

Grade 3 through 5 Standards

The grade 3 through grade 5 standards are guided by the following grade-level themes:

Grade	Theme
Third	Alaska's Past, Present, and Future
Fourth	U.S. Cultures and Regions
Fifth	Foundations and History of the U.S.

Grade 3 through 5 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	● SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. ● SS.3-5.1.2 Categorize questions according to the social studies disciplines. ● SS.3-5.1.3 Create supporting questions to help answer compelling questions. ● SS.3-5.1.4 Explain how supporting questions help answer compelling questions.
Anchor Standard 2 Evaluate Sources and Evidence	● SS.3-5.2.1 Determine whether a source is primarily fact or opinion. ● SS.3-5.2.2 Determine whether a source is primary or secondary. ● SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.
Anchor Standard 3 Develop Claims	● SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. ● SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. ● SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
Anchor Standard 4 Communicate and Critique Conclusions	● SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them. ● SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them. ● SS.3-5.4.3 Critique the motives behind different perspectives. ● SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.

Anchor Standard 5 Informed Civic Discourse and Engagement	● SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues. ● SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues. ● SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.
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Grade 3 through 5 Civics Standards

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.3-5.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	By the end of 3: SS.3.1.6.1 Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.
		By the end of 4: SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government.
		By the end of 5: SS.5.1.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.
	SS.3-5.6.2 Explain how a democracy relies on people's responsible participation and draw implications for how individuals participate in democracy.	By the end of 3: SS.3.2.6.1 List ways that people participate in democracy.
		By the end of 4: SS.4.2.6.1 Explain how democracies rely on responsible participation.
		By the end of 5: SS.5.2.6.1 Assess the importance of participation in democracy.