

**Main Criteria:** Alabama Courses of Study  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 5  
**Correlation Options:** Show Correlated

**Alabama Courses of Study**  
**Science**  
Grade: 5 - Adopted: 2015

STRAND / DOMAIN	AL.5.LS.	LIFE SCIENCE
OBJECTIVE / CATEGORY		Ecosystems: Interactions, Energy, and Dynamics

STANDARD 5.LS.10. Construct and interpret models (e.g., diagrams, flow charts) to explain that energy in animals' food is used for body repair, growth, motion, and maintenance of body warmth and was once energy from the sun.

**Social Studies Online**

Galapagos Islands

Who Lives On a Coral Reef?

STANDARD 5.LS.11. Create a model to illustrate the transfer of matter among producers; consumers, including scavengers and 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?

STRAND / DOMAIN	AL.5.ESS.	EARTH AND SPACE SCIENCE
OBJECTIVE / CATEGORY		Earth's Systems

STANDARD 5.ESS.14 Use a model to represent how any two systems, specifically the atmosphere, biosphere, geosphere, and/or hydrosphere, interact and support life (e.g., influence of the ocean on ecosystems, landform shape, and climate; influence of the atmosphere on landforms and ecosystems through weather and climate; influence of mountain ranges on winds and clouds in the atmosphere).

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

STANDARD	5.ESS.15	Identify the distribution of freshwater and salt water on Earth (e.g., oceans, lakes, rivers, glaciers, ground water, polar ice caps) and construct a graphical representation depicting the amounts and percentages found in different reservoirs.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>

STRAND / DOMAIN	AL.5.ESS.	EARTH AND SPACE SCIENCE
OBJECTIVE / CATEGORY		Earth and Human Activity

STANDARD	5.ESS.16	Collect and organize scientific ideas that individuals and communities can use to protect Earth's natural resources and its environment (e.g., terracing land to prevent soil erosion, utilizing no-till farming to improve soil fertility, regulating emissions from factories and automobiles to reduce air pollution, recycling to reduce overuse of landfill areas).
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Who Lives On a Coral Reef?</a>

Alabama Courses of Study  
Social Studies  
Grade: 5 - Adopted: 2013

STRAND / DOMAIN	AL.5.	United States Studies: Beginnings to the Industrial Revolution
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OBJECTIVE / CATEGORY	5.2.	Identify causes and effects of early migration and settlement of North America.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>

STRAND / DOMAIN	AL.5.	United States Studies: Beginnings to the Industrial Revolution
OBJECTIVE / CATEGORY	5.3.	Distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems.

STANDARD	5.3.1.	Locating on a map American Indian nations according to geographic region.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>

<b>STRAND / DOMAIN</b>	<b>AL.5.</b>	<b>United States Studies: Beginnings to the Industrial Revolution</b>
<b>OBJECTIVE / CATEGORY</b>	<b>5.4.</b>	<b>Determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.</b>

STANDARD 5.4.1. Identifying significant early European patrons, explorers, and their countries of origin, including early settlements in the New World.

**Social Studies Online**  
[Canada: Our Northern Neighbor](#)  
[Grade 4 - Southwest Region Early Beginnings](#)  
[Grade 4 - West Region Early Beginnings](#)

<b>STRAND / DOMAIN</b>	<b>AL.5.</b>	<b>United States Studies: Beginnings to the Industrial Revolution</b>
<b>OBJECTIVE / CATEGORY</b>	<b>5.5.</b>	<b>Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.</b>

STANDARD 5.5.2. Identifying influential leaders in colonial society.

**Social Studies Online**  
[Grade 4 - Northeast](#)

<b>STRAND / DOMAIN</b>	<b>AL.5.</b>	<b>United States Studies: Beginnings to the Industrial Revolution</b>
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OBJECTIVE / CATEGORY 5.7. Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

**Social Studies Online**  
[Grade 4 - Northeast](#)

<b>STRAND / DOMAIN</b>	<b>AL.5.</b>	<b>United States Studies: Beginnings to the Industrial Revolution</b>
<b>OBJECTIVE / CATEGORY</b>	<b>5.8.</b>	<b>Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.</b>

STANDARD 5.8.1. Describing principles contained in the Declaration of Independence.

**Social Studies Online**  
[Grade 4 - Northeast](#)

STANDARD 5.8.5. Locating on a map major battle sites of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.

**Social Studies Online**  
[Grade 4 - Northeast](#)

STANDARD 5.8.6. Recognizing reasons for colonial victory in the American Revolution.

**Social Studies Online**  
[Grade 4 - Northeast](#)

<b>STRAND / DOMAIN</b>	<b>AL.5.</b>	<b>United States Studies: Beginnings to the Industrial Revolution</b>
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<b>OBJECTIVE / CATEGORY</b>	<b>5.9.</b>	<b>Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.</b>
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STANDARD	5.9.1.	Describing major ideas, concepts, and limitations of the Constitution of the United States, including duties and powers of the three branches of government.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Washington, DC - Grades K - 5</u></a>
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<b>STRAND / DOMAIN</b>	<b>AL.5.</b>	<b>United States Studies: Beginnings to the Industrial Revolution</b>
<b>OBJECTIVE / CATEGORY</b>	<b>5.10.</b>	<b>Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849.</b>

STANDARD	5.10.1.	Analyzing the role of the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Grade 4 - Midwest Region Early Beginnings</u></a> <a href="#"><u>Grade 4 - West Region Early Beginnings</u></a>
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STANDARD	5.10.3.	Identifying Alabama's role in the expansion movement in the United States, including the Battle of Horseshoe Bend and the Trail of Tears.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Grade 4 - Southwest Region Early Beginnings</u></a>
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STANDARD	5.10.4.	Identifying the impact of technological developments on United States' expansion.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Grade 4 - Northeast</u></a>
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<b>STRAND / DOMAIN</b>	<b>AL.5.</b>	<b>United States Studies: Beginnings to the Industrial Revolution</b>
<b>OBJECTIVE / CATEGORY</b>	<b>5.12.</b>	<b>Summarize successes and failures of the Reconstruction Era.</b>

STANDARD	5.12.2.	Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Grade 4 - Southeast Region of the U.S.</u></a>
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STANDARD	5.12.4.	Describing post-Civil War land distribution, including tenant farming and sharecropping.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Grade 4 - Southeast Region of the U.S.</u></a>
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<b>STRAND / DOMAIN</b>	<b>AL.5.</b>	<b>United States Studies: Beginnings to the Industrial Revolution</b>
<b>OBJECTIVE / CATEGORY</b>	<b>5.13.</b>	<b>Describe social and economic influences on United States' expansion prior to World War I.</b>

STANDARD	5.13.1.	Explaining how the development of transcontinental railroads helped the United States achieve its Manifest Destiny.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
STANDARD	5.13.2.	Locating on a map states, capitals, and important geographic features west of the Mississippi River.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
STANDARD	5.13.3.	Explaining how the United States acquired Alaska and Hawaii.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
STANDARD	5.13.4.	Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
STANDARD	5.13.5.	Analyzing the impact of closing the frontier on American Indians' way of life.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a>