Maine Social Studies

# Grade 5

Adopted 2019

## Civics & Government

1. **Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.** CG.1
    1. Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States. 5.CG.1
    2. Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches at national levels of government. 5.CG.2
    3. Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen. 5.CG.3
    4. Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience. 5.CG.4
    5. Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good. 5.CG.5
    6. Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse cultures. 5.CG.6

## Personal Finance & Economics

1. **Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.** PFE.1
    1. Students understand the principles and process of personal finance by describing situations in which choices are related to the use of financial resources and financial institutions. 5.PFE.1

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2. Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision. 5.PFE.2
3. Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by explaining economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world. 5.PFE.3

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**Geography**

1. **Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.** G.1
    1. Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools including digital mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions. 5.G.1
    2. Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and nonprint sources. 5.G.2

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**History**

1. **Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.** H.1
    1. Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation. 5.H.1
    2. Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States. 5.H.2