

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

Minnesota Academic Standards
Science
Grade: K - Adopted: 2019

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| CONTENT STANDARD / DOMAIN | 1 | Exploring phenomena or engineering problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.1. | Asking questions and defining problems |
| INDICATORS OF PROGRESS / STRAND | 1.1.1. | Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read. |
| INDICATORS OF PROGRESS | | Earth and Space Science |

INDICATOR 0E.1.1.1.2 Ask questions about how a person may reduce the amount of natural resources the individual uses. (P: 1, CC: 2, CI: ESS3)

Social Studies Online

Grade 1 - The Earth Around Us

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| CONTENT STANDARD / DOMAIN | 2 | Looking at data and empirical evidence to understand phenomena or solve problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.1. | Analyzing and interpreting data |
| INDICATORS OF PROGRESS / STRAND | 2.1.1. | Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables. |
| INDICATORS OF PROGRESS | | Earth and Space Science |

INDICATOR 0E.2.1.1.2 Make daily and seasonal observations of local weather conditions to describe patterns over time. (P: 4, CC: 1, CI: ESS2)

Social Studies Online

Grade 1 - The Earth Around Us

Minnesota Academic Standards
Social Studies
Grade: K - Adopted: 2012

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| CONTENT STANDARD / DOMAIN | MN.0. | Kindergarten: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 0.1. | Citizenship and Government |

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| INDICATORS OF PROGRESS / STRAND | 0.1.2. | Civic Values and Principles of Democracy |
| INDICATORS OF PROGRESS | 0.1.2.2. | 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 | 0.1.2.2.1. | Describe symbols, songs and traditions that identify our nation and state. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Washington, DC - Grades K - 5 |
| CONTENT STANDARD / DOMAIN | MN.0. | Kindergarten: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 0.2. | Economics |
| INDICATORS OF PROGRESS / STRAND | 0.2.1. | Economic Reasoning Skills |
| INDICATORS OF PROGRESS | 0.2.1.1. | 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 | 0.2.1.1.1 | Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy). <u>Social Studies Online</u> Grade 1 - All About Work |
| INDICATOR | 0.2.1.1.2 | Identify goods and services that could satisfy a specific need or want. <u>Social Studies Online</u> Grade 1 - All About Work |
| CONTENT STANDARD / DOMAIN | MN.0. | Kindergarten: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 0.2. | Economics |
| INDICATORS OF PROGRESS / STRAND | 0.2.3. | Fundamental Concepts |
| INDICATORS OF PROGRESS | 0.2.3.5. | Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. |
| INDICATOR | 0.2.3.5.1. | Distinguish between goods (objects that can be seen or touched) and services (actions or activities). <u>Social Studies Online</u> Grade 1 - All About Work |

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| CONTENT STANDARD / DOMAIN | MN.0. | Kindergarten: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 0.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 0.3.1. | Geospatial Skills |
| INDICATORS OF PROGRESS | 0.3.1.1. | People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. |

INDICATOR 0.3.1.1.1. Describe spatial information depicted in simple drawings and pictures.

Social Studies Online

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

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| CONTENT STANDARD / DOMAIN | MN.0. | Kindergarten: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 0.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 0.3.2. | Places and Regions |
| INDICATORS OF PROGRESS | 0.3.2.3. | Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). |

INDICATOR 0.3.2.3.1. Identify the physical and human characteristics of places, including real and imagined places.

Social Studies Online

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

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| CONTENT STANDARD / DOMAIN | MN.0. | Kindergarten: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 0.4. | History |
| INDICATORS OF PROGRESS / STRAND | 0.4.2. | Peoples, Cultures and Change Over Time |
| INDICATORS OF PROGRESS | 0.4.2.4. | 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 0.4.2.4.1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.

Social Studies Online

Grade 1 - Families and Neighbors

Main Criteria: Minnesota Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 1
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
Grade: 1 - Adopted: 2019

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| CONTENT STANDARD / DOMAIN | 2 | Looking at data and empirical evidence to understand phenomena or solve problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.2. | Using mathematics and computational thinking |
| INDICATORS OF PROGRESS / STRAND | 2.2.1. | 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. |
| INDICATORS OF PROGRESS | | Earth and Space Science |

INDICATOR 1E.2.2.1.1 Use quantitative data to identify and describe patterns in the amount of time it takes for Earth processes to occur and determine whether they occur quickly or slowly. (P: 5, CC: 7, CI: ESS1)

Social Studies Online
Grade 2 - Land and Water Around Us

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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 | | Life Science |

INDICATOR 1L.3.1.1.1 Develop a simple model based on evidence to represent how plants or animals use their external parts to help them survive, grow, and meet their needs. (P: 2, CC: 6, CI: LS1)

Social Studies Online
Grade 2 - Land and Water Around Us

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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 | | Life Science |

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| INDICATOR | 1L.3.2.2.2 | Plan and design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (P: 6, CC: 6, CI: LS1, ETS2) |
| <u>Social Studies Online</u> Grade 2 - Land and Water Around Us | | |
| 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 | 4.1.1. | Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments. |
| INDICATORS OF PROGRESS | | Earth and Space Science |

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| INDICATOR | 1E.4.1.1.1 | Construct an argument based on observational evidence for how plants and animals (including humans) can change the non-living aspects of the environment to meet their needs. (P: 7, CC: 4, CI: ESS2) |
| <u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us | | |

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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 | 1E.4.2.1.1 | Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (P: 8, CC: 4, CI: ESS3) |
| <u>Social Studies Online</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us | | |

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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 | 4.2.2. | 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. |

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| INDICATORS OF PROGRESS | | Physical Science |
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| INDICATOR | 1P.4.2.2.1 | Communicate solutions that use materials to provide shelter, food, or warmth needs for communities including Minnesota American Indian Tribes and communities. (P: 8, CC: 2, CI: PS1, ETS2) |
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Minnesota Academic Standards
Social Studies
Grade: 1 - Adopted: 2012

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| CONTENT STANDARD / DOMAIN | MN.1. | Grade One: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.1. | Citizenship and Government |
| INDICATORS OF PROGRESS / STRAND | 1.1.1. | Civic Skills |
| INDICATORS OF PROGRESS | 1.1.1.1. | Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. |

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| INDICATOR | 1.1.1.1.1. | Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. |
| | | <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work |

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| CONTENT STANDARD / DOMAIN | MN.1. | Grade One: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.2. | Economics |
| INDICATORS OF PROGRESS / STRAND | 1.2.3. | Fundamental Concepts |
| INDICATORS OF PROGRESS | 1.2.3.3. | Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. |

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| INDICATOR | 1.2.3.3.1. | Define scarcity as not having enough of something to satisfy everyone's wants; give examples. |
| | | <u>Social Studies Online</u> Grade 2 - Work and Money |

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| CONTENT STANDARD / DOMAIN | MN.1. | Grade One: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.2. | Economics |

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| INDICATORS OF PROGRESS / STRAND | 1.3.4. | Microeconomic Concepts |
| INDICATORS OF PROGRESS | 1.3.4.5. | Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. |

INDICATOR 1.2.4.5.1. Explain that people trade (voluntarily) when they each expect to be better off after doing so.

Social Studies Online

Grade 1 - All About Work

Grade 2 - Work and Money

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| CONTENT STANDARD / DOMAIN | MN.1. | Grade One: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 1.3.1. | Geospatial Skills |
| INDICATORS OF PROGRESS | 1.3.1.1. | People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. |

INDICATOR 1.3.1.1.2. Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location.

Social Studies Online

Grade 2 - Land and Water Around Us

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| CONTENT STANDARD / DOMAIN | MN.1. | Grade One: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 1.3.2. | Places and Regions |
| INDICATORS OF PROGRESS | 1.3.2.3. | Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). |

INDICATOR 1.3.2.3.1. Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).

Social Studies Online

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Paris - City of Light - Grades K - 5

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| CONTENT STANDARD / DOMAIN | MN.1. | Grade One: Foundations of Social Studies |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.4. | History |
| INDICATORS OF PROGRESS / STRAND | 1.4.1. | Historical Thinking Skills |
| INDICATORS OF PROGRESS | 1.4.1.2. | 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 1.4.1.2.1. Ask basic historical questions about a past event in one's family, school or local community.

Social Studies Online

Grade 1 - The Earth Around Us

INDICATOR 1.4.1.2.2. Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.

Social Studies Online

Grade 1 - Life Long Ago

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| CONTENT STANDARD / DOMAIN | MN.1. | Grade One: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.4. | History |
| INDICATORS OF PROGRESS / STRAND | 1.4.2. | Peoples, Cultures and Change Over Time |
| INDICATORS OF PROGRESS | 1.4.2.4. | 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 1.4.2.4.1. Compare and contrast family life from earlier times and today.

Social Studies Online

Grade 1 - Life Long Ago

INDICATOR 1.4.2.4.2. Compare and contrast buildings and other technologies from earlier times and today.

Social Studies Online

Grade 1 - Life Long Ago

Main Criteria: Minnesota Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 2
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
Grade: 2 - Adopted: 2019

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| CONTENT STANDARD / DOMAIN | 2 | Looking at data and empirical evidence to understand phenomena or solve problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.1. | Analyzing and interpreting data |
| INDICATORS OF PROGRESS / STRAND | 2.1.1. | Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables. |
| INDICATORS OF PROGRESS | | Earth and Space Science |

INDICATOR 2E.2.1.1.1 Represent data to describe typical weather conditions expected during a particular season. (P: 4, CC: 1, CI: ESS2)

Social Studies Online
African Safari
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us

INDICATOR 2E.2.1.1.2 Analyze data from tests of objects designed to reduce the impacts of weather-related hazards and compare the strengths and weaknesses of how each performs. (P: 4, 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 | 4.1. | Engaging in argument from evidence |
| INDICATORS OF PROGRESS / STRAND | 4.1.1. | Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments. |
| INDICATORS OF PROGRESS | | Life Science |

INDICATOR 2L.4.1.1.1 Construct an argument with evidence that evaluates how in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (P: 7, CC: 2, CI: LS4, ETS2)

Social Studies Online
African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 2 - Land and Water Around Us
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

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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 | 2E.4.2.1.1 | Obtain and use information from multiple sources to identify where water is found on Earth. (P: 8, CC: 1, CI: ESS2) |
| | | <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities |

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| INDICATOR | 2E.4.2.1.2 | Obtain and use information from multiple sources, including electronic sources, to describe climates in different regions of the world. (P: 8, CC: 1, CI: ESS2) |
| | | <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us The Sahara Desert |

Minnesota Academic Standards
Social Studies
Grade: 2 - Adopted: 2012

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| CONTENT STANDARD / DOMAIN | MN.2. | Grade 2: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.1. | Citizenship and Government |
| INDICATORS OF PROGRESS / STRAND | 2.1.1. | Civic Skills |
| INDICATORS OF PROGRESS | 2.1.1.1. | Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. |

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| INDICATOR | 2.1.1.1.1. | Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important. |
| | | <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work |

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| CONTENT STANDARD / DOMAIN | MN.2. | Grade 2: Foundations of Social Studies |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.1. | Citizenship and Government |
| INDICATORS OF PROGRESS / STRAND | 2.1.2. | Civic Values and Principles of Democracy |
| INDICATORS OF PROGRESS | 2.1.2.2. | 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 2.1.2.2.1. Explain the importance of constitutions.

Social Studies Online
 Grade 1 - Let's Learn About the Government
 Grade 2 - Our Government At Work
 Grade 3 - How Government Helps Our Communities
 Grade 3 - The First Americans

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| CONTENT STANDARD / DOMAIN | MN.2. | Grade 2: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.2. | Economics |
| INDICATORS OF PROGRESS / STRAND | 2.2.1. | Economic Reasoning Skills |
| INDICATORS OF PROGRESS | 2.2.1.1. | 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 2.2.1.1.1. Given a goal and several alternative choices to reach that goal, select the best choice and explain why.

Social Studies Online
 Grade 1 - All About Work
 Grade 2 - Work and Money
 Grade 3 - I Am a Consumer

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| CONTENT STANDARD / DOMAIN | MN.2. | Grade 2: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.2. | Economics |
| INDICATORS OF PROGRESS / STRAND | 2.2.3. | Fundamental Concepts |
| INDICATORS OF PROGRESS | 2.2.3.3. | Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. |

INDICATOR 2.2.3.3.1. Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.

Social Studies Online
 Grade 3 - I Am a Consumer

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| CONTENT STANDARD / DOMAIN | MN.2. | Grade 2: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.2. | Economics |
| INDICATORS OF PROGRESS / STRAND | 2.2.3. | Fundamental Concepts |
| INDICATORS OF PROGRESS | 2.2.3.5. | Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. |

INDICATOR 2.2.3.5.1. Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.

Social Studies Online

Amazon Rainforest - Grades 2-5
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us
Grade 3 - A Country of Cultures
Grade 3 - Businesses At Work
Grade 3 - Geography of Our Communities
Grade 3 - The First Americans

INDICATOR 2.2.3.5.2. Identify money as any generally accepted item used in making exchanges.

Social Studies Online

Grade 1 - All About Work
Grade 2 - Work and Money

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| CONTENT STANDARD / DOMAIN | MN.2. | Grade 2: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 2.3.1. | Geospatial Skills—The World in Spatial Terms |
| INDICATORS OF PROGRESS | 2.3.1.1. | People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. |

INDICATOR 2.3.1.1.1. Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.

Social Studies Online

Grade 3 - Geography of Our Communities

INDICATOR 2.3.1.1.2. Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.

Social Studies Online

Grade 2 - Land and Water Around Us
The Sahara Desert

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| INDICATOR | 2.3.1.1.4. | Use maps, photos, or other geographic tools to answer basic questions about where people are located. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us The Sahara Desert |
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| CONTENT STANDARD / DOMAIN | MN.2. | Grade 2: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 2.3.4. | Human Environment Interaction |
| INDICATORS OF PROGRESS | 2.3.4.9. | The environment influences human actions; and humans both adapt to, and change, the environment. |

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| INDICATOR | 2.3.4.9.1. | Identify causes and consequences of human impact on the environment and ways that the environment influences people. |
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Social Studies Online
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities

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| CONTENT STANDARD / DOMAIN | MN.2. | Grade 2: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.4. | History |
| INDICATORS OF PROGRESS / STRAND | 2.4.1. | Historical Thinking Skills |
| INDICATORS OF PROGRESS | 2.4.1.2. | 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. |

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| INDICATOR | 2.4.1.2.1. | Use historical records and artifacts to describe how people's lives have changed over time. |
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Social Studies Online
Grade 1 - Life Long Ago
Grade 2 - Early Americans
Grade 3 - The First Americans

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| CONTENT STANDARD / DOMAIN | MN.2. | Grade 2: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.4. | History |
| INDICATORS OF PROGRESS / STRAND | 2.4.2. | Peoples, Cultures and Change Over Time |

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| INDICATORS OF PROGRESS | 2.4.2.4. | 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 | 2.4.2.4.2. | Describe how the culture of a community reflects the history, daily life or beliefs of its people. |
| | | <p><u>Social Studies Online</u></p> <p>Grade 1 - Families and Neighbors</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Living Together</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> |

Main Criteria: Minnesota Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
Grade: 3 - Adopted: 2019

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| CONTENT STANDARD / DOMAIN | 1 | Exploring phenomena or engineering problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.2. | Planning and carrying out investigations |
| INDICATORS OF PROGRESS / STRAND | 1.2.1. | 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. |
| INDICATORS OF PROGRESS | | Life Science |

INDICATOR 3L.1.2.1.2 Plan and conduct an investigation to -determine how amounts of sunlight and water impact the growth of a plant. (P: 3, CC:2, CI: LS2)

Social Studies Online
Grade 2 - Land and Water Around Us

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| CONTENT STANDARD / DOMAIN | 2 | Looking at data and empirical evidence to understand phenomena or solve problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.2. | Using mathematics and computational thinking |
| INDICATORS OF PROGRESS / STRAND | 2.2.1. | 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. |
| INDICATORS OF PROGRESS | | Earth and Space Science |

INDICATOR 3E.2.2.1.1 Organize and electronically present collected data to identify and describe patterns in the amount of daylight in different times of the year. (P: 5, CC: 1, CI: ESS1)

Social Studies Online
Grade 2 - Land and Water Around Us

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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. |

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| INDICATORS OF PROGRESS | | Life Science |
| INDICATOR | 3L.3.1.1.2 | Develop multiple models to describe how organisms have unique and diverse life cycles but all have birth, growth, reproduction, and death in common. (P: 2, CC: 4, CI: LS1) <u>Social Studies Online</u> Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed |
| 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 | 3.2.1. | Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others. |
| INDICATORS OF PROGRESS | | Life Science |

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| INDICATOR | 3L.3.2.1.1 | Construct an explanation using evidence from various sources for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (P: 6, CC: 2, CI: LS4) <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef? |
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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 | 4.1.1. | Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments. |
| INDICATORS OF PROGRESS | | Life Science |

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| INDICATOR | 3L.4.1.1.1 | Construct an argument about strategies animals use to survive. (P: 7, CC: 2, CI: LS2) <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef? |
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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 | | Life Science |

INDICATOR 3L.4.2.1.1 Obtain information from various types of media to support an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (P: 8, CC: 4, CI: LS1)

Social Studies Online

African Safari
Amazon Rainforest - Grades 2-5
Galapagos Islands
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Geography
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

Minnesota Academic Standards

Social Studies

Grade: 3 - Adopted: 2012

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| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.1. | Citizenship and Government |
| INDICATORS OF PROGRESS / STRAND | 3.1.1. | Civic Skills |
| INDICATORS OF PROGRESS | 3.1.1.1. | Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. |

INDICATOR 3.1.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.

Social Studies Online

Grade 2 - Work and Money

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| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.1. | Citizenship and Government |

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| INDICATORS OF PROGRESS / STRAND | 3.1.2. | Civic Values and Principles of Democracy |
| INDICATORS OF PROGRESS | 3.1.2.3. | The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. |

INDICATOR 3.1.2.3.1. Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights.

Social Studies Online

Grade 2 - Our Government At Work

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| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.1. | Citizenship and Government |
| INDICATORS OF PROGRESS / STRAND | 3.1.4. | Governmental Institutions and Political Processes |
| INDICATORS OF PROGRESS | 3.1.4.7. | 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. |

INDICATOR 3.1.4.7.2. Identify the three branches of government (executive, legislative, and judicial) and their primary functions.

Social Studies Online

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

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| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.2. | Economics |
| INDICATORS OF PROGRESS / STRAND | 3.2.2. | Personal Finance |
| INDICATORS OF PROGRESS | 3.2.2.2. | Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. |

INDICATOR 3.2.2.2.1. Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.

Social Studies Online

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

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| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.2. | Economics |
| INDICATORS OF PROGRESS / STRAND | 3.2.3. | Fundamental Concepts |
| INDICATORS OF PROGRESS | 3.2.3.5. | Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. |
| INDICATOR | 3.2.3.5.1. | <p>Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p> |
| INDICATOR | 3.2.3.5.2. | <p>Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources.</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p> |
| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 3.3.1. | Geospatial Skills |
| INDICATORS OF PROGRESS | 3.3.1.1. | People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. |
| INDICATOR | 3.3.1.1.1. | <p>Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States or the world.</p> <p><u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert</p> |
| INDICATOR | 3.3.1.1.2. | <p>Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.</p> <p><u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Northeast The Sahara Desert</p> |
| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 3.3.3. | Human Systems |
| INDICATORS OF PROGRESS | 3.3.3.6. | Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. |

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| INDICATOR | 3.3.3.6.1. | <p>Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us 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 Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert</p> |
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| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 3.3.3. | Human Systems |
| INDICATORS OF PROGRESS | 3.3.3.8. | Processes of cooperation and conflict among people influence the division and control of the earth's surface. |

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| INDICATOR | 3.3.3.8.1. | <p>Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5</p> |
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| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.4. | History |
| INDICATORS OF PROGRESS / STRAND | 3.4.1. | Historical Thinking Skills |

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| INDICATORS OF PROGRESS | 3.4.1.2. | 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 | 3.4.1.2.1. | Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent. <u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans 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 |

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| INDICATOR | 3.4.1.2.3. | Compare and contrast various ways that different cultures have expressed concepts of time and space. <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings |
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| CONTENT STANDARD / DOMAIN | MN.3. | Grade 3: Foundations of Social Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 3.4. | History |
| INDICATORS OF PROGRESS / STRAND | 3.4.2. | Peoples, Cultures and Change Over Time |
| INDICATORS OF PROGRESS | 3.4.2.5. | History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world. |

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| INDICATOR | 3.4.2.5.1. | Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them. <u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans 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 |
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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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| CONTENT STANDARD / DOMAIN | 1 | Exploring phenomena or engineering problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.2. | Planning and carrying out investigations |
| INDICATORS OF PROGRESS / STRAND | 1.2.1. | 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. |
| INDICATORS OF PROGRESS | | Earth and Space Science |

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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| CONTENT STANDARD / DOMAIN | 2 | Looking at data and empirical evidence to understand phenomena or solve problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.2. | Using mathematics and computational thinking |
| INDICATORS OF PROGRESS / STRAND | 2.2.1. | 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. |
| INDICATORS OF PROGRESS | | Earth and Space Science |

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 | <p>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)</p> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert</p> |
| 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 | <p>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)</p> <p><u>Social Studies Online</u> 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?</p> |
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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. | <p>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.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast</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 | 4.3.1. | 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. | <p>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.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast</p> |
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| INDICATOR | 4.3.1.2.2. | <p>Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.</p> <p><u>Social Studies Online</u> 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</p> |
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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><u>Social Studies Online</u> 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</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><u>Social Studies Online</u> Barcelona 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 Today 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><u>Social Studies Online</u> Canada: Coast to Coast 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

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

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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 | | 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?

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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 | | 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
Who Lives On a Coral Reef?

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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 |

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| 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)

Social Studies Online

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

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| 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

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| 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 |

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| 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.

[Social Studies Online](#)

Washington, DC - Grades K - 5

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| 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.

[Social Studies Online](#)

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

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| 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).

[Social Studies Online](#)

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

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

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| 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.

[Social Studies Online](#)

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

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| 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.

[Social Studies Online](#)

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

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| 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.

[Social Studies Online](#)

Grade 4 - Northeast

INDICATOR 5.4.1.2.2. Explain a historical event from multiple perspectives.

[Social Studies Online](#)

Grade 4 - Northeast

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| 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.

Social Studies Online
Grade 4 - Northeast

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| 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

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| 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) |

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| 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) <u>Social Studies Online</u> 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) <u>Social Studies Online</u> 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) <u>Social Studies Online</u> 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) <u>Social Studies Online</u> 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) <u>Social Studies Online</u> 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) <u>Social Studies Online</u> 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) <u>Social Studies Online</u> Grade 4 - Northeast |

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| 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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Social Studies Online

Grade 4 - Northeast

Main Criteria: Minnesota Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 6
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
Grade: 6 - Adopted: 2019

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| CONTENT STANDARD / DOMAIN | 1 | Exploring phenomena or engineering problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.1. | Asking questions and defining problems |
| INDICATORS OF PROGRESS / STRAND | 1.1.1. | Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read. |
| INDICATORS OF PROGRESS | | ESS: Earth and Human Activity |

INDICATOR 6E.1.1.1.3 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. (P: 1, CC: 7, CI: ESS3)

Social Studies Online

Canada: Coast to Coast

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

Who Lives On a Coral Reef?

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| CONTENT STANDARD / DOMAIN | 1 | Exploring phenomena or engineering problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 1.2. | Planning and carrying out investigations |
| INDICATORS OF PROGRESS / STRAND | 1.2.1. | 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. |
| INDICATORS OF PROGRESS | | ESS: Earth's Systems |

INDICATOR 6E.1.2.1.1 Collect data and use digital data analysis tools to identify patterns to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. (P: 3, CC: 2, CI: ESS2)

Social Studies Online

Canada: Coast to Coast

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| CONTENT STANDARD / DOMAIN | 2 | Looking at data and empirical evidence to understand phenomena or solve problems |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 2.1. | Analyzing and interpreting data |
| INDICATORS OF PROGRESS / STRAND | 2.1.1. | Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables. |

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| INDICATORS OF PROGRESS | | ESS: Earth's Systems |
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INDICATOR 6E.2.1.1.2 Analyze and interpret data on the distribution of fossils, rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. (P: 4, CC: 1, CI: ESS2)

Social Studies Online

National Parks - Alaska & Hawaii

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 | 3.1. | 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. |

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| INDICATORS OF PROGRESS | | ESS: Earth's Systems |
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INDICATOR 6E.3.1.1.2 Develop a model, based on observational evidence, to describe the cycling and movement of Earth's rock material and the energy that drives these processes. (P: 2, CC: 5, CI: ESS2)

Social Studies Online

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 | 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 | 3.2.1. | Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others. |

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| INDICATORS OF PROGRESS | | ESS: Earth and Human Activity |
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INDICATOR 6E.3.2.1.2 Construct a scientific explanation based on evidence for how the uneven distribution of Earth's mineral, energy, or groundwater resources is the result of past geological processes. (P: 6, CC: 2, CI: ESS3)

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

National Parks - Alaska & Hawaii

National Parks - Nevada, California

The Sahara Desert

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| INDICATOR | 6E.3.2.1.3 | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (P: 6, CC: 2, CI: ESS3, ETS1) |
| <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands 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 | 4 | Communicating reasons, arguments and ideas to others |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 4.1. | Engaging in argument from evidence |
| INDICATORS OF PROGRESS / STRAND | 4.1.1. | Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments. |
| INDICATORS OF PROGRESS | | ESS: Earth's Systems |

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| INDICATOR | 6E.4.1.1.1 | Construct an argument, supported by evidence, for how geoscience processes have changed Earth's surface at varying time and spatial scales. (P: 7, CC: 3, CI: ESS2) |
| <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah | | |

Minnesota Academic Standards
Social Studies
Grade: 6 - Adopted: 2010

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| CONTENT STANDARD / DOMAIN | MN.6.12. | Reading Benchmarks: Literacy in History/Social Studies 6-12 |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Key Ideas and Details |

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| INDICATORS OF PROGRESS / STRAND | 6.12.3.3. | a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history). |
| <u>Social Studies Online</u> 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 Ancient China - Qin & Han Dynasties | | |

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| CONTENT STANDARD / DOMAIN | MN.6.12. | Reading Benchmarks: Literacy in History/Social Studies 6-12 |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Craft and Structure |
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INDICATORS OF PROGRESS / STRAND 6.12.4.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Social Studies Online

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

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| CONTENT STANDARD / DOMAIN | MN.6.12. | Reading Benchmarks: Literacy in History/Social Studies 6-12 |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Integration of Knowledge and Ideas |
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INDICATORS OF PROGRESS / STRAND 6.12.7.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Social Studies Online

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

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

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

How Coral Reefs Are Formed

Jerusalem - Then and Now (Older Grades)

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 6 - 12

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12

Who Lives On a Coral Reef?

Main Criteria: Minnesota Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 7
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
 Grade: 7 - Adopted: 2019

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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 | | LS: Ecosystems: Interactions, Energy, and Dynamics |

INDICATOR 7L.3.1.1.3 Develop and use a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (P: 2, CC: 5, CI: LS2)

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

| | | |
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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 | 3.2.1. | Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others. |
| INDICATORS OF PROGRESS | | LS: From Molecules to Organisms: Structures and Processes |

INDICATOR 7L.3.2.1.1 Construct an explanation based on evidence for how environmental and genetic factors influence the growth of organisms and/or populations. (P: 6, CC: 2, CI: LS1, ETS2)

Social Studies Online

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 | | LS: Ecosystems: Interactions, Energy, and Dynamics |
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| INDICATOR | 7L.4.1.2.1 | Construct an argument supported by empirical evidence that changes in physical or biological components of an ecosystem affect populations. (P: 7, CC: 7, CI: LS2) |
| | | <u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado |

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| INDICATOR | 7L.4.1.2.2 | Evaluate competing design solutions for maintaining biodiversity or ecosystem services. (P: 7, CC: 2, CI: LS2, ETS2) |
| | | <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands 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 | 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 | | LS: Ecosystems: Interactions, Energy, and Dynamics |

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| INDICATOR | 7L.4.2.2.1 | Gather multiple sources of information and communicate how Minnesota American Indian Tribes and communities and other cultures use knowledge to predict or interpret patterns of interactions among organisms across multiple ecosystems. (P: 8, CC: 1, CI: LS2, ETS2) |
| | | <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii |

Minnesota Academic Standards

Social Studies

Grade: 7 - Adopted: 2012

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| CONTENT STANDARD / DOMAIN | MN.7. | Grade 7: United States Studies (1800 to present) |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 7.1. | Citizenship and Government |
| INDICATORS OF PROGRESS / STRAND | 7.1.4. | Governmental Institutions and Political Processes |
| INDICATORS OF PROGRESS | 7.1.4.7. | 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. |

INDICATOR 7.1.4.7.1. Describe historical applications of the principle of checks and balances within the United States government.

[Social Studies Online](#)
Washington, DC - Grades 6 - 12

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| CONTENT STANDARD / DOMAIN | MN.7. | Grade 7: United States Studies (1800 to present) |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 7.4. | History |
| INDICATORS OF PROGRESS / STRAND | 7.4.4. | United States History |
| INDICATORS OF PROGRESS | 7.4.4.22. | Post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) |

INDICATOR 7.4.4.22.1 Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989)

[Social Studies Online](#)
Exploring Cuba

Grade: 7 - Adopted: 2010

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| CONTENT STANDARD / DOMAIN | MN.6.12. | Reading Benchmarks: Literacy in History/Social Studies 6-12 |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Key Ideas and Details |

INDICATORS OF PROGRESS / STRAND 6.12.3.3. a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history).

[Social Studies Online](#)
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 6-8
Ancient China - Qin & Han Dynasties

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| CONTENT STANDARD / DOMAIN | MN.6.12. | Reading Benchmarks: Literacy in History/Social Studies 6-12 |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Craft and Structure |
| INDICATORS OF PROGRESS / STRAND | 6.12.4.4. | <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor</p> |
| CONTENT STANDARD / DOMAIN | MN.6.12. | Reading Benchmarks: Literacy in History/Social Studies 6-12 |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Integration of Knowledge and Ideas |

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| INDICATORS OF PROGRESS / STRAND | 6.12.7.7. | <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 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 Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) 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 6 - 12 Rome - The Eternal City Tokyo - City of Contrasts Washington, DC - Grades 6 - 12</p> |
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Main Criteria: Minnesota Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
Grade: 8 - Adopted: 2019

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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 | | PS: Matter and Its Interactions |

INDICATOR 8P.4.2.1.1 Gather and evaluate information from multiple sources to describe that synthetic materials come from natural resources and impact society. (P: 8, CC: 6, CI: PS1)

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

Minnesota Academic Standards
Social Studies
Grade: 8 - Adopted: 2012

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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.1. | Citizenship and Government |
| INDICATORS OF PROGRESS / STRAND | 8.1.5. | Relationships of the United States to other nations and organizations |
| INDICATORS OF PROGRESS | 8.1.5.13. | Governments are based on different political philosophies and are established to serve various purposes. |

INDICATOR 8.1.5.13.1 Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society.

Social Studies Online

Ancient Egypt - Land of the Pharaohs
Ancient Greece
Ancient Mayan Civilization
Canada: Our Northern Neighbor

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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.2. | Economics |

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| INDICATORS OF PROGRESS / STRAND | 8.2.1. | Economic Reasoning Skills |
| INDICATORS OF PROGRESS | 8.2.1.1. | 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 8.2.1.1.1. Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.

Social Studies Online

Ancient Greece

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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.2. | Economics |
| INDICATORS OF PROGRESS / STRAND | 8.2.5. | Macro-economics |
| INDICATORS OF PROGRESS | 8.2.5.12. | International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world. |

INDICATOR 8.2.5.12.1 Explain why trade is mutually beneficial to countries; define and apply absolute and comparative advantage with respect to international trade.

Social Studies Online

Exploring Cuba

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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 8.3.1. | Geospatial Skills |
| INDICATORS OF PROGRESS | 8.3.1.1. | People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. |

INDICATOR 8.3.1.1.1. Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

INDICATOR 8.3.1.1.2. Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the "TOTALSS" map basics, as well as points, lines and colored areas to display spatial information.

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 8.3.1. | Geospatial Skills |
| INDICATORS OF PROGRESS | 8.3.1.2. | 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. |

INDICATOR 8.3.1.2.1. Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.

Social Studies Online

Canada: Coast to Coast
Canada: Our Northern Neighbor
Exploring Cuba
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 6 - 12
Tokyo - City of Contrasts

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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 8.3.2. | Places and Regions |
| INDICATORS OF PROGRESS | 8.3.2.3. | Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). |

INDICATOR 8.3.2.3.1. Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.

Social Studies Online

Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 6-8
Barcelona
Canada: Coast to Coast
Canada: Our Northern Neighbor
Exploring Cuba
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 6 - 12
Tokyo - City of Contrasts

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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 8.3.3. | Human Systems |
| INDICATORS OF PROGRESS | 8.3.3.5. | The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). |

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| INDICATOR | 8.3.3.5.1. | Describe the locations of human populations and the cultural characteristics of the United States and Canada. <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor Washington, DC - Grades 6 - 12 |
| INDICATOR | 8.3.3.5.2. | Describe the locations of human populations and the cultural characteristics of Latin America, including how the contemporary pattern of cities resulted from a combination of pre-European contact, colonial, and industrial urban societies. <u>Social Studies Online</u> Exploring Cuba |
| INDICATOR | 8.3.3.5.3. | Describe the locations of human populations and the cultural characteristics of Europe and Russia, including the role of migration patterns, and the impact of aging population and other effects of demographic transition. <u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City |

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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 8.3.3. | Human Systems |
| INDICATORS OF PROGRESS | 8.3.3.6. | Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. |

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| INDICATOR | 8.3.3.6.1. | Describe how the physical and environmental features of the United States and Canada affect human activity and settlement. <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor |
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| INDICATOR | 8.3.3.6.2. | Describe how the physical and environmental features of Latin America affect human activity and settlement. <u>Social Studies Online</u> Exploring Cuba |
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| INDICATOR | 8.3.3.6.3. | Describe how the physical and environmental features of Europe and Russia affect human activity and settlement. <u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City |
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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.3. | Geography |
| INDICATORS OF PROGRESS / STRAND | 8.3.4. | Human Environment Interaction |
| INDICATORS OF PROGRESS | 8.3.4.10. | The meaning, use, distribution and importance of resources changes over time. |

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| INDICATOR | 8.3.4.10.3 | Describe the changing role of Latin America in global trade networks. <u>Social Studies Online</u> Exploring Cuba |
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| CONTENT STANDARD / DOMAIN | MN.8. | Grade 8: Global Studies |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | 8.4. | History |
| INDICATORS OF PROGRESS / STRAND | 8.4.3. | World History |
| INDICATORS OF PROGRESS | 8.4.3.14. | Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present) |

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| INDICATOR | 8.4.3.14.3 | Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present) <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades) |
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Grade: 8 - Adopted: 2010

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| CONTENT STANDARD / DOMAIN | MN.6.12. | Reading Benchmarks: Literacy in History/Social Studies 6-12 |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Key Ideas and Details |
| INDICATORS OF PROGRESS / STRAND | 6.12.3.3. | <p>a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history).</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8</p> |
| CONTENT STANDARD / DOMAIN | MN.6.12. | Reading Benchmarks: Literacy in History/Social Studies 6-12 |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Craft and Structure |
| INDICATORS OF PROGRESS / STRAND | 6.12.4.4. | <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor</p> |
| CONTENT STANDARD / DOMAIN | MN.6.12. | Reading Benchmarks: Literacy in History/Social Studies 6-12 |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Integration of Knowledge and Ideas |
| INDICATORS OF PROGRESS / STRAND | 6.12.7.7. | <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) 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 6 - 12 Rome - The Eternal City Tokyo - City of Contrasts Washington, DC - Grades 6 - 12</p> |