

**Main Criteria:** North Dakota Academic Content Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**North Dakota Academic Content Standards**

**Science**

Grade: 5 - Adopted: 2006

<b>CONTENT STANDARD</b>	<b>ND.1.</b>	<b>Unifying Concepts: Students understand the unifying concepts and processes of science.</b>
<b>BENCHMARK</b>	<b>5.1.2.</b>	<p><b>Constancy and Change: Explain how changes alter the balance within a system (e.g., the effects of limited resources on populations, global climate change, flood, drought)</b></p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  How Coral Reefs Are Formed  National Parks - West - Alaska &amp; Hawaii  National Parks of the Western Region - Part 1  Who Lives On a Coral Reef?</p>
<b>BENCHMARK</b>	<b>5.1.3.</b>	<p><b>Form and Function: Identify details of an object's form which determine its function (e.g., webbed feet for use in water, human feet for walking, shovel for scooping dirt, a rake for collecting leaves, tape measure and ruler to measure distance)</b></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  Who Lives On a Coral Reef?</p>
<b>CONTENT STANDARD</b>	<b>ND.4.</b>	<b>Life Science: Students understand the basic concepts and principles of life science.</b>
<b>BENCHMARK</b>	<b>5.4.3.</b>	<p><b>Organisms and Their Environments: Identify the producers, consumers, and decomposers in a food web.</b></p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  Who Lives On a Coral Reef?</p>
<b>CONTENT STANDARD</b>	<b>ND.7.</b>	<b>Science and Other Areas: Students understand relations between science and personal, social, and environmental issues.</b>
<b>BENCHMARK</b>	<b>5.7.2.</b>	<p><b>Science and Environmental Issues: Explain ways humans benefit from Earth's resources (e.g., air, water, soil, food, fuel, building materials)</b></p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks of the Western Region - Part 1  The Amazon Rainforest - Part 2 - Older Grades  The Amazon Rainforest - Part 2 - Younger Grades</p>

**North Dakota Academic Content Standards**

**Social Studies**

Grade: 5 - Adopted: 2007

<b>CONTENT STANDARD</b>	<b>ND.1.</b>	<b>Skills and Resources: Students use Social Studies skills and resources.</b>
<b>BENCHMARK</b>	5.1.1.	<p><b>Map Skills: Interpret and compare maps of the United States (i.e., political, physical, thematic)</b></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>BENCHMARK</b>	5.1.4.	<p><b>Time Lines: Construct and interpret time lines of key events in United States history</b></p> <p><u>Virtual Field Trips</u>                      Washington, DC - Grades K - 5</p>
<b>BENCHMARK</b>	5.1.5.	<p><b>Spatial Terms: Use spatial terms to describe the world (i.e., Tropic of Cancer, Tropic of Capricorn, International Dateline, Arctic Circle, Antarctic Circle)</b></p> <p><u>Virtual Field Trips</u>                      African Safari                      Exploring Cuba                      Grade 4 - Southeast Region of the U.S.                      London - City of Pomp &amp; Majesty                      National Parks - West - Alaska &amp; 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)                      Tokyo - City of Contrasts</p>
<b>CONTENT STANDARD</b>	<b>ND.2.</b>	<b>Important Historical Events: Students understand important historical events.</b>
<b>BENCHMARK</b>	5.2.1.	<p><b>Symbols: Explain the significance of America's symbols (e.g., Pledge of Allegiance, Statue of Liberty, Liberty Bell, American flag, Star Spangled Banner)</b></p> <p><u>Virtual Field Trips</u>                      Washington, DC - Grades K - 5</p>
<b>BENCHMARK</b>	5.2.2.	<p><b>Concepts of Time: Use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events (e.g., how Columbian Exchange impacted local people)</b></p> <p><u>Virtual Field Trips</u>                      Washington, DC - Grades K - 5</p>
<b>BENCHMARK</b>	5.2.4.	<p><b>People and Events: Explain the significance of scientists, inventors, and historical figures (e.g., Christopher Columbus, Juan Ponce De Leon, Benjamin Franklin, George Washington, Paul Revere, Benjamin Rush, David Rittenhouse, Thomas Paine)</b></p> <p><u>Virtual Field Trips</u>                      Washington, DC - Grades K - 5</p>
<b>BENCHMARK</b>	5.2.6.	<p><b>Exploration and Migration: Explain how regional Native American groups influenced U.S. history (e.g., historical events, development of the U. S.)</b></p>

		<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
BENCHMARK	5.2.10.	Colonization: Describe the daily lives of people from different social groups (e.g., large landowners, farmers, artisans, women, slaves) in colonial America  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD	ND.3.	Economic Concepts: Students understand economic concepts and the characteristics of various economic systems.
BENCHMARK	5.3.2.	Early U.S. Economics: Explain the relationships between scarcity and resources (e.g., home building materials, food, clothing, hunting)  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
BENCHMARK	5.3.3.	Early U.S. Economics: Describe the concept of competition and its relationship to price (e.g., market based economy)  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
BENCHMARK	5.3.4.	Early U.S. Economics: Describe the basic concepts of imports, exports, and international trade  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD	ND.4.	Government and Citizenship: Students understand the development, functions, and forms of various political systems and the role of the citizen in government and society.
BENCHMARK	5.4.2.	Government Systems: Identify the duties of the executive, judicial, and legislative branches of the Federal government (e.g., checks and balances)  <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
BENCHMARK	5.4.4.	Government Systems: Explain why the United States government is necessary (e.g., government helps secure people's lives, liberty, and property through law and military protection; groups can accomplish things collectively that individuals cannot)  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
CONTENT STANDARD	ND.5.	Concepts of Geography: Students understand and apply concepts of geography.
BENCHMARK	5.5.2.	Human Geography: Explain the impact of geography on western exploration and westward migration in the early nineteenth century (e.g., Northwest passage, colonization, Appalachian Mountains)  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
BENCHMARK	5.5.3.	Human Geography: Explain how human activity (e.g., settlement patterns, migration) affects the physical environment (e.g., soil uses, economy, pollution, use of energy sources)  <u>Virtual Field Trips</u> 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
<b>CONTENT STANDARD</b>	<b>ND.6.</b>	<b>Human Development and Behavior: Students understand the importance of culture, individual identity, and group identity.</b>
<b>BENCHMARK</b>	<b>5.6.1.</b>	<b>Culture: Identify examples of conflict (e.g., slavery, war, gender roles) and cooperation (e.g., settlements) that occurred among cultures (e.g., gender, ethnic groups, religious groups, immigrant groups, socio-economic status)</b>  <b><u>Virtual Field Trips</u></b> <b>Ancient Greece - Birthplace of Democracy</b>
<b>BENCHMARK</b>	<b>5.6.2.</b>	<b>Culture: Explain the cultural differences (e.g., traditions, celebrations, food) in the regions of the United States today</b>  <b><u>Virtual Field Trips</u></b> <b>Exploring Cuba</b>

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