

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Science

Grade: **5** - Adopted: **2016**

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

STRAND / DOMAIN / UNIFYING THEME	NY.5.2.	Matter and Energy in Organisms and Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
STANDARD / CONCEPTUAL UNDERSTANDING	5-LS2-1.	Develop a model to describe the movement of matter among plants (producers), animals (consumers), decomposers, and the environment. <u>Social Studies Online</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?
STRAND / DOMAIN / UNIFYING THEME	NY.5.3.	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. <u>Social Studies Online</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades

STANDARD / CONCEPTUAL UNDERSTANDING	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. Social Studies Online National Parks West - Nevada, California
STANDARD / CONCEPTUAL UNDERSTANDING	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment. Social Studies Online African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

New York State Learning Standards and Core Curriculum

Social Studies

Grade: 5 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.A.	Gathering, Interpreting and Using Evidence
STANDARD / CONCEPTUAL UNDERSTANDING	5P.A.1.	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. Social Studies Online Canada Exploring Cuba
STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.B.	Chronological Reasoning
STANDARD / CONCEPTUAL UNDERSTANDING	5P.B.3.	Identify causes and effects, using examples from current events or grade-level content and historical events Social Studies Online Washington, DC - Grades K - 5
STANDARD / CONCEPTUAL UNDERSTANDING	5P.B.4.	Identify and classify the relationship between multiple causes and multiple effects. Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
STANDARD / CONCEPTUAL UNDERSTANDING	5P.B.5.	Distinguish between long-term and immediate causes and effects of an event from current events or history. Social Studies Online Ancient Egypt - Land of the Pharaohs

		Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
STANDARD / CONCEPTUAL UNDERSTANDING	5P.B.7.	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. Social Studies Online Canada Exploring Cuba
STANDARD / CONCEPTUAL UNDERSTANDING	5P.B.9.	Understand the role of periodization as a practice in history and social studies. Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
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. Social Studies Online Canada 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. Social Studies Online Canada 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. Social Studies Online Canada 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. Social Studies Online

		African Safari Barcelona - English Barcelona - Espagnol Canada 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 - WA, OR, ID, MT, CO 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
STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDING	5P.D.2.	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. Social Studies Online 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 - WA, OR, ID, MT, CO Washington, DC - Grades K - 5
STANDARD / CONCEPTUAL UNDERSTANDING	5P.D.4.	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere. Social Studies Online Canada Exploring Cuba
STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.E.	Economics and Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	5P.E.1.	Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events. Social Studies Online Exploring Cuba
STANDARD / CONCEPTUAL UNDERSTANDING	5P.E.4.	Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere. Social Studies Online Exploring Cuba
STANDARD / CONCEPTUAL UNDERSTANDING	5P.E.6.	Describe government decisions that affect economies in case studies from the Western Hemisphere. Social Studies Online

		Canada Exploring Cuba
STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDING	5P.F.3.	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. Social Studies Online Barcelona - English Barcelona - Espagnol Canada 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. Social Studies Online Barcelona - English Barcelona - Espagnol Canada 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. Social Studies Online Barcelona - English Barcelona - Espagnol Canada Exploring Cuba
STANDARD / CONCEPTUAL UNDERSTANDING	5P.F.8.	Identify rights and responsibilities of citizens within societies in the Western Hemisphere. Social Studies Online 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. Social Studies Online 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. Social Studies Online Ancient Mayan Civilization
EXPECTATION / CONTENT SPECIFICATION	5.2a.2.	Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences. Social Studies Online 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	5.2b.	Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.
EXPECTATION / CONTENT SPECIFICATION	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. Social Studies Online 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	5.2c.	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.
EXPECTATION / CONTENT SPECIFICATION	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. Social Studies Online Ancient Mayan Civilization
STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.3.	EUROPEAN EXPLORATION AND ITS EFFECTS: 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)

STANDARD / CONCEPTUAL UNDERSTANDING	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.
EXPECTATION / CONTENT SPECIFICATION	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>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.
STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.4.	GEOGRAPHY IN THE WESTERN HEMISPHERE: 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>Social Studies Online</u> Canada 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 - WA, OR, ID, MT, CO Washington, DC - Grades K - 5
GRADE EXPECTATION	5.4b.2.	Mesoamerica (Mexico and Central America) <u>Social Studies Online</u> Exploring Cuba
STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.4.	GEOGRAPHY IN THE WESTERN HEMISPHERE: 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>Social Studies Online</u> Canada 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 - WA, OR, ID, MT, CO 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>Social Studies Online</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.	COMPARATIVE CULTURES: 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>Social Studies Online</u> Canada 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>Social Studies Online</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>Social Studies Online</u> Canada
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.	<p>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.</p> <p><u>Social Studies Online</u> Canada</p>
--	---------	---

© 2018 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)