

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 SIX	GRADE SEVEN	GRADE EIGHT
A1 Researching and Developing Positions on Current Social Studies Issues	<p>Students research, select, and present a position on a social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources.</p> <p>a. Propose and revise research questions related to a current social studies issue</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Model and practice development of thesis statements and essential questions</u> ▪ <u>Technology, population problems, immigration, civil rights, or child labor.</u> <p>b. Determine the nature and extent of information needed. <u>(A minimum of three from a variety of sources)</u></p> <p>c. Locate and access relevant information.</p> <p>d. Demonstrate facility with note taking, organizing information, and creating bibliographies. <u>(citationmachine.net)</u></p> <p>e. <u>Expose students to primary and secondary sources.</u></p> <p>f. <u>Discuss the concept of credibility of information found in print and non-</u></p>	<p>Students research, select, and present a position on a social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources.</p> <p>a. Propose and revise research questions related to a current social studies issue</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Practice development and use of thesis statements and essential questions</u> ▪ <u>Global warming, population problems, regional problems, or global economic concerns.</u> <p>b. Determine the nature and extent of information needed. <u>(A minimum of three from a variety of sources)</u></p> <p>c. Locate and access relevant information that includes multiple perspectives from varied sources.</p> <p>d. Demonstrate facility with note taking, organizing information, and creating bibliographies. <u>(MLA? APA? citationmachine.net)</u></p> <p>e. Distinguish between primary and secondary sources.</p> <p>f. Evaluate and verify the credibility of</p>	<p>Students research, select, and present a position on a social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources.</p> <p>a. Propose and revise research questions related to a current social studies issue</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Use thesis statements and essential questions</u> ▪ <u>Global warming, population problems, regional problems, or global economic concerns.</u> <p>b. Determine the nature and extent of information needed. <u>(A minimum of three from a variety of sources)</u></p> <p>c. Locate and access relevant information that includes multiple perspectives from varied sources. <u>(Analysis of Theme Perspectives)</u></p> <p>d. Demonstrate facility with note taking, organizing information, and creating bibliographies.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>MLA</u> ▪ <u>APA</u> ▪ <u>citationmachine.net</u> <p>e. Distinguish between primary and secondary sources.</p>

	<p>print sources. (SOAPSTONE)Speaker, Occasion, Audience, Purpose, Subject, TONE)</p> <p>g. <u>Discuss contradictory information.</u></p> <p>h. Summarize information found in various sources.</p> <p>i. Select (a) clear supportable idea(s).</p> <p>j. Present (a) well-supported idea(s) to audiences.</p> <p>k. Use appropriate tools, methods, and sources from government, history, geography, economics or related fields.</p> <p>l. Understand the legal use of information (<u>plagiarism</u>).</p>	<p>the information found in print and non-print sources. (SOAPSTONE)Speaker, Occasion, Audience, Purpose, Subject, TONE)</p> <p>g. <u>Identify or distinguish</u> contradictory information.</p> <p>h. Summarize and interpret information found in various sources.</p> <p>i. Select a clear supportable position.</p> <p>j. Present a well-supported position to a variety of audiences.</p> <p>k. Use appropriate tools, methods, and sources from government, history, geography, economics or related fields.</p> <p>l. Demonstrate the ethical and legal use of information (<u>plagiarism</u>).</p>	<p>f. Evaluate and verify the credibility of the information found in print and non-print sources. (SOAPSTONE)Speaker, Occasion, Audience, Purpose, Subject, TONE)</p> <p>g. Use additional sources to resolve contradictory information.</p> <p>h. Summarize and interpret information found in various sources.</p> <p>i. Select a clear supportable position.</p> <p>j. Present a well-supported position to a variety of audiences.</p> <p>k. Use appropriate tools, methods, and sources from government, history, geography, economics or related fields.</p> <p>l. Demonstrate the ethical and legal use of information (<u>plagiarism</u>).</p>
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	GRADE SIX	GRADE SEVEN	GRADE EIGHT
A2 Making Decisions Using Social Studies Knowledge and Skills	<p>Students make collaborative decisions on matters related to social studies using relevant information, and research and discussion skills.</p> <p>a. <u>Begin to</u> develop individual and collaborative decisions or plans. <u>Begin to</u> contribute equitably to collaborative discussions. <u>Begin to</u> seek and examine alternative ideas, and consider the pros and cons of each. <u>Begin to</u> thoughtfully and respectfully recognize the contributions of other group members.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Compare and contrast viewpoints about the dropping of the atomic bomb, changing or making a new law.</u> <p>b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond 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>Voting in a mock election or a mock trial.</u> 	<p>Students make collaborative decisions on matters related to social studies using relevant information, and research and discussion skills.</p> <p>a. Develop individual and collaborative decisions or plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, and <u>stressing</u> the pros and cons of each, thoughtfully and respectfully recognizing the contributions of other group members.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Environmental issues in the U.S. and Canada.</u> <p>b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond 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>Creating a classroom constitution.</u> 	<p>Students make collaborative decisions on matters related to social studies using relevant information, and research and discussion skills.</p> <p>a. Develop individual and collaborative decisions or plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, and considering the pros and cons of each, thoughtfully and respectfully recognizing the contributions of other group member.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Political systems: welfare state, communism, and democracy.</u> <p>b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond 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>Creating a classroom constitution.</u>

	GRADE SIX	GRADE SEVEN	GRADE EIGHT
A3 Taking Action Using Social Studies Knowledge and Skills	<p>Students select, plan, and participate in a civic action or service-learning project based on a school, community, or state asset or need, and with focus on <u>analyzing the project's effectiveness and civic contribution.</u></p> <p><u>For example: student council or Rural Community Action Ministry (RCAM)</u></p>	<p>Students select, plan, and participate in a civic action or service-learning project based on a school, community, or state asset or need, and <u>analyze the project's effectiveness and civic contribution.</u></p>	<p>Students select, plan, and participate in a civic action or service-learning project based on a school, community, or state asset or need, and <u>analyze the project's effectiveness and civic contribution.</u></p>

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 SIX	GRADE SEVEN	GRADE EIGHT
B1 Knowledge, Concepts, Themes and Patterns of Civics/ Government	<p>Students understand the basic ideals, purposes, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.</p> <p>a. <u>Explore</u> that the study of government includes the structures and functions of government and the political and civic activity of citizens. <u>National government (focus)</u></p> <ul style="list-style-type: none"> ▪ <u>Legislative branch,</u> ▪ <u>Judicial branch</u> ▪ <u>Executive branch</u> <p>b. <u>Identify</u> examples of democratic ideals and constitutional principles to include rule of law, legitimate power, and common good. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Civil Rights</u> ▪ <u>Labor</u> ▪ <u>Immigration</u> ▪ <u>Business Law</u> <p>c. Describe the structures and processes of United States government and government of the state of Maine and how they are framed by the United States Constitution, Maine</p>	<p>Students understand the basic ideals, purposes, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.</p> <p>a. Explain that the study of government includes the structures and functions of government and the political and civic activity of citizens. <u>For example</u></p> <ul style="list-style-type: none"> ▪ <u>Democracy (parliamentary or representative)</u> ▪ <u>Dictatorships</u> ▪ <u>Socialism</u> ▪ <u>Communism</u> <p>b. Analyze examples democratic ideals and constitutional principles to include rule of law, legitimate power, and common good. <u>For Examples:</u></p> <ul style="list-style-type: none"> ▪ <u>Federalism</u> ▪ <u>Democratic processes</u> ▪ <u>Limits on power</u> <p>c. Describe the structures and processes of United States government and government of the state of Maine and how they are framed by the United States Constitution, Maine</p>	<p>Students understand the basic ideals, purposes, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.</p> <p>a. Explain that the study of government includes the structures and functions of government and the political and civic activity of citizens. <u>For example</u></p> <ul style="list-style-type: none"> ▪ <u>Theocracy</u> ▪ <u>Democracy (parliamentary or representative)</u> ▪ <u>Dictatorships</u> ▪ <u>Socialism</u> ▪ <u>Communism</u> <p>b. Analyze examples of democratic ideals and constitutional principles to include rule of law, legitimate power, and common good. <u>For Examples</u></p> <ul style="list-style-type: none"> ▪ <u>Individual dignity</u> ▪ <u>Equality</u> ▪ <u>Minority Rights</u> <p>c. Describe the structures and processes of United States government and government of the state of Maine and how they are framed by the United</p>

	<p>Constitution and other primary sources.</p> <p>For <u>Example</u>:</p> <ul style="list-style-type: none"> ▪ <u>Checks and Balances</u> ▪ <u>Right to Jury Trial</u> ▪ <u>Informed Citizenry</u> ▪ <u>Petitioning</u> ▪ <u>Right to Vote</u> <p>d. Explain 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 the other primary sources as guides.</p> <p><u>For example</u></p> <ul style="list-style-type: none"> ▪ <u>Checks and Balances</u> ▪ <u>Right to Jury Trial</u> ▪ <u>Informed Citizenry</u> ▪ <u>Petitioning</u> ▪ <u>Right to Vote</u> <p>e. Compare how laws are made in Maine and at the federal level in the United States.</p> <p><u>For Example</u>:</p> <ul style="list-style-type: none"> ▪ <u>How a bill becomes a Law</u> <p>f. Compare the structures and processes of United States government with examples of other forms of government.</p> <p><u>For example</u>:</p> <ul style="list-style-type: none"> ▪ <u>Communism and Militarism</u> 	<p>Constitution and other primary sources.</p> <p><u>For Example</u>:</p> <ul style="list-style-type: none"> ▪ <u>Democracy (parliamentary or representative)</u> ▪ <u>Dictatorships</u> ▪ <u>Socialism</u> ▪ <u>Communism</u> <p>d. Explain 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 the other primary sources as guides.</p> <p><u>For example</u></p> <ul style="list-style-type: none"> ▪ <u>Federalism</u> ▪ <u>Democratic processes</u> ▪ <u>Limits on power</u> <p>e. Compare how laws are made in Maine and at the federal level in the United States.</p> <p>f. Compare the structures and processes of United States government with examples of other forms of government.</p> <p><u>For example</u>:</p> <ul style="list-style-type: none"> ▪ <u>Canada, Latin American and European Countries</u> 	<p>States Constitution, Maine Constitution and other primary sources.</p> <p><u>For Example</u>:</p> <ul style="list-style-type: none"> ▪ <u>Theocracy</u> ▪ <u>Democracy (parliamentary or representative)</u> ▪ <u>Dictatorships</u> ▪ <u>Socialism</u> ▪ <u>Communism</u> ▪ <u>Maine Studies</u> <p>d. Explain 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 the other primary sources as guides.</p> <p><u>For example</u></p> <ul style="list-style-type: none"> ▪ <u>Individual dignity</u> ▪ <u>Equality</u> ▪ <u>Minority Rights</u> <p>e. Compare how laws are made in Maine and at the federal level in the United States.</p> <p><u>For Example</u>:</p> <ul style="list-style-type: none"> ▪ <u>Maine Studies</u> <p>f. Compare the structures and processes of United States government with examples of other forms of government.</p> <p><u>For example</u>:</p> <ul style="list-style-type: none"> ▪ <u>Asian, African, and Middle East countries</u>
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	GRADE SIX	GRADE SEVEN	GRADE EIGHT
B2 Rights, Duties, Responsibilities, and Citizen Participation in Government	<p>Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy.</p> <p>a. Explain the constitutional and legal status of “citizen” and provide examples of rights, duties and responsibilities of citizens.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>First and Fifth Amendment rights</u> ▪ <u>Voting</u> ▪ <u>Informed Citizen</u> ▪ <u>Pay taxes</u> ▪ <u>Service to nation</u> ▪ <u>Patriotism</u> <p>b. <u>Explore</u> 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.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Immigration</u> ▪ <u>Civil Rights</u> ▪ <u>Voting</u> ▪ <u>Labor Laws</u> <p>c. State examples of the protection of rights in court cases or examples from current events.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Civil Rights Marches</u> ▪ <u>Brown vs. Board of Education</u> ▪ <u>The Women’s Rights Movement</u> ▪ <u>and focus on current events</u> <p>d. Explain how people influence</p>	<p>Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy.</p> <p>a. Explain the constitutional and legal status of “citizen” and provide examples of rights, duties and responsibilities of citizens.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Bill of Rights</u> ▪ <u>Voting</u> ▪ <u>Compare and contrast rights and responsibilities of US citizens to citizens of other countries</u> <p>b. Describe 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.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Illegal Immigrants</u> ▪ <u>Labor Issues – Migrant Workers</u> <p>c. Analyze examples of the protection of rights in court cases or examples from current events.</p> <ul style="list-style-type: none"> ▪ <u>Focus on current events</u> <p>d. Begin to analyze how people influence government and work for the common good to include voting, writing legislators, community legislators, community service, and civil disobedience.</p>	<p>Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy.</p> <p>a. Explain the constitutional and legal status of “citizen” and provide examples of rights, duties and responsibilities of citizens.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Maine Studies</u> ▪ <u>Voting</u> ▪ <u>Compare and contrast rights and responsibilities of US citizens to citizens of other countries</u> <p>b. Describe 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.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Labor Issues - Migrant workers relative to Maine Studies</u> <p>c. Analyze examples of the protection of rights in court cases or examples from current events.</p> <ul style="list-style-type: none"> ▪ <u>Focus on current events</u> <p>d. Analyze how people influence government and work for the common good to include voting, writing legislators, community legislators, community service, and civil disobedience.</p>

	government and work for the common good to include voting, writing legislators, community legislators, community service, and/or civil disobedience.		
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	GRADE SIX	GRADE SEVEN	GRADE EIGHT
B3 Individual, Cultural, International, and Global Connections in Civics and Government	<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Explain basic constitutional, political, and civic aspects of historical or current issues that involve unity and diversity in Maine, the United States, and other nations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>First and Fifth Amendment rights</u> ▪ <u>Voting</u> ▪ <u>Informed Citizen</u> ▪ <u>Pay taxes</u> ▪ <u>Service to nation</u> ▪ <u>Patriotism</u> <p>b. <u>Explore</u> the political structures and civic responsibilities within diverse cultures, including Maine's Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p>	<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Explain basic constitutional, political, and civic aspects of historical or current issues that involve unity and diversity in Maine, the United States, and other nations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Canada, Latin American and European Countries</u> ▪ <u>Types of governments and roles of the citizens in their country</u> <p>b. Describe the political structures and civic responsibilities within diverse cultures, including Maine's Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Canada, Latin American and European Countries</u> 	<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Explain basic constitutional, political, and civic aspects of historical or current issues that involve unity and diversity in Maine, the United States, and other nations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Asian, African, and Middle East countries</u> ▪ <u>Types of governments and roles of the citizens in their country</u> <p>b. Describe the political structures and civic responsibilities within diverse cultures, including Maine's Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Asian, African, and Middle East countries</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 SIX	GRADE SEVEN	GRADE EIGHT
C1 Economic Knowledge, Concepts, Themes, and Patterns	<p>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.</p> <p>a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and about how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Free Enterprise</u> ▪ <u>Capital Resources</u> ▪ <u>Entrepreneur</u> ▪ <u>Monopolies</u> ▪ <u>Corporations</u> ▪ <u>Business Regulations</u> <p>b. Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing and trade.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Consumers</u> ▪ <u>Goods</u> 	<p>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.</p> <p>a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and about how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Comparing economies of different countries and regions relative to their natural resources, populations, intellectual resources,</u> ▪ <u>Types of economic activity,</u> ▪ <u>Gross domestic product...</u> ▪ <u>International trade</u> <p>b. Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing and trade.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Currencies</u> 	<p>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.</p> <p>a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and about how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Comparing economies of different countries and regions relative to their natural resources, populations, intellectual resources,</u> ▪ <u>Types of economic activity,</u> ▪ <u>Gross domestic product...</u> ▪ <u>International trade</u> <p>b. Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing and trade.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Currencies</u>

	<ul style="list-style-type: none"> ▪ <u>Minimum Wage</u> ▪ <u>Commercial Industry</u> ▪ <u>Unemployment</u> ▪ <u>Currency</u> ▪ <u>*Junior Achievement</u> ▪ <u>Stock Market</u> ▪ <u>Assembly lines</u> <p>c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Junior Achievement (Option)</u> ▪ <u>Stock Market (Option)</u> ▪ <u>Real Game (Option)</u> 	<ul style="list-style-type: none"> ▪ <u>Trade agreements</u> ▪ <u>Trade Barriers (Quotas and Tariffs)</u> ▪ <u>Market Economy vs. Command Economy</u> <p>c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Personal spending/budgeting</u> ▪ <u>Spending more than you earn</u> ▪ <u>Credit card use</u> ▪ <u>Savings</u> ▪ <u>Stock Market</u> ▪ <u>Supply and demand</u> ▪ <u>“Get a Life”</u> 	<ul style="list-style-type: none"> ▪ <u>Mixed Economies</u> ▪ <u>Traditional Economies</u> <p>c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Personal spending/budgeting</u> ▪ <u>Spending more than you earn</u> ▪ <u>Credit card use</u> ▪ <u>Savings</u> ▪ <u>Stock Market</u> ▪ <u>Supply and demand</u> ▪ <u>“Get a Life”</u>
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	GRADE SIX	GRADE SEVEN	GRADE EIGHT
C2 Individual, Cultural, International, & Global Connections in Economics	<p>Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Describe factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Agriculture</u> ▪ <u>Localized trade</u> ▪ <u>Expanded Trade</u> ▪ <u>Monarchs</u> ▪ <u>Industrial Revolution</u> <p>b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Current Events and Local Issues</u> ▪ <u>Treaties with Native Americans</u> ▪ <u>Agriculture/Natural Resources</u> ▪ <u>Immigration</u> ▪ <u>Textile Mills</u> ▪ <u>Southern Plantations</u> 	<p>Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Describe factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Globalization</u> ▪ <u>World Trade</u> ▪ <u>NAFTA-North American Free Trade Agreement</u> ▪ <u>European Union</u> <p>b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Cultures to include: United States, Canada, countries of Latin America and Europe</u> 	<p>Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Describe factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Globalization</u> ▪ <u>World Trade</u> ▪ <u>Commonwealth of Independent States</u> <p>b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Cultures to include: Maine, Russia/Central Asia, Middle East, Africa and Asia</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 SIX	GRADE SEVEN	GRADE EIGHT
<p>D1 Geographic Knowledge, Concepts, Themes, and Patterns (L) = Link to future supporting information</p>	<p>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.</p> <p>a. Explain that geography includes the study of physical, environmental, and cultural features of the state, nation and various regions of the world to identify consequences of geographic influences and make predictions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Rural/Urban comparison</u> ▪ <u>Parallels/Meridians connected to explorers routes</u> ▪ <u>Using Civil War battles to explore distances and scales on maps</u> <p>b. Use the geographic grid and a variety of types of maps to gather geographic information.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Use scales/legends/keys</u> ▪ <u>Define Geographical terms/physical features</u> ▪ <u>Political boundaries</u> <p>c. Identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools.</p>	<p>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.</p> <p>a. Explain that geography includes the study of physical, environmental, and cultural features of the state, nation and various regions of the world to identify consequences of geographic influences and make predictions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>The five themes of geography: Location, Place, Movement, Human/Environment interaction, and Regions</u> <p>b. Use the geographic grid and a variety of types of maps to gather geographic information.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Latitude and Longitude</u> ▪ <u>Absolute location</u> <p>c. Identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>United States, Canada, countries of Latin America and Europe</u> 	<p>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.</p> <p>a. Explain that geography includes the study of physical, environmental, and cultural features of the state, nation and various regions of the world to identify consequences of geographic influences and make predictions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>The five themes of geography: Location, Place, Movement, Human/Environment interaction, and Regions</u> <p>b. Use the geographic grid and a variety of types of maps to gather geographic information.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Latitude and Longitude</u> ▪ <u>Absolute location</u> <p>c. Identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Maine, Russia/Central Asia, Middle East, Africa and Asia</u>

	<p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Use of Atlases</u> ▪ <u>Technology/GoogleEarth/GPS</u> ▪ <u>Compare map types (physical/geographical)</u> <p>d. Describe the impact of change, including technological change, on the physical and cultural environment.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Industrial Revolution</u> ▪ <u>Mass production</u> ▪ <u>Urban development</u> ▪ <u>Inventions</u> 	<p>d. Describe the impact of change, including technological change, on the physical and cultural environment.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Deforestation of the Rain Forest</u> ▪ <u>Urbanization</u> ▪ <u>Global Warming</u> ▪ <u>Globalization through the Internet</u> 	<p>d. Describe the impact of change, including technological change, on the physical and cultural environment.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Urbanization</u> ▪ <u>Global Warming</u> ▪ <u>Globalization through the Internet</u> ▪ <u>Desertification (spreading deserts)</u>
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	GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p>D2 Individual, Cultural, International, and Global Connections in Geography (L) = Link to future supporting information</p>	<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Waterways for travel, power, imports and exports, trade, mills/industry</u> ▪ <u>Immigration</u> ▪ <u>Shipbuilding</u> ▪ <u>Current Events</u> <p>b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Comparing Northern and Southern regions</u> ▪ <u>Comparing Landforms and Climate between South and North</u> ▪ <u>Growing seasons</u> ▪ <u>Waterways/Rivers/Coast</u> ▪ <u>Shipping/Trade</u> 	<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Landforms, language, religion, type of government, and economic system</u> <p>b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Terrorism</u> ▪ <u>Colonization of Latin American countries</u> ▪ <u>Crusades</u> ▪ <u>Cold War</u> 	<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Landforms, language, religion, type of government, and economic system</u> <p>b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Middle East Conflict</u> ▪ <u>Genocide</u> ▪ <u>Refugees</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 SIX	GRADE SEVEN	GRADE EIGHT
<p>E1 Historical Knowledge, Concepts, Themes, and Patterns (L) = Link to future supporting information</p>	<p>Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world.</p> <p>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Geographical changes/Transcontinental Railroad</u> ▪ <u>Immigration-Cultural differences</u> ▪ <u>Westward Movement/Mining</u> <p>b. Identify and analyze major historical 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><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Westward Expansion</u> ▪ <u>United States in WWI and II</u> ▪ <u>Depression</u> ▪ <u>Boom Economy</u> ▪ <u>Franklin Roosevelt</u> ▪ <u>Adolph Hitler</u> ▪ <u>Holocaust</u> 	<p>Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world.</p> <p>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Using Timelines</u> ▪ <u>Primary vs. Secondary sources</u> <p>b. Identify and analyze major historical 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><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Native American Empires (Aztec, Maya, Inca)</u> ▪ <u>Holocaust</u> <p>c. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.</p> <p><u>For Example:</u></p>	<p>Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world.</p> <p>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Using Timelines</u> ▪ <u>Primary vs. Secondary sources</u> <p>b. Identify and analyze major historical 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><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Soviet Era</u> ▪ <u>Apartheid</u> ▪ <u>Dynasties</u> <p>c. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.</p> <p><u>For Example:</u></p>

	<ul style="list-style-type: none"> ▪ <u>Atomic Bomb</u> <p>c. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Patriotism</u> ▪ <u>Free economy</u> ▪ <u>Civil Rights</u> ▪ <u>Democracy/Representation</u> ▪ <u>Public Opinion</u> ▪ <u>Arms Control</u> <p>d. Analyze interpretations of historical events that are based on different perspectives, and evidence.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Democracy/Communism</u> ▪ <u>President/ Dictator</u> ▪ <u>Engagement in World War I and II</u> ▪ <u>Dropping of Atomic Bomb</u> ▪ <u>Civil Rights</u> ▪ <u>Westward Expansion from contrasting points of view of Native Americans and immigrants</u> ▪ <u>Relocation</u> ▪ <u>Prejudice</u> ▪ <u>Slave labor/ Immigration</u> 	<ul style="list-style-type: none"> ▪ <u>American Revolution</u> <p>d. Analyze interpretations of historical events that are based on different perspectives, and evidence</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Using current events</u> ▪ <u>Junior Scholastic</u> 	<ul style="list-style-type: none"> ▪ <u>War in Iraq</u> ▪ <u>Korean War</u> ▪ <u>Viet Nam War</u> <p>d. Analyze interpretations of historical events that are based on different perspectives, and evidence.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Using current events</u> ▪ <u>Junior Scholastic</u> ▪ <u>Common Assessment “Analysis of Theme Perspectives”</u>
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	GRADE SIX	GRADE SEVEN	GRADE EIGHT
E2 Individual, Cultural, International, and Global Connections in History	<p>Students understand historical aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Patriotism</u> ▪ <u>Connection to holidays</u> ▪ <u>Unity through shared language</u> ▪ <u>Allies win the war.</u> ▪ <u>International trade</u> <p>b. Identify and compare 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><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Native American</u> ▪ <u>Colonization to Settlement to New country</u> ▪ <u>Immigrants</u> ▪ <u>Technological Influence/Invention</u> <p>c. Describe major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Current Events/Local Issues</u> ▪ <u>Westward Expansion</u> 	<p>Students understand historical aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Canada</u> ▪ <u>United States</u> ▪ <u>Latin American Countries</u> <p>b. Identify and compare 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><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>French Canadian</u> ▪ <u>European Cultures</u> ▪ <u>Latin American Countries/ Spanish influence</u> <p>c. Describe major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>9/11</u> ▪ <u>French vs. British settlement in</u> 	<p>Students understand historical aspects of unity and diversity in Maine, the United States, and various world cultures.</p> <p>a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Middle East Conflicts</u> ▪ <u>Fall of Communism</u> ▪ <u>Darfur</u> <p>b. Identify and compare 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><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Middle East- Hebrews/Arabs</u> ▪ <u>Somalians</u> ▪ <u>European Cultures</u> <p>c. Describe major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Fall of Communism</u> ▪ <u>Darfur</u> ▪ <u>Conflict in the Middle East</u>

	<ul style="list-style-type: none">▪ <u>Family/Immigration</u>▪ <u>Cultural Groups and traditions</u>	<ul style="list-style-type: none">▪ <u>Canada</u>▪ <u>European arrival in Latin America</u>	
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