

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts

	GRADE THREE	GRADE FOUR	GRADE FIVE
A1 Researching and Developing Positions on Current Social Studies Issues	<p>Students identify and answer research questions related to social studies by locating and selecting information and presenting findings.</p> <p>a. Identify research questions related to social studies - seeking multiple perspectives from varied sources. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Identify and develop open-ended (essential/thick) interview questions</u> ▪ <u>Describe the basic structure and roles of the town government-textbook, visit to town office.</u> <p>b. Identify key words and concepts related to research questions <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Town manager, selectmen, boards, town meeting, ordinances,</u> <p>c. Locate and access information by using organizational features. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Text features i.e. table of content, index, glossary,</u> <p>d. Collect, evaluate and organize for a specific purpose. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Collect and organize information about town government from</u> 	<p>Students identify and answer research questions related to social studies by locating and selecting information and presenting findings.</p> <p>a. Identify research questions related to social studies - seeking multiple perspectives from varied sources. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Practice and develop essential (thick) research questions</u> ▪ <u>Describe the basic structure and roles of the state government – textbook, visit to the capital,</u> <p>b. Identify key words and concepts related to research questions <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Governor, legislature, bill, laws, veto, majority, political parties,</u> <p>c. Locate and access information by using organizational features. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Text features, table of content, index, glossary,</u> <p>d. Collect, evaluate and organize for a specific purpose. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Collect and organize information about state government from text and visitation evaluate the usefulness of the information in understanding town government</u> 	<p>Students identify and answer research questions related to social studies by locating and selecting information and presenting findings.</p> <p>a. Identify research questions related to social studies - seeking multiple perspectives from varied sources <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Beginning understanding of thesis statements and essential questions</u> ▪ <u>Thick or thin questions</u> ▪ <u>Branches of government</u> ▪ <u>Secession</u> <p>b. Identify key words and concepts related to research questions <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Compare/Contrast</u> ▪ <u>Analyze</u> ▪ <u>Depth of research</u> ▪ <u>Earliest Americans</u> ▪ <u>Industrial Revolution</u> <p>c. Locate and access information by using organizational features. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Index, keywords, charts, tables, maps, graphs, outlines</u> ▪ <u>Glossary</u> ▪ <u>Appendix</u> <p>d. Collect, evaluate and organize for a specific purpose.</p>

	<p><u>text and visitation evaluate the usefulness of the information in understanding town government</u></p> <ul style="list-style-type: none"> ▪ <u>Primary and secondary sources.</u> <p>e. Communicate findings using a variety of print and non-print sources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Credit sources of information in a report.</u> <u>e.g. author and title, from interview with</u> <p>f. Understand plagiarism and demonstrate appropriate citation.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Concentrate on putting it in your own words.</u> <p>g. Distinguish between facts and opinions/interpretations in sources.</p>	<ul style="list-style-type: none"> ▪ <u>Primary and secondary sources.</u> <p>e. Communicate findings using a variety of print and non-print sources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Credit sources of information in a report.</u> <u>with a complete bibliography</u> <p>f. Understand plagiarism and demonstrate appropriate citation.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Concentrate on putting it in your own words.</u> <p>g. Distinguish between facts and opinions/interpretations in sources.</p>	<p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Graphic Organizers</u> ▪ <u>Analysis of resources</u> ▪ <u>Note-taking strategies</u> ▪ <u>Political Parties</u> ▪ <u>Slavery</u> <p>e. Communicate findings using a variety of print and non-print sources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Report writing</u> ▪ <u>Note cards</u> ▪ <u>Use of technology</u> ▪ <u>Oral speaking</u> ▪ <u>Visuals</u> <p>f. Understand plagiarism and demonstrate appropriate citation.</p> <p>g. Distinguish between facts and opinions/interpretations in sources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Point of view</u> ▪ <u>Author's intent</u> ▪ <u>Current events</u> ▪ <u>Compare/Contrast</u>
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	GRADE THREE	GRADE FOUR	GRADE FIVE
A2 Making Decisions Using Social Studies Knowledge and Skills	<p>Students make individual or collaborative decisions on matters related to social studies using relevant information and research and collaboration skills.</p> <p>a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas and develop a decision or plan.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss the need for laws in the community.</u> ▪ <u>Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.</u> ▪ <u>Identify and describe attributes of responsible citizenship in the community</u> <p>b. Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills and or relevant information.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Establish classroom rules and consequences with reasonable student input.</u> ▪ <u>Relate the discussion of these rules to laws in the community</u> 	<p>Students make individual or collaborative decisions on matters related to social studies using relevant information and research and collaboration skills.</p> <p>a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas and individually and collaboratively develop a decision or plan.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss the need for laws in the state.</u> ▪ <u>Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.</u> ▪ <u>Identify and describe attributes of responsible citizenship in the state</u> <p>b. Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills and other relevant information.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Establish classroom rules and consequences with reasonable student input.</u> ▪ <u>Relate the discussion of these rules to laws in the state</u> ▪ <u>Simulate the process of how a bill becomes a law.</u> 	<p>Students make individual or collaborative decisions on matters related to social studies using relevant information and research and collaboration skills.</p> <p>a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas and individually and collaboratively develop a decision or plan.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Class Meeting Structure (“The Responsive Classroom”)</u> ▪ <u>Class Discussions</u> ▪ <u>Team and/or partner tasks</u> ▪ <u>Community Service Projects</u> ▪ <u>Citizenship (Local, National)</u> ▪ <u>Government (Documents/Structure)</u> <p>b. Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills and other relevant information.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Student Government</u> ▪ <u>Community Service Topics</u> ▪ <u>Daily Planners/Goal-setting</u> ▪ <u>Decision-Making</u> ▪ <u>Checks and Balances</u> ▪ <u>Decisions about Secession</u>

	GRADE THREE	GRADE FOUR	GRADE FIVE
A3 Taking Action Using Social Studies Knowledge and Skills	<p>Students select and participate in a civic action or service-learning 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><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Select service learning projects related to the grade level topics (when possible) for the classroom, school, and community.</u> ▪ <u>Discuss the impacts of the project on daily life.</u> 	<p>Students select and participate in a civic action or service-learning 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><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Select service learning projects related to the grade level topics (when possible) for the classroom, school, and community.</u> ▪ <u>Discuss the impacts of the project on daily life.</u> 	<p>Students select and participate in a civic action or service-learning 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><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Select service learning projects related to the grade level topics (when possible) for the classroom, school, and community.</u> ▪ <u>Discuss the impacts of the project on daily life.</u> ▪ <u>Current/Local events</u> ▪ <u>Classroom/school projects that emphasize making a difference</u> ▪ <u>Surveys</u>

B. Civics and Government: 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, state, nation, and world.

	GRADE THREE	GRADE FOUR	GRADE FIVE
B1 Knowledge, Concepts, Themes and Patterns of Civics/ Government	<p>Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.</p> <p>a. Explain that the study of government includes how governments are organized and how citizens participate.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Explain the organization of different types of local government e.g. towns, cities, unorganized territories, townships.</u> ▪ <u>Understand the function of Town meetings, school board meetings, selectpersons’ meetings, boards.</u> ▪ <u>Understand the purpose and process of voting.</u> <p>b. Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Equality, responsibility, authority, majority rule with minority rights, what makes a good citizen in the community.</u> <p>c. Explain and give examples of</p>	<p>Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.</p> <p>a. Explain that the study of government includes how governments are organized and how citizens participate.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Explain the organization of state government: state, county, districts, and local.</u> ▪ <u>Be an informed voter, know how to contact legislators.</u> <p>b. Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Equality, responsibility, authority, majority rule with minority rights, what makes a good citizen in the state.</u> <p>c. Explain and give examples of governmental structures including the legislative, executive and judicial branches and the local, state, and national levels of government.</p> <p><u>For Example:</u></p>	<p>Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.</p> <p>a. Explain that the study of government includes how governments are organized and how citizens participate.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Branches of government (Federal-legislative, executive, judicial)</u> ▪ <u>Political parties</u> ▪ <u>Voting</u> ▪ <u>Town government</u> <p>b. Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Constitution</u> ▪ <u>Bill of Rights</u> ▪ <u>Articles of Confederation</u> ▪ <u>Amendments</u> ▪ <u>Majority rules-Minority rights</u> <p>c. Explain and give examples of governmental structures including the legislative, executive and judicial branches and the local, state, and national levels of government.</p>

	<p>governmental structures including the legislative, executive and judicial branches and the local, state, and national levels of government.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Local government</u> <p>d. Explain how leaders are elected and how laws are made and implemented.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Local government</u> <p>e. Explain that the structures and processes of government are described in such documents as the constitutions of Maine and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Local government</u> 	<ul style="list-style-type: none"> ▪ <u>State government</u> <p>d. Explain how leaders are elected and how laws are made and implemented.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>State government</u> <p>e. Explain that the structures and processes of government are described in such documents as the constitutions of Maine and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Maine government, constitution.</u> 	<p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Federal system of government</u> ▪ <u>Shared powers (national/state)</u> ▪ <u>Checks and Balances</u> <p>d. Explain how leaders are elected and how laws are made and implemented.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Election/Voting</u> ▪ <u>Electoral College</u> ▪ <u>Political Parties</u> ▪ <u>Campaign</u> ▪ <u>Independent</u> <p>e. Explain that the structures and processes of government are described in such documents as the constitutions of Maine and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Writing/Approving Constitution</u> ▪ <u>Ratify</u> ▪ <u>Amendment</u>
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	GRADE THREE	GRADE FOUR	GRADE FIVE
B2 Rights, Duties, Responsibilities, and Citizen Participation in Government	<p>Students understand the basic rights, duties, responsibilities, and roles of citizens in a democracy.</p> <p>a. Identify the rights, duties and responsibilities of citizens within the class, school, or community.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Participate in group activities using the democratic process.</u> ▪ <u>Participate in the development of classroom rules</u> ▪ <u>Voice the needs of self and classmates with respect</u> ▪ <u>Understand the cause and effect relationships e.g. laws</u> ▪ <u>Observe how the democratic process works in their community</u> <p>b. Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of United States citizens.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Understand group rights vs. individual rights related to the community</u> <p>c. Provide examples of how people influence government and work for the common good to include voting, writing legislators, community service, and civil disobedience.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Attend town meetings, and other community meetings</u> ▪ <u>Follow laws and ordinances</u> 	<p>Students understand the basic rights, duties, responsibilities, and roles of citizens in a democracy.</p> <p>a. Identify the rights, duties and responsibilities of citizens within the class, school, or community.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Participate in group activities using the democratic process.</u> ▪ <u>Participate in the development of classroom rules</u> ▪ <u>Voice the needs of self and classmates with respect</u> ▪ <u>Understand the cause and effect relationships e.g. laws</u> ▪ <u>Observe how the democratic process works in their state</u> <p>b. Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of United States citizens.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss the freedoms and rights as it relates to the state government</u> <p>c. Provide examples of how people influence government and work for the common good to include voting, writing legislators, community service, and civil disobedience.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Be informed about issues and candidates</u> ▪ <u>Attend forums, meetings, and other community meetings</u> 	<p>Students understand the basic rights, duties, responsibilities, and roles of citizens in a democracy.</p> <p>a. Identify the rights, duties and responsibilities of citizens within the class, school, or community.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Class Meeting Structures</u> ▪ <u>Rules/Laws</u> ▪ <u>Volunteering</u> ▪ <u>Citizenship</u> ▪ <u>Taxes</u> <p>b. Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of United States citizens.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Age of Reform</u> ▪ <u>States' Rights</u> ▪ <u>Suffrage</u> ▪ <u>Individual Freedoms</u> <p>c. Provide examples of how people influence government and work for the common good to include voting, writing legislators, community service, and civil disobedience.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Educational Reform/Horace Mann</u> ▪ <u>Suffrage Movement</u> ▪ <u>Current Issues</u> ▪ <u>Editorial/Letter Writing</u>

	<ul style="list-style-type: none">▪ <u>Volunteer in the community</u>▪ <u>Understand and use the processes for changing community rules</u>	<ul style="list-style-type: none">▪ <u>Follow laws and know the process needed to make changes.</u>	
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	GRADE THREE	GRADE FOUR	GRADE FIVE
B3 Individual, Cultural, International, and Global Connections in Civics and Government	Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world.	Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world.	Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world.
	a. Identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.	a. Identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.	a. Identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.
	<u>For Example:</u>	<u>For Example:</u>	<u>For Example:</u>
	<ul style="list-style-type: none"> ▪ <u>Explore the similarities and differences in various culture groups of the community</u> 	<ul style="list-style-type: none"> ▪ <u>Explore the similarities and differences in various culture groups of the state</u> 	<ul style="list-style-type: none"> ▪ <u>Compare-Contrast North/South</u> ▪ <u>Slavery/Underground Railroad</u> ▪ <u>Union or Secession (Free State/Slave State)</u>
b. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world.	b. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world.	b. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world.	
<u>For Example:</u>	<u>For Example:</u>	<u>For Example:</u>	
<ul style="list-style-type: none"> ▪ <u>Introduce the fact that Native Americans established communities in Maine</u> ▪ <u>Discuss the different activities of these groups such as migrating to different regions in different seasons.</u> 	<ul style="list-style-type: none"> ▪ <u>Introduce Native American tribes indigenous to Maine</u> ▪ <u>Discuss daily life - duties of men, women, children</u> ▪ <u>Discuss decision making in the tribe and family</u> 	<ul style="list-style-type: none"> ▪ <u>Earliest American</u> ▪ <u>Slavery/African Culture</u> ▪ <u>Culture/Civilization</u> ▪ <u>Confederation</u> 	

C. Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, state, nation, and world.

	GRADE THREE	GRADE FOUR	GRADE FIVE
C1 Economic Knowledge, Concepts, Themes, and Patterns	<p>Students understand personal economics and the basis of the economies of the community, Maine, the United States and various regions of the world.</p> <p>a. Explain that economics includes the study of scarcity, which leads to economic choices about what goods, and services will be produced; how they will be distributed; and for whom they will be produced.</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> ▪ <u>Why did people settle this area?</u> <u>What economic resources are in the area?</u> ▪ <u>Why has the community changed?</u> ▪ <u>What occupations did founders practice?</u> ▪ <u>What businesses exist in the town?</u> <p>b. Explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, both local and national, by using natural, human, and capital resources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Learn that local businesses exist and thrive or fail in relation to how they fill a need for a product or service.(why did you start this</u> 	<p>Students understand personal economics and the basis of the economies of the community, Maine, the United States and various regions of the world.</p> <p>a. Explain that economics includes the study of scarcity, which leads to economic choices about what goods, and services will be produced; how they will be distributed; and for whom they will be produced.</p> <p><u>For example</u></p> <ul style="list-style-type: none"> ▪ <u>Why did people settle this state?</u> ▪ <u>What economic resources make Maine different from other states?</u> ▪ <u>Why has the state changed?</u> ▪ <u>What state specific occupations are practiced?</u> ▪ <u>What industries exist in the state?</u> <p>b. Explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, both local and national, by using natural, human, and capital resources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Learn that state industries exist and thrive or fail in relation to how</u> 	<p>Students understand personal economics and the basis of the economies of the community, Maine, the United States and various regions of the world.</p> <p>a. Explain that economics includes the study of scarcity, which leads to economic choices about what goods, and services will be produced; how they will be distributed; and for whom they will be produced.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Major cash crops</u> ▪ <u>Growth of industrialization</u> ▪ <u>Slavery</u> ▪ <u>Triangular trade routes</u> <p>b. Explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, both local and national, by using natural, human, and capital resources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Indentured servant</u> ▪ <u>Royal colony</u> ▪ <u>Proprietary colony</u> ▪ <u>Proprietor</u> ▪ <u>Charter</u> <p>d. Students describe situations in which personal choices are related to the use</p>

	<p><u>business? How did you start it?)</u></p> <ul style="list-style-type: none"> ▪ <u>Understand the interdependence of communities and individuals to supply goods and services that fill a need.</u> ▪ <u>Understand the roles of community services: police, fire and maintaining roads</u> <p>c. Students describe situations in which personal choices are related to the use of financial resources and financial institutions including the use of money, consumption, savings, investment, and banking.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss making choices about what you buy with money</u> ▪ <u>Discuss the value of savings and interest</u> ▪ <u>Understand the concept of scarcity.</u> ▪ <u>Discuss the role of banks</u> 	<p><u>they fill a need for a product or service, as well as, the resources available (why did you start this business? How did you start it?)</u></p> <ul style="list-style-type: none"> ▪ <u>Understand the interdependence of communities and individuals to supply goods and services that fill a need.</u> ▪ <u>Understand the roles of state services: police, fire and maintaining roads, government agencies</u> <p>c. Students describe situations in which personal choices are related to the use of financial resources and financial institutions including the use of money, consumption, savings, investment, and banking.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss making choices about what you buy with money</u> ▪ <u>Discuss the value of savings and interest</u> ▪ <u>Understand the concept of scarcity.</u> ▪ <u>Discuss the role of State taxes</u> 	<p>of financial resources and financial institutions including the use of money, consumption, savings, investment, and banking.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Current Events</u> ▪ <u>Local Issues</u>
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	GRADE THREE	GRADE FOUR	GRADE FIVE
C2 Individual, Cultural, International, & Global Connections in Economics	<p>Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.</p> <p>a. Describe economic similarities and differences within the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>People in different employment circumstances within the community use money in different ways for different purposes.</u> <p>b. Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Native Americans helped us become self sufficient</u> ▪ <u>They gave us an example of conservation of our natural resources and the environment.</u> 	<p>Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.</p> <p>a. Describe economic similarities and differences within the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>People in different employment circumstances in the state use money in different ways for different purposes.</u> <p>b. Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Native Americans helped us become self sufficient</u> ▪ <u>They gave us an example of conservation of our natural resources and the environment.</u> ▪ <u>Various cultures and economics influence each other</u> 	<p>Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.</p> <p>a. Describe economic similarities and differences within the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Free Trade</u> ▪ <u>Current and local issues</u> <p>b. Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Cultural influences within the community</u> ▪ <u>Current and local events</u>

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, state, nation, and world.

	GRADE THREE	GRADE FOUR	GRADE FIVE
D1 Geographic Knowledge, Concepts, Themes, and Patterns	<p>Students understand the geography of the community, Maine, the United States, and various regions of the World.</p> <p>a. Explain that geography includes the study of earth’s physical features including climate and the distribution of plant, animal, and human life.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss the geography and climate of the community and its impact on the people.</u> <p>b. Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Find your place in concentric circles of your classroom, your town, your county, expanding to your state</u> ▪ <u>Introduce latitude and longitude, North, East, South and West.</u> <p>c. Identify the earth’s major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.</p> <p>d. Explain examples of changes in the earth’s physical features and the impact on communities and regions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Water, wind, ice and rain cause</u> 	<p>Students understand the geography of the community, Maine, the United States, and various regions of the World.</p> <p>a. Explain that geography includes the study of earth’s physical features including climate and the distribution of plant, animal, and human life.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss the geography and climate of the state and its impact on the people.</u> <p>b. Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Find your place in concentric circles of your classroom, your town, your county, your state, your country, hemisphere, world, solar system, and universe.</u> ▪ <u>Introduce Prime Meridian, the Equator, Tropic of Cancer and Capricorn, North-East, South-West etc</u> <p>c. Identify the earth’s major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.</p> <p>d. Explain examples of changes in the earth’s physical features and the impact on communities and regions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Water, wind, ice and rain cause</u> 	<p>Students understand the geography of the community, Maine, the United States, and various regions of the World.</p> <p>a. Explain that geography includes the study of earth’s physical features including climate and the distribution of plant, animal, and human life.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Comparing Northern and Southern landforms and climate from Pre to Post Civil War</u> ▪ <u>Physical Atlas</u> ▪ <u>Comparing types of maps</u> <p>b. Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Physical Atlas</u> ▪ <u>Geographic Terms</u> <p>c. Identify the earth’s major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Use of a variety of Atlases</u> ▪ <u>Navigation maps</u> ▪ <u>Technology i.e. GoogleEarth</u> <p>d. Explain examples of changes in the earth’s physical features and the impact on communities and regions.</p> <p><u>For Example:</u></p>

	<ul style="list-style-type: none">▪ <u>erosion.</u> <u>Changes in geographic features</u> <u>impact the community</u>	<ul style="list-style-type: none">▪ <u>erosion.</u> <u>Changes in geographic features</u> <u>impact the state</u>	<ul style="list-style-type: none">▪ <u>Plate Tectonics</u>▪ <u>Erosion (Coastal)</u>▪ <u>Human impact- Industrial population</u>
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	GRADE THREE	GRADE FOUR	GRADE FIVE
<p>D2 Individual, Cultural, International, and Global Connections in Geography</p>	<p>Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.</p> <p>a. Identify examples of how geographic features unify communities and regions as well as support diversity.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Different geographical features divide people e.g. mountains, rivers, oceans, valleys in the past.</u> ▪ <u>Technology has helped overcome the obstacles of geographic features.</u> <p>b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Agriculture, Timber, Fishing and other natural resources, which cause people to settle in an area.</u> 	<p>Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.</p> <p>a. Identify examples of how geographic features unify communities and regions as well as support diversity.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Geographical regions of Maine: Coastal, Mountains and Uplands</u> ▪ <u>Impact of Rivers and Oceans on land-use and development</u> <p>b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Seasonal movement Native Americans, migrant workers</u> ▪ <u>Rivers attract industrialization and Franco-American ethnic group.</u> 	<p>Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.</p> <p>a. Identify examples of how geographic features unify communities and regions as well as support diversity.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Travel/Exploration/Discovery</u> ▪ <u>Natural Resources/Climate</u> ▪ <u>Waterways promoted trade and urban development</u> ▪ <u>Industrial Revolution</u> <p>b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Impact from waterways</u> ▪ <u>Agriculture/Harvest</u> ▪ <u>Settlements</u> ▪ <u>Natural resources/Climate/Trade</u>

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, state, nation, and world.

	GRADE THREE	GRADE FOUR	GRADE FIVE
E1 Historical Knowledge, Concepts, Themes, and Patterns	<p>Students understand various major eras in the history of the community, Maine, and the United States.</p> <p>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Primary sources in the community i.e. Monument Hill, walking tour of town historical places, visits to historical societies</u> ▪ <u>Interview town elders</u> ▪ <u>Visit cemeteries.</u> <p>b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Identify major eras of the community history</u> ▪ <u>Study the underground railroad and slavery</u> <p>c. Trace and explain how the history of democratic principles is preserved in historic symbols, monuments and</p>	<p>Students understand various major eras in the history of the community, Maine, and the United States.</p> <p>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Visit the museums and local historical societies to see artifacts to make historical connections.</u> ▪ <u>Forts and archaeological digs</u> ▪ <u>Primary sources</u> ▪ <u>Internet sites</u> <p>b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Exploration, Colonization, French and Indian War, American Independence, Statehood, Civil War, Franco-American Migration, to the present.</u> <p>c. Trace and explain how the history of democratic principles is preserved in</p>	<p>Students understand various major eras in the history of the community, Maine, and the United States.</p> <p>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Research of Pre through Post Civil War topics with a range of required bibliography</u> <p>b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Exploration, Settlement, Colonization, Industrialization</u> ▪ <u>Revolutionary War/Civil War</u> ▪ <u>Slavery/Secession</u> ▪ <u>George Washington, Abraham Lincoln, Harriet Tubman, Eli Whitney</u> <p>c. Trace and explain 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>traditions important in the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Identify major eras of the community history</u> 	<p>historic symbols, monuments and traditions important in the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>State symbols, Maine State Seal, Forts, the Capitol Building</u> 	<p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Cultural/Holidays</u> ▪ <u>Washington D.C.</u> ▪ <u>War Memorials</u> ▪ <u>Presidential Memorials</u> ▪ <u>United States Flag</u>
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	GRADE THREE	GRADE FOUR	GRADE FIVE
E2 Individual, Cultural, International, and Global Connections in History	<p>Students understand historical aspects of unity and diversity in the community, Maine, and the United States.</p> <p>a. Describe examples in the history of the United States of both diversity and shared values and traditions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Family trees, common and diverse ethnic backgrounds</u> ▪ <u>Common customs</u> ▪ <u>Granges and Churches</u> <p>b. Describe various cultural traditions and contributions of Maine Native Americans, various historical and recent immigrant groups in the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Displacement of Native Americans by Europeans</u> ▪ <u>Hispanic communities and Somalian communities</u> 	<p>Students understand historical aspects of unity and diversity in the community, Maine, and the United States.</p> <p>a. Describe examples in the history of the United States of both diversity and shared values and traditions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Franco-American</u> ▪ <u>Displacement of the Acadians</u> <p>b. Describe various cultural traditions and contributions of Maine Native Americans, various historical and recent immigrant groups in the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Declining population</u> ▪ <u>Displacement of the Native Americans by Europeans</u> ▪ <u>1980 Land Settlement Act</u> 	<p>Students understand historical aspects of unity and diversity in the community, Maine, and the United States.</p> <p>a. Describe examples in the history of the United States of both diversity and shared values and traditions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Immigration</u> ▪ <u>Colonization, States Rights</u> ▪ <u>Free States/ Slave States</u> <p>b. Describe various cultural traditions and contributions of Maine Native Americans, various historical and recent immigrant groups in the community, Maine, and the United States.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Current events/local issues</u> ▪ <u>Immigration</u> ▪ <u>Urban Development</u> ▪ <u>Industrialization</u>