes the study of past human experience based on available evidence from a variety of sources.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
STANDARD	E.1.b.	<p>Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in</p>

		the history of the community, Maine, and the United States. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STANDARD	E.1.c.	Trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States. <u>Virtual Field Trips</u> Exploring Cuba Washington, DC - Grades K - 5
STRAND / DOMAIN	ME.E.	History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.
CATEGORY / PERFORMANCE INDICATOR	E.2.	Individual, Cultural, International, and Global Connections in History: Students understand historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.
STANDARD	E.2.a.	Describe examples in the history of the United States of diverse and shared values and traditions. <u>Virtual Field Trips</u> Exploring Cuba