

**Main Criteria:** Minnesota Academic Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 4  
**Correlation Options:** Show Correlated

**Minnesota Academic Standards**  
**Science**  
Grade: 4 - Adopted: 2019

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| <b>CONTENT STANDARD / DOMAIN</b>                | <b>1</b>      | <b>Exploring phenomena or engineering problems</b>  |
| <b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b> | <b>1.2.</b>   | <b>Planning and carrying out investigations</b>   |
| <b>INDICATORS OF PROGRESS / STRAND</b>          | <b>1.2.1.</b> | <b>Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions, and will organize and collect data to provide evidence to support claims the students make about phenomena.</b> |
| <b>INDICATORS OF PROGRESS</b>                   |               | <b>Earth and Space Science</b>  |

INDICATOR 4E.1.2.1.1 Make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by the forces of water, ice, wind, or vegetation. (P: 3, CC: 2, CI: ESS2)

**Social Studies Online**  
Grade 3 - Geography of Our Communities  
Grade 4 - Midwest Region Today  
Grade 4 - Southwest Region Early Beginnings  
National Parks - Alaska & Hawaii  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah

INDICATOR 4E.1.2.1.2 Plan and carry out fair tests in which variables are controlled and failure points are considered to improve a model or prototype to prevent erosion. (P: 3, CC: 2, CI: ESS2, ETS1, ETS2)

**Social Studies Online**  
Grade 3 - Geography of Our Communities

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| <b>CONTENT STANDARD / DOMAIN</b>                | <b>2</b>      | <b>Looking at data and empirical evidence to understand phenomena or solve problems</b>   |
| <b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b> | <b>2.2.</b>   | <b>Using mathematics and computational thinking</b>   |
| <b>INDICATORS OF PROGRESS / STRAND</b>          | <b>2.2.1.</b> | <b>Students will be able to use mathematics to represent physical variables and their relationships; compare mathematical expressions to the real world; and engage in computational thinking as they use or develop algorithms to describe the natural or designed worlds.</b> |
| <b>INDICATORS OF PROGRESS</b>                   |               | <b>Earth and Space Science</b>  |

INDICATOR 4E.2.2.1.1 Interpret charts, maps and/or graphs of the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (P: 5, CC: 4, CI: ESS2)

**Social Studies Online**  
Grade 3 - Geography of Our Communities  
National Parks - Nevada, California

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| CONTENT STANDARD / DOMAIN                | 3      | Developing possible explanations of phenomena or designing solutions to engineering problems   |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.1.   | Developing and using models  |
| INDICATORS OF PROGRESS / STRAND          | 3.1.1. | Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others. |
| INDICATORS OF PROGRESS                   |        | Earth and Space Science  |

INDICATOR 4E.3.1.1.1 Develop a model based in part on student observations or data to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact. (P: 2, CC: 4, CI: ESS2)

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

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

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| CONTENT STANDARD / DOMAIN                | 3      | Developing possible explanations of phenomena or designing solutions to engineering problems  |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.2.   | Constructing explanations and designing solutions   |
| INDICATORS OF PROGRESS / STRAND          | 3.2.2. | Students will be able to use their understanding of scientific principles and the engineering design process to design solutions that meet established criteria and constraints.* |
| INDICATORS OF PROGRESS                   |        | Earth and Space Science   |

INDICATOR 4E.3.2.2.1 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. (P: 6, CC: 2, CI: ESS3, ETS1)

**Social Studies Online**

Grade 3 - Geography of Our Communities

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| CONTENT STANDARD / DOMAIN                | 4      | Communicating reasons, arguments and ideas to others  |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.2.   | Obtaining, evaluating and communicating information   |
| INDICATORS OF PROGRESS / STRAND          | 4.2.1. | Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats. |
| INDICATORS OF PROGRESS                   |        | Earth and Space Science   |

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| INDICATOR                                | 4E.4.2.1.1 | Read and comprehend grade appropriate complex texts and/or other reliable media to describe that energy and fuels are derived from natural resources and their uses affect the environment. (P: 8, CC: 2, CI: ESS3, ETS2)  |
|  |            | <u><b>Social Studies Online</b></u><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Grade 3 - Geography of Our Communities<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today<br>The Sahara Desert |
| CONTENT STANDARD / DOMAIN                | 4          | Communicating reasons, arguments and ideas to others   |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.2.       | Obtaining, evaluating and communicating information  |
| INDICATORS OF PROGRESS / STRAND          | 4.2.2.     | Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems.  |
| INDICATORS OF PROGRESS                   |            | Earth and Space Science  |

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| INDICATOR | 4E.4.2.2.1 | Obtain and combine multiple sources of information about ways individual communities, including Minnesota American Indian Tribes and communities and other cultures, use evidence and scientific principles to make decisions about the uses of Earth's resources. (P: 8, CC: 4, CI: ESS3, ETS1) |
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**Social Studies Online**  
 African Safari  
 Amazon Rainforest - People and Threats - Grades 2-5  
 Canada: Coast to Coast  
 Galapagos Islands  
 Grade 3 - Geography of Our Communities  
 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?

**Minnesota Academic Standards**  
**Social Studies**  
 Grade: 4 - Adopted: 2012

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| CONTENT STANDARD / DOMAIN                | MN.4.  | Grade 4: Geography of North America |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.3.   | Geography                           |
| INDICATORS OF PROGRESS / STRAND          | 4.3.1. | Geospatial skills                   |

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| INDICATORS OF PROGRESS | 4.3.1.1. | People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. |
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| INDICATOR | 4.3.1.1.1. | Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information. |
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**Social Studies Online**

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

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| CONTENT STANDARD / DOMAIN                | MN.4.    | Grade 4: Geography of North America  |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.3.     | Geography  |
| INDICATORS OF PROGRESS / STRAND          | 4.3.1.   | Geospatial skills  |
| INDICATORS OF PROGRESS                   | 4.3.1.2. | Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future. |

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| INDICATOR | 4.3.1.2.1. | Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico. |
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**Social Studies Online**

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

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| INDICATOR | 4.3.1.2.2. | Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico. |
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**Social Studies Online**

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

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 Landforms

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Washington, DC - Grades K - 5

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| CONTENT STANDARD / DOMAIN                | MN.4. | Grade 4: Geography of North America |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.3.  | Geography                           |

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| INDICATORS OF PROGRESS / STRAND | 4.3.2.   | Places and Regions   |
| INDICATORS OF PROGRESS          | 4.3.2.3. | Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems). |

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| INDICATOR | 4.3.2.3.1. | <p>Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p> <p><b><u>Social Studies Online</u></b><br/> Canada: Coast to Coast<br/> Canada: Our Northern Neighbor<br/> Grade 3 - Geography of Our Communities<br/> Grade 4 - Midwest Region Early Beginnings<br/> Grade 4 - Midwest Region Today<br/> Grade 4 - Northeast<br/> Grade 4 - Southeast Region of the U.S.<br/> Grade 4 - Southwest Region Early Beginnings<br/> Grade 4 - Southwest Region Today<br/> Grade 4 - West Region Early Beginnings<br/> Grade 4 - West Region Geography<br/> Grade 4 - West Region Landforms<br/> Grade 4 - West Region Today<br/> National Parks - Alaska &amp; Hawaii<br/> National Parks - Nevada, California<br/> National Parks - Washington, Oregon, Idaho, Montana, Colorado<br/> National Parks - Wyoming, Utah<br/> Washington, DC - Grades K - 5</p> |
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| CONTENT STANDARD / DOMAIN                | MN.4.    | Grade 4: Geography of North America   |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.3.     | Geography   |
| INDICATORS OF PROGRESS / STRAND          | 4.3.2.   | Places and Regions  |
| INDICATORS OF PROGRESS                   | 4.3.2.4. | People construct regions to identify, organize and interpret areas of the Earth's surface, which simplifies the earth's complexity. |

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| INDICATOR | 4.3.2.4.1. | <p>Name and locate states and territories, major cities and state capitals in the United States.</p> <p><b><u>Social Studies Online</u></b><br/> Barcelona<br/> Grade 3 - Geography of Our Communities<br/> Grade 4 - Midwest Region Early Beginnings<br/> Grade 4 - Midwest Region Today<br/> Grade 4 - Northeast<br/> Grade 4 - Southeast Region of the U.S.<br/> Grade 4 - Southwest Region Early Beginnings<br/> Grade 4 - Southwest Region Today<br/> Grade 4 - West Region Today<br/> Washington, DC - Grades K - 5</p> |
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| INDICATOR | 4.3.2.4.2. | <p>Name and locate countries neighboring the United States and their major cities.</p> <p><b><u>Social Studies Online</u></b><br/> Canada: Coast to Coast<br/> Canada: Our Northern Neighbor</p> |
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| CONTENT STANDARD / DOMAIN                | MN.4.    | Grade 4: Geography of North America   |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.3.     | Geography   |
| INDICATORS OF PROGRESS / STRAND          | 4.3.3.   | Human Systems   |
| INDICATORS OF PROGRESS                   | 4.3.3.5. | The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). |

INDICATOR 4.3.3.5.1. Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.

**Social Studies Online**

Grade 3 - A Country of Cultures

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

Washington, DC - Grades K - 5

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| CONTENT STANDARD / DOMAIN                | MN.4.    | Grade 4: Geography of North America  |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.3.     | Geography  |
| INDICATORS OF PROGRESS / STRAND          | 4.3.3.   | Human Systems  |
| INDICATORS OF PROGRESS                   | 4.3.3.6. | Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. |

INDICATOR 4.3.3.6.1. Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.

**Social Studies Online**

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

Washington, DC - Grades K - 5

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| CONTENT STANDARD / DOMAIN                | MN.4. | Grade 4: Geography of North America |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.3.  | Geography                           |

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| INDICATORS OF PROGRESS / STRAND | 4.3.4.    | Human Environment Interaction   |
| INDICATORS OF PROGRESS          | 4.3.4.10. | The meaning, use, distribution and importance of resources changes over time. |

INDICATOR 4.3.4.10.1 Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada.

[Social Studies Online](#)

Grade 4 - Northeast

Grade 4 - West Region Geography

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| CONTENT STANDARD / DOMAIN                | MN.4.    | Grade 4: Geography of North America  |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.4.     | History  |
| INDICATORS OF PROGRESS / STRAND          | 4.4.1.   | Historical Thinking Skills   |
| INDICATORS OF PROGRESS                   | 4.4.1.2. | Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. |

INDICATOR 4.4.1.2.1. Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.

[Social Studies Online](#)

Canada: Coast to Coast

Canada: Our Northern Neighbor

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| CONTENT STANDARD / DOMAIN                | MN.4.    | Grade 4: Geography of North America  |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.4.     | History  |
| INDICATORS OF PROGRESS / STRAND          | 4.4.2.   | Peoples, Cultures, and Change over Time  |
| INDICATORS OF PROGRESS                   | 4.4.2.4. | The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. |

INDICATOR 4.4.2.4.1. Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.

[Social Studies Online](#)

Grade 4 - West Region Early Beginnings