

Content Related Resources:

- [Wabanaki Lessons & Resources](#)

MSAD # 54 - Grade 5 Social Studies Curriculum			
Standard 1: Applications of Social Studies processes, knowledge, and skills Description: Students will be able to research, present, and defend conclusions drawn from social studies discipline-based tools (eg: reading maps, analyzing primary source documents, citing sources, etc.) (MLR, A1; CCSS)			
Performance Indicators	Report Card Indicators	Suggested Learning Targets	Assessment and Teacher Resources
Students will be able to explain how an author uses evidence to support particular points in a text, identify the evidence by quoting accurately, articulate what the text says explicitly, and support inferences by citing from the text. (MLR A1 B-D; CCSS RI 5.2, 5.4, 5.10)	**	•	
Students will be able to develop and present informative/explanatory and opinion pieces on social studies	**		

<p>topics both orally and in written form in which: the topic is supported by logically ordered statements that include facts and relevant details; and the concluding statement or section is related to the information or opinion presented. (MLR A1 A, C-E; CCSS RI 5.5-7)</p>			
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Standard 2: Civic Engagement

Description: Students will be able to demonstrate how the qualities of a responsible and involved citizen can impact local, regional, and national issues. (MLR, A2 + A3)

Performance Indicators

Report Card Indicators

Suggested Learning Targets

Assessment and Teacher Resources

There are no Grade 5 indicators for this standard.

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Standard 3: Civics & Government

Description: Students will be able to analyze relationships between citizens and government in the past and the present in Maine, the United States, or the world by demonstrating an understanding of the American political system, founding documents, and constitutional government. (MLR, B)

Performance Indicators	Report Card Indicators	Suggested Learning Targets	Assessment and Teacher Resources
Students will be able to identify the rights, duties, and responsibilities of citizens within the class, school, or community. (MLR B2a)	**	<ul style="list-style-type: none"> • 	

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Standard 4: Economics

Description: Students will be able to apply the concepts, processes, and implications of economics to issues of production, distribution, and consumption and their local and global impact. (MLR C)

Performance Indicators	Report Card Indicators	Suggested Learning Targets	Assessment and Teacher Resources
Students will be able to explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources. (MLR C1 B)	**		

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Standard 5: Geography

Description: Students will be able to analyze the physical, human, and environmental geography of various regions of the world to evaluate the relationships and the challenges facing human systems. (MLR D)

Performance Indicators	Report Card Indicators	Suggested Learning Targets	Assessment and Teacher Resources
Students will be able to explain examples of changes in the Earth's physical features and their impact on communities and regions. (MLR D1 D)	**	•	
Students will be able to identify and describe the positive and negative ways humans modify the physical environment and how humans have used technology to do so. (MLR D2 A)	**		

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Standard 6: History

Description: Students will be able to apply and demonstrate knowledge of major eras, enduring themes, turning points, and historic influences to analyze the forces of continuity and change. (MLR E)

Performance Indicators	Report Card Indicators	Suggested Learning Targets	Assessment and Teacher Resources
Students will be able to identify various historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, Maine and/or the United States. (MLR E1 B)	**		
Students will be able to explain why individuals and groups during the same historical period differed in their perspectives, comparing various cultural traditions and the contributions of	**		

Maine Native Americans and various people groups in the community, Maine, and/or the United States. (MLR E2; CCSS RI 6)			
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