

# SOCIAL STUDIES

## Introduction

The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, believed that every student must be well versed in our nation's history, the principles and practices which support and sustain citizenship, and the institutions that define our government. Understandings of commerce and geography were critical to their thinking as well. In essence, Jefferson, Mann, and Dewey viewed the study of social studies as critical to the mission of public schools. According to the National Council for the Social Studies: *advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good.* (C3 Framework for Social Studies, 2013).

A strong Social Studies education depends upon a clear understanding of its interrelated disciplines and inclusion of Maine's Guiding Principles. Without knowledge of the geography and economics of earlier times, history offers only lists of people, events, and dates. Without knowledge of history, the institutions of American government and the dynamics of today's global economy are difficult to understand. Although social studies curricula vary in their breadth and depth, the Social Studies Standards reflect a focus on government, history, geography, personal finance and economics as the pillars of the content, with other disciplines within the social sciences deemed important, but not essential.

## Guiding Principles

The Guiding Principles guide education in Maine and should be reflected throughout Social Studies curriculum. Examples of how students can show evidence of those guiding principles in Social Studies may include:

- A. Clear and Effective Communicator:** Students research and use background knowledge to give audiovisual presentations about current and historical issues.
- B. Self-Directed and Lifelong Learner:** Students generate questions and explore primary and secondary sources to answer those questions while demonstrating a growth mindset.
- C. Creative and Practical Problem Solver:** Students draw conclusions about current and historical problems using valid research and critical thinking.
- D. Responsible and Involved Citizen:** Students practice and apply the duties of citizenship through the exercise of constitutional rights.

**E. Integrative and Informed Thinker:** Students compare and contrast to analyze point of view and differentiate between reliable and unreliable primary and secondary sources.

*Performance Expectations* that include the application of the Guiding Principles through Social Studies knowledge and skills are denoted in the standards with an asterisk (\*).

### **Skills in Social Studies:**

The application of skills in Social Studies is crucial to any curriculum. Best practices in Social Studies reflect curriculum, instruction, and assessment that give students opportunities to demonstrate research and develop positions on current Social Studies issues. Students will be asked to identify key words and concepts related to research questions and locate and access information by using text features. Additionally, students will demonstrate facility with note-taking, organizing information, and creating bibliographies. Students will distinguish between primary and secondary sources as well as evaluate and verify the credibility of the information found in print and non-print sources. Equally important is that students use additional sources to resolve contradictory information.

### **Key Ideas in the Social Studies Standards:**

**Growth mindset** - Our mindset includes beliefs about our abilities and qualities that include intelligence, creativity or musicality. Having a growth mindset means that students know that their abilities and strengths can change or develop, and that those changes are within their control.

**Understand** - The word “understand” appears in performance expectations throughout the Social Studies Standards. It refers to a variety of different levels of thinking and was used intentionally to serve as an umbrella term for the cognitive demand that is described by the descriptors beneath the performance expectations. Look to the grade level expectation for grades K-5 or to the grade span expectations in spans 6-8 and 9-12 (Foundational or Developmental as noted by “F” or “D”) to define the level of cognitive demand for student performance.

**Various** -The Social Studies Standards refer to “various” peoples, nations, regions of the world, historical eras, and enduring themes. School administrative units should develop a local curriculum that assists students in gaining a coherent, broad perspective on a variety of peoples, nations, regions, historical eras, and enduring themes.

**Major Enduring Themes** - The term “major enduring themes” is used in several places in the Social Studies Standards. This term refers to general topics or issues that have been relevant over a long period of time. Using a consistent set of themes can serve as a framework within which other concepts, topics, and facts can be organized. It can also help students make connections between events within and across historical eras, and use history to help make informed decisions. The Civics and Government, Personal Finance and Economics, Geography, and History Standards all include performance expectations that address individual, cultural, international, and global connections. It will be up to the School Administrative Units to determine whether they use these performance expectations as

an opportunity to integrate across the disciplines of the social studies or address them separately. The “enduring themes,” some of which overlap, include:

- Freedom and Justice
- Conflict and Compromise
- Technology and Innovation
- Unity and Diversity
- Continuity and Change Over Time
- Supply and Demand

**Eras** – School Administrative Units (SAU) should develop a coherent curriculum that provides students with a balanced exposure to the major eras of United States and World History. The term “various eras” in this document refers to those eras that are selected by an SAU to build a cohesive, balanced understanding. The “eras,” some of which overlap, include:

<b>Eras in United States History*</b>	<b>Eras in World History*</b>
<p><b>1. Beginnings to 1607:</b> Migration, contact, and exchange between Native Americans, Africans, and Europeans.</p> <p><b>2. 1607 to 1754:</b> Conflict and competition -- Europeans and Native Americans; emergence of distinctive Colonial and Native societies.</p> <p><b>3. 1754 to 1800:</b> Social, political, and economic tensions -- Revolution and the Early National Period.</p> <p><b>4. 1800 to 1848:</b> Defining and extending democratic ideals during rapid economic, territorial, and demographic changes.</p> <p><b>5. 1844 to 1877:</b> Regional tensions and civil war.</p> <p><b>6. 1865 to 1898:</b> Move from agricultural to industrialized society.</p> <p><b>7. 1890 to 1945:</b> Domestic and global challenges; debate over Government’s role and the role of the US in the world.</p> <p><b>8. 1945 to 1980:</b> Challenges with prosperity, living up to ideals, and unfamiliar international responsibilities.</p> <p><b>9. 1980 to present:</b> Cultural debates, adaptation to economic globalization and revolutionary changes in science and technology.</p>	<p><b>1. Beginnings to 600 BCE:</b> Technological and environmental transformations.</p> <p><b>2. 600 BCE to 600 CE:</b> Organization and reorganization of human societies.</p> <p><b>3. 600 to 1450:</b> Regional and interregional interactions.</p> <p><b>4. 1450 to 1750:</b> Political, social, economic and global interactions led to revolutions.</p> <p><b>5. 1750 to 1900:</b> Industrialization and global integration.</p> <p><b>6. 1900 to present:</b> Accelerating global change and realignments.</p>

*All eras are circa.	
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**Spiraling K-12** - A course of study in which students will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. The Social Studies Standards and performance expectations have been created in order to reflect a progression of increasing complexity from K-5 and between the 6-8, and 9-diploma grade spans.

### **Maine Statutes Related to Social Studies**

Title 20-A: Education §4722. High school diploma standards.

1. Minimum instructional requirements. A comprehensive program of instruction must include a minimum 4-year program that meets the curriculum requirements established by this chapter and any other instructional requirements established by the commissioner and the school board. [2009, c. 313, §15 (AMD).]

2. Required subjects. Courses in the following subjects shall be provided in separate or integrated study programs to all students and required for a high school diploma: .... Social studies and history, including American history, government, civics and personal finance--2 years; [2013, c. 244, §1 (AMD).]

Title 20-A MRSA §4706, as amended by PL 1991, c. 655, §4, is further amended to read:

§4706. Instruction in American history, Maine studies and Maine Native American history.

The following subjects are required: .... Maine Studies... American History... Maine Native American history (including Maine tribal governments, Maine Native American culture, Maine Native American territories, and Maine Native American economic systems). Maine Native American history and culture must be taught in all elementary and secondary schools, both public and private.

**Maine Native Americans** - The phrase “Maine Native Americans” refers to the four Maine Native American tribes – the Penobscot, the Passamaquoddy, the Micmac, and the Maliseet.

Strand	Civics & Government		
Standard	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.		
	Childhood		
	Kindergarten	Grade 1	Grade 2
Performance Expectations	<p><b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p> <p><b>Civics &amp; Government 2:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.</p> <p><b>Civics &amp; Government 3:</b> Students understand the concepts of <i>rights, duties, responsibilities, and participation</i> by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><b>Civics &amp; Government 4:</b> Students understand the concepts of <i>rights, duties,</i></p>	<p><b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of <i>rights, duties, responsibilities,</i> and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><b>Civics &amp; Government 3:</b> Students understand Maine Native Americans by explaining their traditions and customs.</p>	<p><b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of <i>democratic ideals</i></p> <p><b>Civics &amp; Government 2:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p> <p><b>Civics &amp; Government 3:</b> Students understand the concepts of <i>rights, duties, responsibilities,</i> and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a <i>civic action</i> or <i>service-learning</i> project based on a classroom or school asset or need, and describing the project's potential civic contribution. *</p> <p><b>Civics &amp; Government 4:</b> Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.</p>

	<p><i>responsibilities, and participation</i> by describing classroom <i>rights, duties, and responsibilities</i> including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p><b>Civics &amp; Government 5:</b> Students understand civic aspects of classroom traditions and decisions by identifying and comparing diverse interests and opinions related to classroom traditions and decisions.</p>		
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Strand	Civics & Government		
Standard	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.		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	<p><b>Civics &amp; Government 1:</b> Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</p> <p><b>Civics &amp; Government 2:</b> Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by</p>	<p><b>Civics &amp; Government 1:</b> Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of <i>democratic ideals</i> and <i>constitutional principles</i> to include the rule of law, legitimate power, and common good.</p> <p><b>Civics &amp; Government 2:</b> Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of <i>governmental structures</i> including the legislative, executive, and judicial</p>	<p><b>Civics &amp; Government 1:</b> Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the <i>structures</i> and processes of <i>government</i> are described in documents, including the Constitution of the United States.</p> <p><b>Civics &amp; Government 2:</b> 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 <i>governmental structures</i> including the legislative, executive, and</p>

	<p>explaining how leaders are elected and how laws are made and implemented.</p> <p><b>Civics &amp; Government 3:</b> Students understand the basic <i>rights, duties, responsibilities</i>, and roles of citizens in a democratic republic by identifying the <i>rights, duties, and responsibilities</i> of citizens within the class, school, or community.</p> <p><b>Civics &amp; Government 4:</b> Students understand the basic <i>rights, duties, responsibilities</i>, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators.</p> <p><b>Civics &amp; Government 5:</b> Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity (sameness) and diversity (variety).</p> <p><b>Civics &amp; Government 6:</b> Students understand civic aspects of unity and diversity in the daily life of Maine Native Americans and other various cultures in Maine by describing civic beliefs and activities in the daily life of diverse cultures of Maine.</p>	<p>branches and the local and State levels of government.</p> <p><b>Civics &amp; Government 3:</b> Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the <i>structures</i> and processes of <i>government</i> are described in documents, including the Constitution of Maine.</p> <p><b>Civics &amp; Government 4:</b> Students understand the basic <i>rights, duties, responsibilities</i>, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a <i>civic action</i> or <i>service-learning</i> project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution. *</p> <p><b>Civics &amp; Government 5:</b> Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States, 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.</p> <p><b>Civics &amp; Government 6:</b> Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p>	<p>judicial branches at national levels of government.</p> <p><b>Civics &amp; Government 3:</b> Students understand the basic <i>rights, duties, responsibilities</i>, 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.</p> <p><b>Civics &amp; Government 4:</b> Students understand the basic <i>rights, duties, responsibilities</i>, 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.</p> <p><b>Civics &amp; Government 5:</b> 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.</p> <p><b>Civics &amp; Government 6:</b> 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.</p>
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Strand	Civics & Government	
Standard	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.	
	Early Adolescence	
	Grades 6-8	
Performance Expectations	<b>Civics &amp; Government 1:</b> Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:	
	(F1) Explaining that the study of government includes the <i>structures</i> and functions of government and the political and civic activity of citizens. (F2) Describing the <i>structures</i> and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources. (F3) Explaining the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.	(D1) Comparing the <i>structures</i> and processes of United States government with examples of other forms of government. (D2) Comparing how laws are made in Maine and at the federal level in the United States. (D3) Analyze examples of <i>democratic ideals</i> and <i>constitutional principles</i> that include the rule of law, legitimate power, and common good.
	<b>Civics &amp; Government 2:</b> Students understand constitutional and legal <i>rights, civic duties and responsibilities</i> , and roles of citizens in a constitutional democracy by:	
	(F1) Explaining the constitutional and legal status of "citizen" and provide examples of <i>rights, duties, and responsibilities</i> of citizens. (F2) Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.	(D1) Analyzing examples of the protection of rights in court cases or from current events. (D2) Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience through selecting, planning, and implementing a <i>civic action</i> or <i>service-learning</i> project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution. *
	<b>Civics &amp; Government 3:</b> Students understand political and civic aspects of cultural diversity by:	



	<p>(F1) Explaining basic civic aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.</p> <p>(F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.</p>	<p>(D1) Explaining constitutional and political aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.</p> <p>(D2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.</p>
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Strand	Civics & Government	
Standard	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.	
	Adolescence	
	Grades 9-Diploma	
Performance Expectations	<b>Civics &amp; Government 1:</b> Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world by:	
	<p>(F1) Explaining that the study of government includes the <i>structures</i>, functions, institutions, and forms of government.</p> <p>(F2) Explaining how and why democratic institutions and interpretations of <i>democratic ideals</i> and <i>constitutional principles</i> change over time.</p> <p>(F3) Describing the purpose, structures, and processes of the <i>American political system</i>.</p>	<p>(D1) Evaluating and comparing the relationship of citizens with government in the United States and other regions of the world.</p> <p>(D2) Evaluating <i>current issues</i> by applying <i>democratic ideals</i> and <i>constitutional principles</i> of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in <i>founding documents</i>.</p> <p>(D3) Comparing the <i>American political system</i> with examples of political systems from other parts of the world.</p>
	<b>Civics &amp; Government 2:</b> Students understand the constitutional and legal <i>rights</i> , the <i>civic duties and responsibilities</i> , and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world by:	
	<p>(F1) Explaining the relationship between constitutional and legal <i>rights</i>, and <i>civic duties and responsibilities</i> in a constitutional democracy.</p> <p>(F2) Evaluating the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</p>	<p>(D1) Comparing the <i>rights, duties, and responsibilities</i> of United States citizens with those of citizens from other nations.</p> <p>(D2) Analyzing the <i>constitutional principles</i> and the roles of the citizen and the government in major laws or cases.</p>

	<p>(F3) Evaluating how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>	
<p><b>Civics &amp; Government 3:</b> Students understand political and civic aspects of cultural diversity by:</p>		
	<p>(F1) Explaining basic civic aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.  (F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.</p>	<p>(D1) Analyzing constitutional and political aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations through selecting, planning, and implementing a <i>civic action</i> or <i>service-learning</i> project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution. *  (D2) Analyzing the political structures, political power, and political perspectives of the diverse historic and current cultures of the United States and the world.</p>

Strand	Personal Finance & Economics					
Standard	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.					
Childhood						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Kindergarten</th> <th style="width: 33%; text-align: center;">Grade 1</th> <th style="width: 33%; text-align: center;">Grade 2</th> </tr> </thead> </table>				Kindergarten	Grade 1	Grade 2
Kindergarten	Grade 1	Grade 2				
Performance Expectations	<p><b>Personal Finance:</b> Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p> <p><b>Economics:</b> Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p><b>Global Connections:</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>	<p><b>Personal Finance:</b> Students understand the nature of personal finance as well as key foundational ideas by describing how spending, saving, and sharing are ways to use money.</p> <p><b>Economics:</b> Students understand the nature of economics as well as key foundational ideas by explaining and making decisions about how to use scarce resources to meet their needs and wants. *</p> <p><b>Global Connections:</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by identifying how individuals, families, and communities are influenced by economic factors.</p>	<p><b>Personal Finance:</b> Students understand the nature of personal finance as well as key foundational ideas by describing how planning for the future is important to managing money.</p> <p><b>Economics:</b> Students understand the nature of economics as well as key foundational ideas by explaining how people make choices about how to use scarce resources and make individual and collaborative plans to meet their own needs and wants. *</p> <p><b>Global Connections:</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.</p>			

Strand	Personal Finance & Economics		
Standard	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.		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	<p><b>Personal Finance:</b> Students understand the nature of personal finance as well as key foundational ideas by describing situations in which personal choices are related to the use of money.</p> <p><b>Economics:</b> Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about what goods and services are produced and for whom they are produced.</p> <p><b>Global Connections:</b> 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 describing economic similarities and differences within the community, Maine, and the United States.</p>	<p><b>Personal Finance:</b> Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.</p> <p><b>Economics:</b> Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity. *</p> <p><b>Global Connections:</b> 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 identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>	<p><b>Personal Finance:</b> 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.</p> <p><b>Economics:</b> 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. *</p> <p><b>Global Connections:</b> 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.</p>

Strand	Personal Finance & Economics	
Standard	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.	
	Early Adolescence	
	Grades 6-8	
Performance Expectations	<b>Personal Finance:</b> Students understand the principles and processes of personal finance by:	
	(F1) Explaining how scarcity influences choices and relates to the market economy. (F2) Identifying factors that contribute to spending and savings decisions.	(D1) Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices. *
	<b>Economics:</b> Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by:	
	(F1) Describing the functions of financial institutions. (F2) Describing the function and process of taxation.	(D1) Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.
	<b>Global Connections:</b> Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:	
	(F1) Researching the pros and cons of economic processes, economic institutions, and economic influences of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world to propose a solution to an economic problem. *	(D1) Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.

Strand	Personal Finance & Economics	
Standard	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.	
	Adolescence	
	Grades 9-Diploma	
Performance Expectations	<b>Personal Finance:</b> Students understand the principles and process of personal finance by:	
	(F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money. (F2) Identifying factors that impact consumer credit.	(D1) Evaluating ways credit can be used. (D2) Evaluating different strategies for money and risk management.
	<b>Economics:</b> Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future by:	
	(F1) Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies. (F2) Identifying and explaining various economic indicators and how they represent and influence economic activity.	(D1) Analyzing economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability. (D2) Explaining and applying the concepts of specialization, economic interdependence, and comparative advantage. (D3) Proposing a solution to a problem using the theory of supply and demand. *
	<b>Global Connections:</b> Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities, by:	
(F1) Comparing a variety of economic systems and strategies of economic development. (F2) Analyzing how resource distribution effects wealth, poverty, and other economic factors.	(D1) Analyzing multiple views on how resource distribution has affected wealth, poverty, and other economics factors and present an argument as to the role of regional, international, and global organizations that are engaged in economic development. *	

Strand	Geography		
Standard	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.		
	Childhood		
	Kindergarten	Grade 1	Grade 2
Performance Expectations	<p><b>Geography 1:</b> Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples. *</p> <p><b>Geography 2:</b> Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p>	<p><b>Geography 1:</b> Students understand the nature and basic ideas of geography by gathering information about their immediate neighborhood and community, including maps, photographs, charts and graphs, and then create visual representations of their findings. *</p> <p><b>Geography 2:</b> Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.</p>	<p><b>Geography 1:</b> Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant <i>places and locations</i>, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.</p> <p><b>Geography 2:</b> Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.</p>

Strand	Geography		
Standard	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.		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	<p><b>Geography 1:</b> Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the</p>	<p><b>Geography 1:</b> Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations</p>	<p><b>Geography 1:</b> 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 <i>geographic tools</i> including digital</p>

	<p>distribution of plant, animal, and human life.</p> <p><b>Geography 2:</b> Students understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities. *</p>	<p>of the world, showing a basic understanding of the <i>geographic grid</i>, including the equator and prime meridian. *</p> <p><b>Geography 2:</b> Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>	<p>mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions.</p> <p><b>Geography 2:</b> 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 non-print sources. *</p>
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Strand	Geography	
Standard	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.	
	Early Adolescence	
	Grades 6-8	
Performance Expectations	<b>Geography 1:</b> Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:	
	<p>(F1) Using the <i>geographic grid</i> and a variety of <i>types of maps, including digital sources</i>, to locate and access relevant geographic information that reflects multiple perspectives. *</p> <p>(F2) Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of <i>geographic tools</i> including digital tools and resources. *</p> <p>(F3) Evaluating a geographic issue of physical, environmental, or cultural importance. *</p>	<p>(D1) Identifying consequences of geographic influences through inquiry and formulating predictions.</p> <p>(D2) Describing the impact of change on the physical and cultural environment.</p>
	<b>Geography 2:</b> Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:	



	(F1) Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations. *	(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world. *
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Strand	Geography	
Standard	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.	
	Adolescence	
	Grades 9-Diploma	
Performance Expectations	<b>Geography 1:</b> Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:	
	(F1) Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. * (F2) Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment. *	(D1) Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels. * (D2) Using inquiry to predict and evaluate consequences of geographic influences. (D3) Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of <i>geographic tools</i> including digital tools and resources. *
	<b>Geography 2:</b> Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:	
	(F1) Analyzing geographic features that have impacted unity and diversity in the United States and other nations. *	(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world. *

Strand	History		
Standard	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.		
	Childhood		
	Kindergarten	Grade 1	Grade 2
Performance Expectations	<p><b>History 1:</b> Students understand the nature of history by describing history as stories of the past and identifying questions related to social studies. *</p> <p><b>History 2:</b> Students understand the nature of history as well as the key foundation of ideas by applying terms such as “before” and “after” in sequencing events.</p> <p><b>History 3:</b> Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.</p>	<p><b>History 1:</b> Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.</p> <p><b>History 2:</b> Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples *</p> <p><b>History 3:</b> Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p>	<p><b>History 1:</b> Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level* and identifying a few key figures and events from personal history and the history of the community, the state, and the United States, especially those associated with historically-based traditions.</p> <p><b>History 2:</b> Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs*, or stories of the past.</p> <p><b>History 3:</b> Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p>

Strand	History		
Standard	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.		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	<p><b>History 1:</b> Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. *</p> <p>Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. *</p> <p><b>History 2:</b> Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources*, and describing examples in the history of the United States of diverse and shared values and traditions.</p>	<p><b>History 1:</b> Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States.</p> <p>Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. *</p> <p>Students distinguish between facts and opinions/interpretations in sources. *</p> <p><b>History 2:</b> Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.</p>	<p><b>History 1:</b> 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.</p> <p>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. *</p> <p>Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation. *</p> <p><b>History 2:</b> Students understand <i>historical</i> 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.</p>

Strand	History	
Standard	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.	
	Early Adolescence	
	Grades 6-8	
Performance Expectations	<b>History 1:</b> Students understand major eras, major enduring themes, and <i>historic</i> influences in the history of Maine, the United States, and various regions of the world by:	
	<p>(F1) Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future. *</p> <p>(F2) Identifying major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. *</p> <p>(F3) Tracing the history of <i>democratic ideals</i> and <i>constitutional principles</i> and their importance in the history of the United States and the world. *</p> <p>(F4) Proposing and revising research questions related to a current social studies issue. *</p>	<p>(D1) Analyzing interpretations of <i>historical</i> events that are based on different perspectives and evidence from primary and secondary sources. *</p> <p>(D2) Analyzing major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. *</p> <p>(D3) Explaining the history of <i>democratic ideals</i> and <i>constitutional principles</i> and their importance in the history of the United States and the world. *</p> <p>(D4) Making decisions related to the classroom, school, community, civic organization, Maine, or beyond; applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. *</p>
	<b>History 2:</b> Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:	
	<p>(F1) Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.</p> <p>(F2) Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.</p> <p>(F3) Identifying major turning points and events in the history of Maine Native Americans and various <i>historical and recent immigrant groups</i> in Maine, the United States, and other cultures in the world.</p>	<p>(D1) Explaining how both unity and diversity have played and continue to play important roles in the history of the World.</p> <p>(D2) Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.</p> <p>(D3) Describing major turning points and events in the history of Maine Native Americans and various <i>historical and recent immigrant groups</i> in Maine, the United States, and other cultures in the world.</p>

Strand	History					
Standard	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.					
	Adolescence					
	Grades 9-Diploma					
Performance Expectations	<p><b>History 1:</b> Students understand major eras, major enduring themes, and <i>historic</i> influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:</p> <table border="1" data-bbox="319 467 1997 1084"> <tr> <td data-bbox="319 467 1129 1084"> <p>(F1) By explaining that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> and how history can help one better understand and make informed decisions about the present and future. *</p> <p>(F2) Analyzing and critiquing major <i>historical</i> eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.</p> <p>(F3) Tracing and critiquing the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States using historical sources.</p> <p>(F4) Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. *</p> </td> <td data-bbox="1129 467 1997 1084"> <p>(D1) Analyzing and critiquing varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations. *</p> <p>(D2) Analyzing and critiquing major <i>historical</i> eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.</p> <p>(D3) Tracing and critiquing the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the world using historical sources.</p> <p>(D4) Making a decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. *</p> </td> </tr> </table> <p><b>History 2:</b> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:</p> <table border="1" data-bbox="319 1166 1997 1446"> <tr> <td data-bbox="319 1166 1129 1446"> <p>(F1) Identifying and critiquing issues characterized by unity and diversity in the history of the United States, and describing their effects, using primary and secondary sources. *</p> <p>(F2) Identifying and analyzing major turning points and events in the history of Native Americans and various <i>historical and recent immigrant groups</i> in the United States, making use of primary and secondary sources. *</p> </td> <td data-bbox="1129 1166 1997 1446"> <p>(D1) Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources. *</p> <p>(D2) Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various <i>historical and recent migrant groups</i>. *</p> </td> </tr> </table>		<p>(F1) By explaining that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> and how history can help one better understand and make informed decisions about the present and future. *</p> <p>(F2) Analyzing and critiquing major <i>historical</i> eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.</p> <p>(F3) Tracing and critiquing the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States using historical sources.</p> <p>(F4) Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. *</p>	<p>(D1) Analyzing and critiquing varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations. *</p> <p>(D2) Analyzing and critiquing major <i>historical</i> eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.</p> <p>(D3) Tracing and critiquing the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the world using historical sources.</p> <p>(D4) Making a decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. *</p>	<p>(F1) Identifying and critiquing issues characterized by unity and diversity in the history of the United States, and describing their effects, using primary and secondary sources. *</p> <p>(F2) Identifying and analyzing major turning points and events in the history of Native Americans and various <i>historical and recent immigrant groups</i> in the United States, making use of primary and secondary sources. *</p>	<p>(D1) Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources. *</p> <p>(D2) Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various <i>historical and recent migrant groups</i>. *</p>
<p>(F1) By explaining that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> and how history can help one better understand and make informed decisions about the present and future. *</p> <p>(F2) Analyzing and critiquing major <i>historical</i> eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.</p> <p>(F3) Tracing and critiquing the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States using historical sources.</p> <p>(F4) Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. *</p>	<p>(D1) Analyzing and critiquing varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations. *</p> <p>(D2) Analyzing and critiquing major <i>historical</i> eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.</p> <p>(D3) Tracing and critiquing the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the world using historical sources.</p> <p>(D4) Making a decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. *</p>					
<p>(F1) Identifying and critiquing issues characterized by unity and diversity in the history of the United States, and describing their effects, using primary and secondary sources. *</p> <p>(F2) Identifying and analyzing major turning points and events in the history of Native Americans and various <i>historical and recent immigrant groups</i> in the United States, making use of primary and secondary sources. *</p>	<p>(D1) Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources. *</p> <p>(D2) Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various <i>historical and recent migrant groups</i>. *</p>					

**Definitions:**

Strand: A body of knowledge in a content area identified by a simple title.

Standard: Enduring understandings and skills that students can apply and transfer to contexts that are new to the student.

Performance Expectation: Building blocks to the standard and measurable articulations of what the student understands and can do.