

Main Criteria: Virginia Standards of Learning
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 5
Correlation Options: Show Correlated

Virginia Standards of Learning
Science

Grade: 5 - Adopted: 2010

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| STRAND / TOPIC | VA.5. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | LIVING SYSTEMS |
| INDICATOR / STANDARD | 5.5. | The student will investigate and understand that organisms are made of one or more cells and have distinguishing characteristics that play a vital role in the organism's ability to survive and thrive in its environment. Key concepts include |
| INDICATOR | 5.5.b) | Classification of organisms using physical characteristics, body structures, and behavior of the organism. <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 Who Lives On a Coral Reef? |
| INDICATOR | 5.5.c) | Traits of organisms that allow them to survive in their environment. <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? |
| STRAND / TOPIC | VA.5. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | INTERRELATIONSHIPS IN EARTH/SPACE SYSTEMS |
| INDICATOR / STANDARD | 5.6. | The student will investigate and understand characteristics of the ocean environment. Key concepts include |
| INDICATOR | 5.6.a) | Geological characteristics. <u>Virtual Field Trips</u> National Parks of the Western Region - Part 1 |
| INDICATOR | 5.6.b) | Physical characteristics. <u>Virtual Field Trips</u> |

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| | | Galapagos Islands Galapagos Islands - Espagnol |
| INDICATOR | 5.6.c) | Ecological characteristics. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 Who Lives On a Coral Reef? |
| STRAND / TOPIC | VA.5. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | EARTH PATTERNS, CYCLES, AND CHANGE |
| INDICATOR / STANDARD | 5.7. | The student will investigate and understand how Earth's surface is constantly changing. Key concepts include |
| INDICATOR | 5.7.c) | Earth history and fossil evidence. <u>Virtual Field Trips</u> 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 |
| INDICATOR | 5.7.e) | Changes in Earth's crust due to plate tectonics. <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 |
| INDICATOR | 5.7.f) | Weathering, erosion, and deposition. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 |
| INDICATOR | 5.7.g) | Human impact. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |

Virginia Standards of Learning

Social Studies

Grade: 5 - Adopted: 2015

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| STRAND / TOPIC | VA.SS.VS. | Virginia Studies |
| STANDARD / STRAND | | Colonization and Conflict: 1607 through the American Revolution |
| INDICATOR / STANDARD | VS.4. | The student will demonstrate an understanding of life in the Virginia colony by: |
| INDICATOR | VS.4.a. | Explaining the importance of agriculture and its influence on the institution of slavery. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |

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| STRAND / TOPIC | VA.SS.VS. | Virginia Studies |
| STANDARD / STRAND | | Civil War and Postwar Eras |
| INDICATOR / STANDARD | VS.7. | The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by: |
| INDICATOR | VS.7.a. | Explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.USI. | United States History to 1865 |
| STANDARD / STRAND | | Exploration to Revolution: Pre-Columbian Times to the 1770s |
| INDICATOR / STANDARD | USI.5. | The student will apply social science skills to understand the factors that shaped colonial America by: |
| INDICATOR | USI.5.b. | Describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| INDICATOR | USI.5.c. | Describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| INDICATOR | USI.5.e. | Explaining the political and economic relationships between the colonies and Great Britain. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.USI. | United States History to 1865 |
| STANDARD / STRAND | | Expansion and Reform: 1801 to 1861 |
| INDICATOR / STANDARD | USI.8. | The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by: |
| INDICATOR | USI.8.d. | Describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.USI. | United States History to 1865 |
| STANDARD / STRAND | | Civil War: 1861 to 1865 |
| INDICATOR / STANDARD | USI.9. | The student will apply social science skills to understand the causes, major events, and effects of the Civil War by: |
| INDICATOR | USI.9.a. | Describing the cultural, economic, and constitutional issues that divided the nation. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| INDICATOR | USI.9.b. | Explaining how the issues of states' rights and slavery increased sectional tensions. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.USII. | United States History: 1865 to the Present |
| STANDARD / STRAND | | Geography |
| INDICATOR / STANDARD | USII.2. | The student will use maps, globes, photographs, pictures, or tables for: |

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| INDICATOR | USII.2.c. | Locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 4 - Southeast Region of the U.S. Washington, DC - Grades K - 5 |
| STRAND / TOPIC | VA.SS.USII. | United States History: 1865 to the Present |
| STANDARD / STRAND | | Reconstruction: 1865 to 1877 |
| INDICATOR / STANDARD | USII.3. | The student will apply social science skills to understand the effects of Reconstruction on American life by: |
| INDICATOR | USII.3.b. | Describing the impact of Reconstruction policies on the South and North. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.USII. | United States History: 1865 to the Present |
| STANDARD / STRAND | | Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s |
| INDICATOR / STANDARD | USII.4. | The student will apply social science skills to understand how life changed after the Civil War by: |
| INDICATOR | USII.4.d. | Explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.USII. | United States History: 1865 to the Present |
| STANDARD / STRAND | | The United States since World War II |
| INDICATOR / STANDARD | USII.8. | The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by: |
| INDICATOR | USII.8.c. | Examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges. <u>Virtual Field Trips</u> Exploring Cuba |
| INDICATOR | USII.8.e. | Evaluating and explaining the impact of international trade and globalization on American life. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.CE. | Civics and Economics |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | CE.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | CE.1.f. | Determining multiple cause-and-effect relationships that impact political and economic events. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| STRAND / TOPIC | VA.SS.CE. | Civics and Economics |
| STANDARD / STRAND | | Skills |

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| INDICATOR / STANDARD | CE.6. | The student will apply social science skills to understand the American constitutional government at the national level by: |
| INDICATOR | CE.6.a. | Describing the structure and powers of the national government. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| INDICATOR | CE.6.b. | Explaining the principle of separation of powers and the operation of checks and balances. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| STRAND / TOPIC | VA.SS.CE. | Civics and Economics |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | CE.13. | The student will apply social science skills to understand the role of government in the United States economy by: |
| INDICATOR | CE.13.b. | Explaining how and why government provides certain goods and services. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol |
| INDICATOR | CE.13.c. | Describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | WG.1.b. | Using geographic information to determine patterns and trends to understand world regions. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| INDICATOR | WG.1.f. | Explaining indirect cause-and-effect relationships to understand geospatial connections. <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 |
| INDICATOR | WG.1.g. | Analyzing multiple connections across time and place. <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 |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.2. | The student will analyze how physical and ecological processes shape Earth's surface by: |

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| INDICATOR | WG.2.a. | Explaining regional climatic patterns and weather phenomena and their effects on people and places. <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 4 - Southeast Region of the U.S. La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades |
| INDICATOR | WG.2.b. | Describing how humans influence the environment and are influenced by it. <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 |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.3. | The student will apply the concept of a region by: |
| INDICATOR | WG.3.a. | Explaining how characteristics of regions have led to regional labels. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| INDICATOR | WG.3.b. | Describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. <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 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 |
| INDICATOR | WG.3.c. | Analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades) The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.4. | The student will apply social science skills to evaluate the significance of natural, human, and capital resources by: |

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| INDICATOR | WG.4.a. | Comparing the distribution of major natural resources throughout world regions. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| INDICATOR | WG.4.b. | Showing the influence of resources on patterns of economic activity and land use. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| INDICATOR | WG.4.c. | Evaluating perspectives regarding the use of resources. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.5. | The student will analyze the characteristics of the regions of the United States and Canada by: |
| INDICATOR | WG.5.a. | Identifying and analyzing the location of major geographic regions and major cities on maps and globes. <u>Virtual Field Trips</u> Canada - An Overview Washington, DC - Grades K - 5 |
| INDICATOR | WG.5.b. | Describing major physical and environmental features. <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 |
| INDICATOR | WG.5.c. | Explaining important economic characteristics. <u>Virtual Field Trips</u> Canada - An Overview |
| INDICATOR | WG.5.d. | Recognizing cultural influences and landscapes. <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 |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.6. | The student will analyze the characteristics of the Latin American and Caribbean regions by: |
| INDICATOR | WG.6.a. | Identifying and analyzing the location of major geographic regions and major cities on maps and globes. <u>Virtual Field Trips</u> Exploring Cuba |
| INDICATOR | WG.6.b. | Describing major physical and environmental features. <u>Virtual Field Trips</u> Exploring Cuba |

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| INDICATOR | WG.6.c. | Explaining important economic characteristics. <u>Virtual Field Trips</u> Exploring Cuba |
| INDICATOR | WG.6.d. | Recognizing cultural influences and landscapes. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.7. | The student will analyze the characteristics of the European region by: |
| INDICATOR | WG.7.a. | Identifying and analyzing the location of major geographic regions and major cities on maps and globes. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Paris - La Ville Lumiere (En Francais) |
| INDICATOR | WG.7.b. | Describing major physical and environmental features. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Paris - La Ville Lumiere (En Francais) |
| INDICATOR | WG.7.d. | Recognizing cultural influences and landscapes. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades K - 5 Paris - La Ville Lumiere (En Francais) |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.16. | The student will apply social science skills to analyze the patterns of urban development by: |
| INDICATOR | WG.16.a. | Applying the concepts of site and situation to major cities in each region. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts |
| INDICATOR | WG.16.b. | Explaining how the functions of towns and cities have changed over time. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts |

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| INDICATOR | WG.16.c. | Describing the unique influence of urban areas and challenges they face. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WHI.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | WHI.1.b. | Using geographic information to determine patterns and trends to understand world 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 |
| INDICATOR | WHI.1.e. | Comparing and contrasting historical, cultural, economic, and political perspectives in world 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 |
| INDICATOR | WHI.1.f. | Explaining how indirect cause-and-effect relationships impacted people, places, and events in world 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 |
| INDICATOR | WHI.1.g. | Analyzing multiple connections across time and place. <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 |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.) |
| INDICATOR / STANDARD | WHI.3. | The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by: |
| INDICATOR | WHI.3.a. | Locating these civilizations in time and place and describing their major geographic features. <u>Virtual Field Trips</u> |

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| | | Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Jerusalem - Then and Now (Younger Grades) |
| INDICATOR | WHI.3.b. | Describing the development of social, political, and economic patterns, including slavery. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Jerusalem - Then and Now (Younger Grades) |
| INDICATOR | WHI.3.c. | Explaining the development and interactions of religious traditions. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Jerusalem - Then and Now (Younger Grades) |
| INDICATOR | WHI.3.d. | Describing the origins, beliefs, traditions, customs, and spread of Judaism. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades) |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.5. | The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by: |
| INDICATOR | WHI.5.a. | Locating Greek civilizations in time and place and describing their major geographic features. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| INDICATOR | WHI.5.b. | Describing the social and religious structure of ancient Greece. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| INDICATOR | WHI.5.e. | Evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| INDICATOR | WHI.5.f. | Citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.6. | The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by: |
| INDICATOR | WHI.6.a. | Locating Roman civilizations in time and place and describing their major geographic features. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| INDICATOR | WHI.6.b. | Describing the social and religious structure of ancient Rome. |

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| | | <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 |
| INDICATOR | WHI.6.c. | Describing the social structure and cultural development of the Roman Republic. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 |
| INDICATOR | WHI.6.d. | Describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 |
| INDICATOR | WHI.6.f. | Assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Regional Interactions, 1000 to 1500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.11. | The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by: |
| INDICATOR | WHI.11.b. | Explaining technological advances and transfers, networks of economic interdependence, and cultural interactions. <u>Virtual Field Trips</u> Tokyo - City of Contrasts |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Regional Interactions, 1000 to 1500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.13. | The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by: |
| INDICATOR | WHI.13.a. | Locating early civilizations in time and place and describing major geographic features. <u>Virtual Field Trips</u> Ancient Mayan Civilization |
| INDICATOR | WHI.13.b. | Explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas. <u>Virtual Field Trips</u> Ancient Mayan Civilization |
| INDICATOR | WHI.13.c. | Evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence. <u>Virtual Field Trips</u> Ancient Mayan Civilization |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Regional Interactions, 1000 to 1500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.14. | The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by: |
| INDICATOR | WHI.14.d. | Evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. <u>Virtual Field Trips</u> |

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| | | Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Regional Interactions, 1000 to 1500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.15. | The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by: |
| INDICATOR | WHI.15.a. | Determining the economic and cultural foundations of the Italian Renaissance. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| INDICATOR | WHI.15.c. | Citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| INDICATOR | WHI.15.d. | Comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WHII.2. | The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by: |
| INDICATOR | WHII.2.b. | Describing artistic, literary, and intellectual ideas of the Renaissance. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | Emergence of a Global Age, 1500 to 1800 A.D. (C.E.) |
| INDICATOR / STANDARD | WHII.6. | The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by: |
| INDICATOR | WHII.6.a. | Locating Asian empires in time and place and identifying major geographic features. <u>Virtual Field Trips</u> Tokyo - City of Contrasts |
| INDICATOR | WHII.6.e. | Describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate. <u>Virtual Field Trips</u> Tokyo - City of Contrasts |
| INDICATOR | WHII.6.f. | Comparing and contrasting the political and economic systems of Asian empires. <u>Virtual Field Trips</u> Tokyo - City of Contrasts |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | The Modern Era |
| INDICATOR / STANDARD | WHII.12. | The student will apply social science skills to understand the conflicts during the second half of the twentieth century by: |

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| INDICATOR | WHII.12.b. | Describing the major leaders and events of the Cold War, including the location of major conflicts. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | The Modern Era |
| INDICATOR / STANDARD | WHII.14. | The student will apply social science skills to understand the global changes during the early twenty-first century by: |
| INDICATOR | WHII.14.c. | Describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | The Modern Era |
| INDICATOR / STANDARD | WHII.15. | The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by: |
| INDICATOR | WHII.15.a. | Describing their beliefs, sacred writings, traditions, and customs. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades) |
| INDICATOR | WHII.15.b. | Locating the geographic distribution of religions in the contemporary world. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades) |
| STRAND / TOPIC | VA.SS.VUS. | Virginia and United States History |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | VUS.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | VUS.1.e. | Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| INDICATOR | VUS.1.f. | Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| INDICATOR | VUS.1.g. | Analyzing multiple connections across time and place. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| INDICATOR | VUS.1.h. | Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| STRAND / TOPIC | VA.SS.VUS. | Virginia and United States History |
| STANDARD / STRAND | | Early America: Settlement and Colonization |
| INDICATOR / STANDARD | VUS.2. | The student will apply social science skills to understand the impact of the Age of Exploration by: |

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| INDICATOR | VUS.2.b. | Analyzing the cultural interactions among American Indians, Europeans, and Africans. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.VUS. | Virginia and United States History |
| STANDARD / STRAND | | Early America: Settlement and Colonization |
| INDICATOR / STANDARD | VUS.3. | The student will apply social science skills to understand early European colonization by: |
| INDICATOR | VUS.3.a. | Evaluating the economic characteristics of the colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| INDICATOR | VUS.3.c. | Explaining the impact of the development of indentured servitude and slavery in the colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.VUS. | Virginia and United States History |
| STANDARD / STRAND | | Expansion |
| INDICATOR / STANDARD | VUS.6. | The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by: |
| INDICATOR | VUS.6.g. | Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.VUS. | Virginia and United States History |
| STANDARD / STRAND | | Civil War and Reconstruction |
| INDICATOR / STANDARD | VUS.7. | The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by: |
| INDICATOR | VUS.7.d. | Evaluating postwar Reconstruction plans presented by key leaders of the Civil War. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.VUS. | Virginia and United States History |
| STANDARD / STRAND | | Industrialization |
| INDICATOR / STANDARD | VUS.8. | The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by: |
| INDICATOR | VUS.8.b. | Analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| INDICATOR | VUS.8.e. | Evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| STRAND / TOPIC | VA.SS.VUS. | Virginia and United States History |
| STANDARD / STRAND | | The United States since World War II |

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| INDICATOR / STANDARD | VUS.12. | The student will apply social science skills to understand the United States' foreign policy during the Cold War era by: |
| INDICATOR | VUS.12.e. | Evaluating and explaining how policy changes impacted the United States' relationships in Latin America. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | GOVT.1.c. | Comparing and contrasting historical, cultural, economic, and political perspectives. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| INDICATOR | GOVT.1.f. | Explaining how cause-and-effect relationships impact political and economic events. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.4. | The student will apply social science skills to understand the Constitution of the United States by: |
| INDICATOR | GOVT.4.c. | Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.7. | The student will apply social science skills to understand the organization and powers of the national government by: |
| INDICATOR | GOVT.7.b. | Analyzing the relationships among the three branches in a system of checks and balances and separation of powers. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.13. | The student will apply social science skills to understand how world governments and economies compare and contrast with the government and the economy in the United States by: |
| INDICATOR | GOVT.13.a. | Describing the distribution of governmental power. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5 |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.14. | The student will apply social science skills to understand economic systems by: |
| INDICATOR | GOVT.14.b. | Comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx. |

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| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.15. | The student will apply social science skills to understand the role of government in the Virginia and United States economies by: |
| INDICATOR | GOVT.15.a. | Describing the provision of government goods and services that are not readily produced by the market. Virtual Field Trips Barcelona - English Barcelona - Espagnol |
| INDICATOR | GOVT.15.c. | Investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government. Virtual Field Trips Barcelona - English Barcelona - Espagnol |

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