

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 5 - Adopted: 2016

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5.2.</b>	<b>Matter and Energy in Organisms and Ecosystems</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	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.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5-LS2-1.	Develop a model to describe the movement of matter among plants (producers), animals (consumers), decomposers, and the environment.  <u>Virtual Field Trips</u> 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 Who Lives On a Coral Reef?
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5.3.</b>	<b>Earth's Systems</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5-ESS2-2.	Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.  <u>Virtual Field Trips</u> National Parks West - Nevada, California
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment.  <u>Virtual Field Trips</u> African Safari Galapagos Islands

		Galapagos Islands - 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 - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
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**New York State Learning Standards and Core Curriculum  
Social Studies**

Grade: 5 - Adopted: 2016

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5P.</b>	<b>Grade 5: Social Studies Practices</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5P.A.</b>	<b>Gathering, Interpreting and Using Evidence</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.A.1.</b>	Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5P.</b>	<b>Grade 5: Social Studies Practices</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5P.B.</b>	<b>Chronological Reasoning</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.B.3.</b>	Identify causes and effects, using examples from current events or grade-level content and historical events  <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.B.4.</b>	Identify and classify the relationship between multiple causes and multiple effects.  <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
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.B.5.</b>	Distinguish between long-term and immediate causes and effects of an event from current events or history.  <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
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.B.7.</b>	Use periods of time, such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere, utilizing time lines.  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba

STANDARD / CONCEPTUAL UNDERSTANDING	5P.B.9.	Understand the role of periodization as a practice in history and social studies.  <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
STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDING	5P.C.1.	Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba
STANDARD / CONCEPTUAL UNDERSTANDING	5P.C.3.	Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba Washington, DC - Grades K - 5
STANDARD / CONCEPTUAL UNDERSTANDING	5P.C.4.	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba 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 Washington, DC - Grades K - 5
STANDARD / CONCEPTUAL UNDERSTANDING	5P.C.5.	Describe historical developments in the history of the Western Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.  <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Grade 4 - Southeast Region of the U.S. La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty 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

		<p>Paris - La Ville Lumiere (En Francais)  The Amazon Rainforest  The Amazon Rainforest - Part 1 - Older Grades  The Amazon Rainforest - Part 2 - Older Grades  The Amazon Rainforest - Part 2 - Younger Grades  Tokyo - City of Contrasts</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5P.</b>	<b>Grade 5: Social Studies Practices</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5P.D.</b>	<b>Geographic Reasoning</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.D.2.</b>	<p>Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.</p> <p><u>Virtual Field Trips</u>  Grade 4 - Southeast Region of the U.S.  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  Washington, DC - Grades K - 5</p>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.D.4.</b>	<p>Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.</p> <p><u>Virtual Field Trips</u>  Canada - An Overview  Exploring Cuba</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5P.</b>	<b>Grade 5: Social Studies Practices</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5P.E.</b>	<b>Economics and Economic Systems</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.E.1.</b>	<p>Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.</p> <p><u>Virtual Field Trips</u>  Exploring Cuba</p>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.E.4.</b>	<p>Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.</p> <p><u>Virtual Field Trips</u>  Exploring Cuba</p>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.E.6.</b>	<p>Describe government decisions that affect economies in case studies from the Western Hemisphere.</p> <p><u>Virtual Field Trips</u>  Canada - An Overview  Exploring Cuba</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5P.</b>	<b>Grade 5: Social Studies Practices</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5P.F.</b>	<b>Civic Participation</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5P.F.3.</b>	<p>Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.</p> <p><u>Virtual Field Trips</u>  Barcelona - English</p>

		Barcelona - Espagnol Canada - An Overview Exploring Cuba
STANDARD / CONCEPTUAL UNDERSTANDING	5P.F.4.	Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba
STANDARD / CONCEPTUAL UNDERSTANDING	5P.F.7.	Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba
STANDARD / CONCEPTUAL UNDERSTANDING	5P.F.8.	Identify rights and responsibilities of citizens within societies in the Western Hemisphere.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Exploring Cuba
STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.1.	EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	5.1b.	Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.  <u>Virtual Field Trips</u> Ancient Mayan Civilization
STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.2.	COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	5.2a.	Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.
EXPECTATION / CONTENT SPECIFICATION	5.2a.1.	Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map, and students will determine when these societies and civilizations occurred.  <u>Virtual Field Trips</u> Ancient Mayan Civilization
EXPECTATION / CONTENT SPECIFICATION	5.2a.2.	Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.

		<u>Virtual Field Trips</u> Ancient Mayan Civilization
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.5.	The Western Hemisphere
<b>CATEGORY / CLUSTER / KEY IDEA</b>	5.2.	<b>COMPLEX SOCIETIES AND CIVILIZATIONS:</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5.2b.	Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5.2b.1.	Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.  <u>Virtual Field Trips</u> Ancient Mayan Civilization
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.5.	The Western Hemisphere
<b>CATEGORY / CLUSTER / KEY IDEA</b>	5.2.	<b>COMPLEX SOCIETIES AND CIVILIZATIONS:</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5.2c.	Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5.2c.1.	Students will compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people.  <u>Virtual Field Trips</u> Ancient Mayan Civilization
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.5.	The Western Hemisphere
<b>CATEGORY / CLUSTER / KEY IDEA</b>	5.3.	<b>EUROPEAN EXPLORATION AND ITS EFFECTS:</b> Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5.3a.	Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5.3a.2.	Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.5.	The Western Hemisphere

CATEGORY / CLUSTER / KEY IDEA	5.4.	<b>GEOGRAPHY IN THE WESTERN HEMISPHERE:</b> The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	5.4a.	Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.
EXPECTATION / CONTENT SPECIFICATION	5.4b.	The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:
GRADE EXPECTATION	5.4b.1.	North America (Canada and the United States)  <u>Virtual Field Trips</u> Canada - An Overview 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
GRADE EXPECTATION	5.4b.2.	Mesoamerica (Mexico and Central America)  <u>Virtual Field Trips</u> Exploring Cuba
STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.4.	<b>GEOGRAPHY IN THE WESTERN HEMISPHERE:</b> The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	5.4c.	The physical environment influences human population distribution, land use, and other forms of economic activity.
EXPECTATION / CONTENT SPECIFICATION	5.4c.1.	Students will map the regions within the Western Hemisphere and locate major physical features within each region.  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba 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
EXPECTATION / CONTENT SPECIFICATION	5.4c.2.	Students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 4 - Southeast Region of the U.S.
STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.5.	<b>COMPARATIVE CULTURES:</b> The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the

		Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC)
STANDARD / CONCEPTUAL UNDERSTANDING	5.5a.	The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.
EXPECTATION / CONTENT SPECIFICATION	5.5a.1.	Students will explore key cultural characteristics, such as the languages, religions and contributions, of the United States, Canada, Mexico, and one Caribbean or one South American country.  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba
EXPECTATION / CONTENT SPECIFICATION	5.5a.2.	Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.  <u>Virtual Field Trips</u> Exploring Cuba
STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.6.	GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	5.6a.	Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.
EXPECTATION / CONTENT SPECIFICATION	5.6a.3.	Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.→ Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.  <u>Virtual Field Trips</u> Canada - An Overview
STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.7.	ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)
STANDARD / CONCEPTUAL UNDERSTANDING	5.7b.	Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.
EXPECTATION / CONTENT SPECIFICATION	5.7b.1.	Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources.  <u>Virtual Field Trips</u> Canada - An Overview