

Grade 5 Social Studies Curriculum Guide: Economics (5)

<p>Big Understanding:</p> <ul style="list-style-type: none"> A responsible and involved citizen understands and applies basic economic concepts to make decisions in a global economy. 			
<p>A. PERSONAL AND CONSUMER ECONOMICS: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.</p>	<p>B. ECONOMIC SYSTEMS OF THE UNITED STATES: Students will understand the economic system of the United States, including its principles, development, and institutions.</p>	<p>C. COMPARATIVE SYSTEMS: Students will analyze how different economic systems function and change over time.</p>	<p>D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE : Students will understand the patterns and results of international trade.</p>
<p><u>Performance Indicators</u></p> <p>1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services</p> <ul style="list-style-type: none"> Identify and analyze the factors that contribute to personal spending and savings decisions Use an example to show how incentives affect economic decisions 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> Demonstrate knowledge of economic concepts of supply, demand, price, the role of money and profit and loss Analyze how prices act as signals to producers and customers to answer the three basic economic questions: what to produce? How? And for whom? Identify how the fundamental characteristics of the United States economic system influence economic decision making Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities Describe the roles and contributions of the principal contributors to the economy 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> Describe the characteristics of traditional, command, market and mixed economic systems Compare how different economies meet basic wants and needs over time 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> Describe how changes in transportation and communication technologies have affected trade over time Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies Explain why trade allows specialization and identify specific examples of how nations specialize

<u>Knowledge/Skills</u> *Know the resources available in different regions and how Native Americans used them	<u>Knowledge/Skills</u> ♦	<u>Knowledge/Skills</u> ♦	<u>Knowledge/Skills</u> <ul style="list-style-type: none"> • Know what natural resources were valued • Know how the search for the natural resources changed Native American cultures
<u>Assessment</u> ♦	<u>Assessment</u> ♦	<u>Assessment</u> ♦	<u>Assessment</u> ♦ ♦
<u>Resources</u> ♦ Scott Foresman <u>Building a Nation</u>	<u>Resources</u> ♦ Scott Foresman <u>Building a Nation</u>	<u>Resources</u> ♦ Scott Foresman <u>Building a Nation</u>	<u>Resources</u> ♦ Scott Foresman <u>Building a Nation</u>
<u>Instructional Strategies</u> <ul style="list-style-type: none"> ♦ Provide definitions and explanations of basic economic principles. ♦ Explain models of different economic systems. ♦ Facilitate learning experiences in the business community. ♦ Make direct connections between economic concepts and personal actions. ♦ Provide reading materials that vary in difficulty level and subject matter. ♦ Use pre- and post-reading activities 	<u>Instructional Strategies</u> <ul style="list-style-type: none"> ♦ Provide definitions and explanations of basic economic principles. ♦ Explain models of different economic systems. ♦ Facilitate learning experiences in the business community. ♦ Make direct connections between economic concepts and personal actions. ♦ Provide reading materials that vary in difficulty level and subject matter. ♦ Use pre- and post-reading activities 	<u>Instructional Strategies</u> <ul style="list-style-type: none"> ♦ Provide definitions and explanations of basic economic principles. ♦ Explain models of different economic systems. ♦ Facilitate learning experiences in the business community. ♦ Make direct connections between economic concepts and personal actions. ♦ Provide reading materials that vary in difficulty level and subject matter. ♦ Use pre- and post-reading activities 	<u>Instructional Strategies</u> <ul style="list-style-type: none"> ♦ Provide definitions and explanations of basic economic principles. ♦ Explain models of different economic systems. ♦ Facilitate learning experiences in the business community. ♦ Make direct connections between economic concepts and personal actions. ♦ Provide reading materials that vary in difficulty level and subject matter. ♦ Use pre- and post-reading activities

Grade 5 Social Studies Curriculum Guide: Geography (5)

Big Understanding: <ul style="list-style-type: none"> • The world can be divided in many different ways. • A responsible and involved citizen recognizes and understands the diverse nature of society. 	
A. SKILLS AND TOOLS: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	B. HUMAN INTERACTION WITH ENVIRONMENTS: Students will understand and analyze the relationships among people and their physical environment.

<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> • Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features and political divisions • Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth • Understand United States social, political and economic divisions and the more significant social and political divisions in world geography 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> • Analyze how technology shapes the physical and human characteristics of places and regions, including Maine • Explain patterns of migration throughout the world • Explain how cultures differ in their use of similar environments and resources • Demonstrate an understanding of how society changes as a consequence of concentrated settlement
<p><u>Knowledge/Skills</u></p>	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Know how Native Americans used their resources and how early settlers used their resources • Compare/contrast the tools of Native Americans and the early settlers
<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Mapping Patterns of Movement 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Dig Deeply
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Scott Foresman <u>Building a Nation</u> • MAP task 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Scott Foresman <u>Building a Nation</u> • MAP task
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Examine trends in population movements. • Provide information on migrating populations. • Provide means to obtain resources about communities that have undergone change. • Create maps of varied geographic features to allow students to explore implications for humans. • Provide reading materials that vary in difficulty level and subject matter. • Introduce new vocabulary. • Use pre- and post-reading activities. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Examine trends in population movements. • Provide information on migrating populations. • Provide means to obtain resources about communities that have undergone change. • Create maps of varied geographic features to allow students to explore implications for humans. • Provide reading materials that vary in difficulty level and subject matter. • Introduce new vocabulary. • Use pre- and post-reading activities.

Grade 5 Social Studies Curriculum Guide: History (5)

<p>Big Understanding:</p> <ul style="list-style-type: none"> • An informed citizen understands patterns, themes and turning points of history through the examination of human experience. 		
<p><u>Content Standards</u> Students will understand:</p> <p>A. CHRONOLOGY: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.</p>	<p>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout the world history.</p>	<p>C. HISTORICAL INQUIRY, ANALYSIS AND INTERPRETATION: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about perspectives of the authors and their credibility when interpreting current historical events.</p>

<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> Describe the effects of historical changes in daily life Identify the sequence of major events and people in the history of Maine, the United States and selected world civilizations Trace simultaneous events in various parts of the world during a specific era 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> Demonstrate an understanding of the causes and effects of major events in US history and the connections to Maine history. Demonstrate an understanding of selected themes in Maine, US, and world history (e.g., revolution, technological innovation, migration). Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past. Demonstrate an understanding of selected twentieth century issues and events in US and in Maine history including “modern” Maine history (1945 to present). 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author. Use information from a variety of primary and secondary sources to identify and support a point of view. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts.
<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Know who the explorers were, their discoveries, consequences of their arrival on Native Americans, Incas Know what was happening in Europe at the time of exploration 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Know how explorers brought technological changes to other cultures – i.e. guns, horses Know what our culture gained from Native American, Mayan, Aztec, Incan cultures 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none">
<p><u>Assessment</u></p> <ul style="list-style-type: none"> Dig Deeply 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Mapping Patterns of Movement 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Shared Political Values and Principles Dig Deeply
<p><u>Resources</u></p> <ul style="list-style-type: none"> Scott Foresman <u>Building a Nation</u> MAP task 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Scott Foresman <u>Building a Nation</u> MAP task 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Scott Foresman <u>Building a Nation</u> MAP task LAD task
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Provide multiple sources of factual information. Explore diverse perspectives. Provide experiences and strategies in organizing, evaluating, analyzing and processing information. Make direct connections between historical concepts and personal actions. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Provide multiple sources of factual information. Explore diverse perspectives. Provide experiences and strategies in organizing, evaluating, analyzing and processing information. Make direct connections between historical concepts and personal actions. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Provide multiple sources of factual information. Explore diverse perspectives. Provide experiences and strategies in organizing, evaluating, analyzing and processing information. Make direct connections between historical concepts and personal actions.

<ul style="list-style-type: none"> • Provide varied difficulties of reading materials. • Introduce new vocabulary. • Use pre- and post-reading activities. 	<ul style="list-style-type: none"> • Provide varied difficulties of reading materials. • Introduce new vocabulary. • Use pre- and post-reading activities. 	<ul style="list-style-type: none"> • Provide varied difficulties of reading materials. • Introduce new vocabulary. • Use pre- and post-reading activities.
---	---	---

Grade 5 Social Studies Curriculum Guide: Civics & Government (5)

Big Understanding:

- Our system of government depends upon the participation of responsible and involved citizens.

<p><u>Content Standards</u> Students will understand:</p> <p>A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.</p>	<p>B. PUROSE AND TYPES OF GOVERNMENT: Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.</p>	<p>C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS: Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.</p>	<p>D. INTERNATIONAL RELATIONS: Students will understand the political relationships among the United States and other nations.</p>
<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> • Identify the characteristics of an effective citizen • Evaluate and defend positions on current issues regarding individual rights and judicial protection • Describe and analyze the process by which a proposed law is adopted including the role of governmental and non-governmental influences • Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues • Explain the functions of and relationships among local, state and national governments 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> • Compare leadership and civil rights in our democracy to their status under an authoritarian type government • Compare and contrast the structures of local, state and national governments • Contrast the roles of local, state and national governments by investigating, evaluating and debating a current civic issue • Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government • Assess competing ideas about the 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> • Explain the meaning and importance of fundamental principles of American constitutional democracy • Examine civil rights, liberties and responsibilities established in the United States Constitution and Bill of Rights • Take and defend positions on current issues involving the constitutional practice of individual rights • Explain the importance, in a pluralistic society, of having certain shared political values and principles 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> • Explain the foreign policy powers which the Constitution gives to the branches of government • Assess the ways in which the United States government has attempted to resolve an international problem • Explain the reasons for alliance with some nations against others

	<p>purposes government should serve</p> <ul style="list-style-type: none"> • Explain the history and functions of Maine state government including the Constitution of Maine 		
<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Know the rights and responsibilities of a citizen in Mayan, Aztec, Incan cultures • Know how citizenship was obtained in Mayan, Aztec, Incan cultures 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Explain how civilization develops (Mayan, Aztec, Incan, Pilgrims, Mayflower Compact, early colonization) • Explain individual vs. collective rights (Mayan, Aztec, Incan, early colonization) 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Know the advantages and disadvantages of alliances – i.e. Native American nations
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Shared Political Values and Principles 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦
<p><u>Resources</u> Scott Foresman <u>Building a Nation</u></p>	<p><u>Resources</u> Scott Foresman <u>Building a Nation</u></p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Scott Foresman <u>Building a Nation</u> • LAD task 	<p><u>Resources</u> Scott Foresman <u>Building a Nation</u></p>
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Provide samples of a variety of systems. ♦ Help make connections between classroom and government. ♦ Build an awareness of varieties of government. ♦ Introduce and review levels of government. ♦ Include students in creation of rules and decision-making. ♦ Provide speakers to discuss roles in government, or who have lived under different systems of government. ♦ Help students recognize their connection to government. ♦ Provide opportunities to role 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Provide samples of a variety of systems. • Help make connections between classroom and government. • Build an awareness of varieties of government. • Introduce and review levels of government. • Include students in creation of rules and decision-making. • Provide speakers to discuss roles in government, or who have lived under different systems of government. • Help students recognize their connection to government. • Provide 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Provide samples of a variety of systems. • Help make connections between classroom and government. • Build an awareness of varieties of government. • Introduce and review levels of government. • Include students in creation of rules and decision-making. • Provide speakers to discuss roles in government, or who have lived under different systems of government. • Help students recognize their connection to government. • Provide 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Provide samples of a variety of systems. • Help make connections between classroom and government. • Build an awareness of varieties of government. • Introduce and review levels of government. • Include students in creation of rules and decision-making. • Provide speakers to discuss roles in government, or who have lived under different systems of government. • Help students recognize their connection to government. • Provide

<p>opportunities to role play and debate.</p> <ul style="list-style-type: none"> ♦ Use media as a resource to identify governmental issues. ♦ Provide primary and secondary sources for research. ♦ Provide reading materials that vary in subject matter and difficulty. ♦ Introduce new vocabulary. ♦ Use pre- and post-reading activities. 	<p>opportunities to role play and debate.</p> <ul style="list-style-type: none"> • Use media as a resource to identify governmental issues. • Provide primary and secondary sources for research. • Provide reading materials that vary in subject matter and difficulty. • Introduce new vocabulary. • Use pre- and post-reading activities. 	<p>opportunities to role play and debate.</p> <ul style="list-style-type: none"> • Use media as a resource to identify governmental issues. • Provide primary and secondary sources for research. • Provide reading materials that vary in subject matter and difficulty. • Introduce new vocabulary. • Use pre- and post-reading activities. 	<p>opportunities to role play and debate.</p> <ul style="list-style-type: none"> • Use media as a resource to identify governmental issues. • Provide primary and secondary sources for research. • Provide reading materials that vary in subject matter and difficulty. • Introduce new vocabulary. • Use pre- and post-reading activities.
--	--	--	--