

Main Criteria: Washington DC Academic Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Washington DC Academic Standards

Science

Grade: 5 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	5-PS3.	Energy
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 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.

Social Studies Online

Galapagos Islands

Who Lives On a Coral Reef?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	5-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	5-ESS2-1.	<p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>
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EXPECTATION	5-ESS2-2.	<p>Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p><u>Social Studies Online</u></p> <p>National Parks - Nevada, California</p>
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	5-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	5-ESS3-1.	<p>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>Grade 4 - West Region Today</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Who Lives On a Coral Reef?</p>
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Washington DC Academic Standards

Social Studies

Grade: 5 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	1	Inquiry in American History

STUDENT EXPECTATION / ESSENTIAL SKILL	5.2.	<p>Compare multiple accounts of one significant event in American history, and analyze the reasons for differences in each account.</p> <p><u>Social Studies Online</u> Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.3.	<p>Compare multiple accounts of one significant event in American history, and make a claim about which account is more useful in understanding the past.</p> <p><u>Social Studies Online</u> Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5</p>
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	2	War and Conquest in the West
STUDENT EXPECTATION / ESSENTIAL SKILL	5.12.	<p>Describe the causes of the Texas Independence movement and Mexican-American War from the perspective of Tejanos, enslaved Texans, Mexicans, American settlers and Indigenous Nations, with a focus on the impact of these events on individual lived experiences.</p> <p><u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.14.	<p>Evaluate the environmental impact that settler colonialism had on the Great Plains region, West Coast, Northwest, and Southwest between the 19th and 20th centuries.</p> <p><u>Social Studies Online</u> Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.15.	<p>Analyze the lived experiences of different immigrant communities between 1850 and 1900 (e.g., religious minority, Irish, German, Mexican, Italian, British, Southeast Asian, Chinese, and Japanese communities).</p> <p><u>Social Studies Online</u> Grade 4 - West Region Early Beginnings</p>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.16.	Describe the motivations and lived experiences of people who migrated to the West in the 19th century, including Asian and African Americans. Social Studies Online Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
STUDENT EXPECTATION / ESSENTIAL SKILL	5.17.	Compare the different artistic, cultural, political, and spiritual traditions of current-day Indigenous peoples and how those practices and ways of life persevered and still thrive today, including Two-Spirit identities. Social Studies Online Grade 4 - West Region Early Beginnings
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	3	Enslavement and Resistance
STUDENT EXPECTATION / ESSENTIAL SKILL	5.18.	Explain the importance of language when discussing challenging topics (e.g., “enslaved person” rather than “slave”). Social Studies Online Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.19.	Explain that white enslavers adopted and spread false beliefs about racial inferiority, and evaluate the impact of that ideology today. Social Studies Online Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.24.	Compare and contrast how the system of slavery operated in the North and the South. Social Studies Online Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.25.	Discuss how the experience of enslaved people differed based on geographic location and labor performed. Social Studies Online Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	4	Civil War
STUDENT EXPECTATION / ESSENTIAL SKILL	5.29.	Explain that arguments about slavery, especially the expansion of the slave system into new territories, caused secession and the Civil War. Social Studies Online Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	5	Reconstruction and the Early Struggle for Equality

STUDENT EXPECTATION / ESSENTIAL SKILL	5.38.	Analyze the early political successes of the Reconstruction era, including the election of approximately 2,000 Black Americans to local, state and national office. <u>Social Studies Online</u> <u>Grade 4 - Southeast Region of the U.S.</u>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.39.	Explain the grassroots efforts by Black Americans to gain access to the American economy, political institutions, and social equality. <u>Social Studies Online</u> <u>Grade 4 - Southeast Region of the U.S.</u>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.40.	Analyze the lived experiences of Black citizens after the Civil War and how laws passed after the end of slavery, such as the “Black Codes,” impacted Black Americans’ ability to work, vote and move in public spaces. <u>Social Studies Online</u> <u>Grade 4 - Southeast Region of the U.S.</u>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.42.	Evaluate the reasons for and impact of the Great Migration. <u>Social Studies Online</u> <u>Grade 4 - Midwest Region Today</u>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.43.	Analyze the rise in Black art, music, literature, businesses and queer culture in the Black Renaissance period including but not limited to Harlem and DC (e.g., Black Broadway). <u>Social Studies Online</u> <u>Grade 4 - Midwest Region Today</u> <u>Washington, DC - Grades K - 5</u>