

Main Criteria: Minnesota Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 5
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
 Grade: 5 - Adopted: 2019

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		Physical Science

INDICATOR 5P.3.1.1.2 Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the Sun. (P: 2, CC: 5, CI: PS3)

Social Studies Online
 Galapagos Islands
 Who Lives On a Coral Reef?

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		Life Science

INDICATOR 5L.3.1.1.3 Create an electronic visualization of the movement of matter among plants, animals, decomposers, and the environment. (P: 2, CC: 4, CI: LS2)

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
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CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.1.	Engaging in argument from evidence

INDICATORS OF PROGRESS / STRAND	4.1.2.	Students will be able to argue from evidence to justify the best solution to a problem or to compare and evaluate competing designs, ideas, or methods.*
INDICATORS OF PROGRESS		Life Science

INDICATOR 5L.4.1.2.1 Evaluate the merit of a solution to a problem caused by changes in plant and animal populations as a result of environmental changes. (P: 7, CC: 4, CI: LS4, ETS1)

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African Safari

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

Canada: Coast to Coast

Galapagos Islands

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

Minnesota Academic Standards

Social Studies

Grade: 5 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	5.1.2.	Civic Values and Principles of Democracy
INDICATORS OF PROGRESS	5.1.2.2.	The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.

INDICATOR 5.1.2.2.1. Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.

Social Studies Online

Grade 4 - Northeast

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	5.1.4.	Governmental Institutions and Political Processes

INDICATORS OF PROGRESS	5.1.4.7.	The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.
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INDICATOR	5.1.4.7.2.	Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.
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Washington, DC - Grades K - 5

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.2.	Economics
INDICATORS OF PROGRESS / STRAND	5.2.1.	Economic Reasoning Skills
INDICATORS OF PROGRESS	5.2.1.1.	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.

INDICATOR	5.2.1.1.1.	Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice.
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[Social Studies Online](#)

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.2.	Economics
INDICATORS OF PROGRESS / STRAND	5.2.4.	Microeconomic Concepts
INDICATORS OF PROGRESS	5.2.4.6.	Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.

INDICATOR	5.2.4.6.1.	Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).
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Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.3.	Geography

INDICATORS OF PROGRESS / STRAND	5.3.1.	Geospatial Skills
INDICATORS OF PROGRESS	5.3.1.3.	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

INDICATOR 5.3.1.3.1. Locate and identify the physical and human characteristics of places in the North American colonies.

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Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.3.	Geography
INDICATORS OF PROGRESS / STRAND	5.3.4.	Human Environment Interaction
INDICATORS OF PROGRESS	5.3.4.10.	The meaning, use, distribution and importance of resources changes over time.

INDICATOR 5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.

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Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.1.2.	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 5.4.1.2.1. Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.

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INDICATOR 5.4.1.2.2. Explain a historical event from multiple perspectives.

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Grade 4 - Northeast

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
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PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.1.3.	Historical events have multiple causes and can lead to varied and unintended outcomes.

INDICATOR 5.4.1.3.1. Analyze multiple causes and outcomes of a historical event.

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Grade 4 - Northeast

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.4.	United States History

INDICATOR 5.4.4.15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)

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

INDICATOR 5.4.4.15.1. Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact)

[Social Studies Online](#)
Ancient Mayan Civilization
Grade 4 - West Region Early Beginnings

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.4.16.	Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)

INDICATOR	5.4.4.16.1 .	Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763) Social Studies Online Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
INDICATOR	5.4.4.16.2.	Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763) Social Studies Online Grade 4 - Southeast Region of the U.S.
INDICATOR	5.4.4.16.5.	Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763) Social Studies Online Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.4.17.	The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)
INDICATOR	5.4.4.17.1 .	Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800) Social Studies Online Grade 4 - Northeast
INDICATOR	5.4.4.17.2.	Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution. (Revolution and a New Nation: 1754-1800) Social Studies Online Grade 4 - Northeast
INDICATOR	5.4.4.17.3.	Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800) Social Studies Online Grade 4 - Northeast
INDICATOR	5.4.4.17.4.	Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800) Social Studies Online Grade 4 - Northeast

INDICATOR	5.4.4.17.5.	Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800)
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