

**Main Criteria:** Connecticut State Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 5  
**Correlation Options:** Show Correlated

**Connecticut State Standards**  
**Science**  
Grade: 5 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.5- PS.	PHYSICAL SCIENCE
STATE FRAMEWORK	5-PS3.	Energy
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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?

DOMAIN / CONTENT STANDARD	NGSS.5- LS.	LIFE SCIENCE
STATE FRAMEWORK	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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?

DOMAIN / CONTENT STANDARD	NGSS.5- ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	5-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	5-ESS2-1.	<p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><b><u>Social Studies Online</u></b></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 &amp; 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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INDICATOR	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><b><u>Social Studies Online</u></b></p> <p>National Parks - Nevada, California</p>
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DOMAIN / CONTENT STANDARD	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	5-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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><b><u>Social Studies Online</u></b></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 &amp; 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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#### Connecticut State Standards

#### Social Studies

Grade: 5 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-1.	Migration and Settlement

INDICATOR	5.His.14.a.	Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., archeological evidence).  <a href="#">Social Studies Online</a> Grade 4 - West Region Early Beginnings
INDICATOR	5.Geo.8.a.	Describe the connection between natural resources and human settlement patterns in the Atlantic and Pacific Worlds (e.g., Caribbean, Europe, North America, South America, West Africa).  <a href="#">Social Studies Online</a> Grade 4 - West Region Early Beginnings
INDICATOR	5.His.14.b.	Describe the causes and effects of European exploration and settlement of the Americas (e.g., conflict, enslavement, land rights, sovereignty, trade).  <a href="#">Social Studies Online</a> Grade 4 - West Region Early Beginnings
INDICATOR	5.Geo.4.a.	Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (e.g., rice cultivation, open field system, companion planting).  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-2.	The Colonial Era

INDICATOR	5.Eco.5.a.	Describe the role of money and currency in trade during the Colonial Era (e.g., British and Spanish coins, tobacco, wampum, paper money).  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	5.Eco.3.a.	Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions (e.g., indentured and slave labor, natural resources, tools, machines).  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
INDICATOR	5.Eco.4.a.	Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies (e.g., availability and access to natural resources, hydropower, labor, trade routes).  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

INDICATOR	5.Civ.8.a.	Identify the civic virtues and democratic principles that contributed to the rejection of British parliamentary rule of the North American colonies.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-3.	The American Revolution
INDICATOR	5.Eco.1.a.	Compare the benefits and costs of governmental and individual choices leading to the American Revolution (e.g., taxation, homespun movement, right to property).
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
INDICATOR	5.His.10.a.	Compare information provided by multiple historical sources about the people and events of the American Revolution (e.g., purpose, maker, significance, fact, opinion, bias).
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
INDICATOR	5.His.14.e.	Explain probable causes and effects of major turning points in the American Revolution (e.g., Battle of Bunker Hill, Boston Massacre, Saratoga, Valley Forge).
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
INDICATOR	5.Eco.15.a.	Explain economic interdependence between the New England, Middle, and Southern colonies during the American Revolution (e.g., trade, efforts to support the continental cause).
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-4.	The United States Constitution and Civic Participation
INDICATOR	5.Civ.3.a.	Examine the origins and purpose of key provisions of the United States Constitution (e.g., checks and balances, limited government, popular sovereignty, republicanism, separations of powers, federalism).
		<a href="#">Social Studies Online</a> <a href="#">Washington, DC - Grades K - 5</a>
INDICATOR	5.Civ.5.a.	Explain the role of the Constitution in establishing a system of government in the United States (e.g., federalism, separation of power, states' rights).
		<a href="#">Social Studies Online</a> <a href="#">Washington, DC - Grades K - 5</a>