

**Main Criteria:** Massachusetts Curriculum Frameworks

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**Massachusetts Curriculum Frameworks**

**Science**

Grade: 5 - Adopted: 2016

FOCUS / COURSE	MA.5-ESS.	Grade 5: Earth and Space Sciences
STRAND	ESS2.	Earth's Systems

STANDARD / CONCEPT / SKILL      5-ESS2-2.      Describe and graph the relative amounts of salt water in the ocean; fresh water in lakes, rivers, and groundwater; and fresh water frozen in glaciers and polar ice caps to provide evidence about the availability of fresh water in Earth's biosphere.

**Social Studies Online**

National Parks - Nevada, California

FOCUS / COURSE	MA.5-ESS.	Grade 5: Earth and Space Sciences
STRAND	ESS3.	Earth and Human Activity

STANDARD / CONCEPT / SKILL      5-ESS3-1.      Obtain and combine information about ways communities reduce human impact on the Earth's resources and environment by changing an agricultural, industrial, or community practice or process.

**Social Studies Online**

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Who Lives On a Coral Reef?

FOCUS / COURSE	MA.5-LS.	Grade 5: Life Science
STRAND	LS2.	Ecosystems: Interactions, Energy, and Dynamics

STANDARD / CONCEPT / SKILL      5-LS2-1.      Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

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Galapagos Islands

The Sahara Desert

Who Lives On a Coral Reef?

FOCUS / COURSE	MA.5-PS.	Grade 5: Physical Science
STRAND	PS3.	Energy

STANDARD / CONCEPT / SKILL      5-PS3-1. Use a model to describe that the food animals digest (a) contains energy that was once energy from the Sun, and (b) provides energy and nutrients for life processes, including body repair, growth, motion, body warmth, and reproduction.

**Social Studies Online**

Galapagos Islands

Who Lives On a Coral Reef?

FOCUS / COURSE	MA.5-ETS.	Grade 5: Technology/Engineering
STRAND	ETS3.	Technological Systems

STANDARD / CONCEPT / SKILL      5.3-5-ETS3-1(MA). Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions). Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants.

**Social Studies Online**

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Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

**Massachusetts Curriculum Frameworks**

**Social Studies**

Grade: 5 - Adopted: 2018

FOCUS / COURSE		Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12
STRAND	1	Demonstrate civic knowledge, skills, and dispositions.

STANDARD /  
CONCEPT /  
SKILL

Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.

**Social Studies Online**

[African Safari](#)

[Ancient China - Qin & Han Dynasties](#)

[Ancient China - Shang & Zhou Dynasties](#)

[Ancient Egypt - Land of the Pharaohs](#)

[Ancient Egypt - Land of the Pyramids](#)

[Ancient Greece](#)

[Ancient Mayan Civilization](#)

[Ancient Rome](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

[Exploring Cuba](#)

[Grade 4 - Midwest Region Early Beginnings](#)

[Grade 4 - Midwest Region Today](#)

[Grade 4 - Northeast](#)

[Grade 4 - Southeast Region of the U.S.](#)

[Grade 4 - Southwest Region Early Beginnings](#)

[Grade 4 - Southwest Region Today](#)

[Grade 4 - West Region Early Beginnings](#)

[Grade 4 - West Region Geography](#)

[Grade 4 - West Region Today](#)

[How Coral Reefs Are Formed](#)

[London - City of Pomp & Majesty](#)

[National Parks - Alaska & Hawaii](#)

[National Parks - Nevada, California](#)

[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)

[National Parks - Wyoming, Utah](#)

[Paris - City of Light - Grades K - 5](#)

[Rome - The Eternal City](#)

[The Sahara Desert](#)

[Tokyo - City of Contrasts](#)

[Who Lives On a Coral Reef?](#)

STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.
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Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

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Ancient China - Qin & Han Dynasties

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Ancient Egypt - Land of the Pyramids

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Barcelona

Canada: Coast to Coast

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Galapagos Islands

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Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

How Coral Reefs Are Formed

Jerusalem - Then and Now (Younger Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

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Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades K - 5

Who Lives On a Coral Reef?

FOCUS / COURSE		Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement
STRAND	Topic 1.	Early colonization and growth of colonies – Supporting Question: To what extent was North America a land of opportunity, and for whom?

STANDARD / CONCEPT / SKILL	2	Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts).
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#### **Social Studies Online**

Grade 4 - Northeast

STANDARD / CONCEPT / SKILL	3	Analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America, even though other major European nations also explored North America (e.g., the relatively small number of colonists from other nations, England's history of self- government, high rates of literacy, and strong economic, and military position in the world).
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>		

STANDARD / CONCEPT / SKILL	4	On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans).
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>		

STANDARD / CONCEPT / SKILL	5	Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.)
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>		

FOCUS / COURSE		Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement
STRAND	Topic 1.	Early colonization and growth of colonies – Supporting Question: To what extent was North America a land of opportunity, and for whom?
STANDARD / CONCEPT / SKILL	7	Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.

INDICATOR	a.	Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and could be punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions.
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>		

INDICATOR	b.	Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and ironworkers and could be hired out to work.
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>		

FOCUS / COURSE		Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement
STRAND	Topic 2.	Reasons for revolution, the Revolutionary War, and the formation of government – Supporting Questions: Why did most Native Peoples side with the French against the British in the French and Indian Wars? Were the colonists justified in rebelling against Great Britain in the American Revolution?

STANDARD / CONCEPT / SKILL	4	Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>		

FOCUS / COURSE		Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement
STRAND	Topic 3.	Principles of United States Government – Supporting Question: How did the Constitution attempt to balance competing interests, the question of power, and ideas about slavery?

STANDARD / CONCEPT / SKILL	2	<p>Explain how the framers of the Constitution divided and shared powers among the three branches of the United States government; describe the function of each branch and the system of checks and balances.</p> <p><a href="#">Social Studies Online</a> Washington, DC - Grades K - 5</p>
STANDARD / CONCEPT / SKILL	3	<p>Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools).</p> <p><a href="#">Social Studies Online</a> Barcelona Washington, DC - Grades K - 5</p>

FOCUS / COURSE		Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement
STRAND	Topic 4.	The growth of the Republic – Supporting Question: How did events of the early Republic test the newly-founded United States?

STANDARD / CONCEPT / SKILL	1	<p>Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.</p> <p><a href="#">Social Studies Online</a> Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings</p>
STANDARD / CONCEPT / SKILL	2	<p>Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.</p> <p><a href="#">Social Studies Online</a> Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings</p>

FOCUS / COURSE		Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement
STRAND	Topic 4.	The growth of the Republic – Supporting Question: How did events of the early Republic test the newly-founded United States?
STANDARD / CONCEPT / SKILL	5	Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government:

INDICATOR	b.	<p>President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River</p> <p><a href="#">Social Studies Online</a> Grade 4 - Southwest Region Early Beginnings</p>
INDICATOR	d.	<p>the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast</p> <p><a href="#">Social Studies Online</a> Grade 4 - Southwest Region Early Beginnings</p>

FOCUS / COURSE		Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement
STRAND	Topic 5.	Slavery, the legacy of the Civil War, and the struggle for civil rights for all – Supporting Question: What ideas and events of the 19th century led to the expansion of civil rights in the 20th and 21st centuries?

STANDARD / CONCEPT / SKILL      2      Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

**Social Studies Online**

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 5 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Key Ideas and Details

INDICATOR      3      Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

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Ancient China - Qin & Han Dynasties

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Ancient Egypt - Land of the Pharaohs

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Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Midwest Region Early Beginnings

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Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 5 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Craft and Structure

INDICATOR      4      Determine the meaning of general and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

INDICATOR	5	<p>Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.</p> <p><b><u>Social Studies Online</u></b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece  Ancient Mayan Civilization  Ancient Rome  Canada: Coast to Coast  Canada: Our Northern Neighbor  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  Rome - The Eternal City</p>
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INDICATOR	6	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.</p> <p><b><u>Social Studies Online</u></b>  Canada: Our Northern Neighbor  Grade 4 - Northeast  Grade 4 - West Region Geography</p>
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FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 5 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL		Comprehension and Collaboration



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