

Main Criteria: Minnesota Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Minnesota Academic Standards

Science

Grade: 5 - Adopted: 2009

CONTENT STANDARD / DOMAIN	MN.5.3.	Earth and Space Science
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.3.1.	Earth Structure and Processes
INDICATORS OF PROGRESS / STRAND	5.3.1.2.	The student will understand that the surface of the Earth changes. Some changes are due to slow processes and some changes are due to rapid processes.
INDICATORS OF PROGRESS	5.3.1.2.2.	Explain how slow processes, such as water erosion, and rapid processes, such as landslides and volcanic eruptions, form features of the Earth's surface. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
CONTENT STANDARD / DOMAIN	MN.5.3.	Earth and Space Science
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.3.4.	Human Interaction with Earth Systems
INDICATORS OF PROGRESS / STRAND	5.3.4.1.	The student will understand that in order to maintain and improve their existence, humans interact with and influence Earth systems.
INDICATORS OF PROGRESS	5.3.4.1.1.	Identify renewable and non-renewable energy and material resources that are found in Minnesota and describe how they are used. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
INDICATORS OF PROGRESS	5.3.4.1.2.	Give examples of how mineral and energy resources are obtained and processed and how that processing modifies their properties to make them more useful. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
INDICATORS OF PROGRESS	5.3.4.1.3.	Compare the impact of individual decisions on natural systems. <u>Virtual Field Trips</u> Who Lives On a Coral Reef?
CONTENT STANDARD / DOMAIN	MN.5.4.	Life Science
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.1.	Structure and Function in Living Systems

INDICATORS OF PROGRESS / STRAND	5.4.1.1.	The student will understand that living things are diverse with many different characteristics that enable them to grow, reproduce and survive.
INDICATORS OF PROGRESS	5.4.1.1.1.	Describe how plant and animal structures and their functions provide an advantage for survival in a given natural system. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
CONTENT STANDARD / DOMAIN	MN.5.4.	Life Science
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.2.	Interdependence in Living Systems
INDICATORS OF PROGRESS / STRAND	5.4.2.1.	The student will understand that natural systems have many parts that interact to maintain the living system.
INDICATORS OF PROGRESS	5.4.2.1.1.	Describe a natural system in Minnesota, such as a wetland, prairie or garden, in terms of the relationships among its living and nonliving parts, as well as inputs and outputs. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
INDICATORS OF PROGRESS	5.4.2.1.2.	Explain what would happen to a system such as a wetland, prairie or garden if one of its parts were changed. <u>Virtual Field Trips</u> How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef?
CONTENT STANDARD / DOMAIN	MN.5.4.	Life Science
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.4.	Human Interactions with Living Systems
INDICATORS OF PROGRESS / STRAND	5.4.4.1.	The student will understand that humans change environments in ways that can be either beneficial or harmful to themselves and other organisms.
INDICATORS OF PROGRESS	5.4.4.1.1.	Give examples of beneficial and harmful human interaction with natural systems. <u>Virtual Field Trips</u> African Safari

		Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
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Minnesota Academic Standards

Social Studies

Grade: 5 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	5.1.4.	Governmental Institutions and Political Processes
INDICATORS OF PROGRESS	5.1.4.7.	The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.
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. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.2.	Economics
INDICATORS OF PROGRESS / STRAND	5.2.1.	Economic Reasoning Skills
INDICATORS OF PROGRESS	5.2.1.1.	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.
INDICATOR	5.2.1.1.1.	Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice. <u>Virtual Field Trips</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	5.2.	Economics
INDICATORS OF PROGRESS / STRAND	5.2.2.	Personal Finance
INDICATORS OF PROGRESS	5.2.2.2.	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	5.2.2.2.1.	Describe various uses of income and discuss advantages and disadvantages of each. <u>Virtual Field Trips</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	5.2.	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). <u>Virtual Field Trips</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	5.3.	Geography
INDICATORS OF PROGRESS / STRAND	5.3.1.	Geospatial Skills
INDICATORS OF PROGRESS	5.3.1.3.	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).
INDICATOR	5.3.1.3.1.	Locate and identify the physical and human characteristics of places in the North American colonies. <u>Virtual Field Trips</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	5.3.	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. <u>Virtual Field Trips</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.	United States History

INDICATOR	5.4.4.15.1.	Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact) <u>Virtual Field Trips</u> Ancient Mayan Civilization
CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.4.16.	Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)
INDICATOR	5.4.4.16.2.	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>Virtual Field Trips</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>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.