

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 9	GRADE 10	GRADE 11-12
A1 Researching and Developing Positions on Current Social Studies Issues	<p>Students research, develop, present, and defend positions on a <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>a. Develop research questions related to <i>current social studies issues</i>: <u>war, elections, and taxes.</u></p> <p>b. Select and apply research methods that suit the purpose of the inquiry. <u>(Early American history topics with a “So What?” application to current events.</u></p> <p>c. Make judgments about conflicting sources, incorporating those that are valid and refuting others.</p> <p>d. Synthesize information from varied sources that reflect multiple perspectives. <u>Historical biographies: Columbus and George Washington</u></p> <p>e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. <u>(SOAPSTONE)</u></p> <p>f. Integrate paraphrasing, quotations and <i>citations</i> into a written text that</p>	<p>Students research, develop, present, and defend positions on a <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>a. Develop research questions related to <i>current social studies issues</i>: <u>immigration, civil rights, labor and unions, reform.</u></p> <p>b. Select and apply research methods that suit the purpose of the inquiry. <u>(Post Civil War – Reconstruction topics with a “So What?” application to current events.</u></p> <p>c. Make judgments about conflicting sources, incorporating those that are valid and refuting others.</p> <p>d. Synthesize information from varied sources that reflect multiple perspectives. <u>Monopolies, and World War I and II.</u></p> <p>e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. <u>(SOAPSTONE)</u></p> <p>f. Integrate paraphrasing, quotations and <i>citations</i> into a written text that</p>	<p>Students research, develop, present, and defend positions on a <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>a. Develop research questions related to <i>current social studies issues</i>: <u>religion, conflict and war, cultural beliefs.</u></p> <p>b. Select and apply research methods that suit the purpose of the inquiry. <u>(Government policy issues: the draft, abortion, stem cell research, genetic counseling, or death penalty; World History: Middle East conflict, formation of Israel and the study of Christianity, Judaism, Islam).</u></p> <p>c. Make judgments about conflicting sources, incorporating those that are valid and refuting others.</p> <p>d. Synthesize information from varied sources that reflect multiple perspectives. <u>Conflict of interest, Hammurabi’s Code of Laws, lobbyist and special interest groups</u></p> <p>e. Utilize media relevant to audience</p>

	<p>maintains the flow of ideas. <i>(parenthetical references)</i></p> <p>g. Develop a clear well supported position.</p> <p>h. Present and defend a well-supported position to an <i>audience</i> using a prescribed format <u>with rubric specific elements</u>.</p> <p>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics or related fields, including <i>ethical reasoning skills</i>.</p> <p>j. Access and present information ethically and legally</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Plagiarism</u> 	<p>maintains the flow of ideas. <i>(parenthetical references)</i></p> <p>g. Develop a clear well supported position.</p> <p>h. Present and defend a well-supported position to a <i>variety of audiences</i> using a prescribed format <u>with rubric specific elements</u>.</p> <p>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics or related fields, including <i>ethical reasoning skills</i>.</p> <p>j. Access and present information ethically and legally.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Plagiarism</u> 	<p>and purpose that extend and support oral, written, and visual communication. <i>(SOAPSTONE)</i></p> <p>f. Integrate paraphrasing, quotations and <i>citations</i> into a written text that maintains the flow of ideas. <i>(parenthetical references)</i></p> <p>g. Develop a clear well supported position.</p> <p>h. Present and defend a well-supported position to a <i>variety of audiences</i> using a prescribed format <u>with rubric specific elements</u>.</p> <p>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics or related fields, including <i>ethical reasoning skills</i>.</p> <p>j. Access and present information ethically and legally.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Plagiarism</u>
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	GRADE 9	GRADE 10	GRADE 11-12
A2 Making Decisions Using Social Studies Knowledge and Skills	<p>Students make collaborative decision on matters related to social studies using relevant information, and research, discussion, and ethical reasoning skills.</p> <p>a. Develop individual and collaborative decisions or plans by considering multiple points of view weighing pros and cons, build on the ideas of others, sharing information in an attempt to persuade the opinions of others.</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> ▪ <u>Biography Unit</u> <p>b. b. Make a real or simulated 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 and ethical reasoning skills, and other relevant information.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Moral dilemmas - Should we still celebrate Columbus Day?</u> 	<p>Students make collaborative decision on matters related to social studies using relevant information, and research, discussion, and ethical reasoning skills.</p> <p>a. Develop individual and collaborative decisions or plans by considering multiple points of view weighing pros and cons, build on the ideas of others, sharing information in an attempt to persuade the opinions of others.</p> <p>b. b. Make a real or simulated 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 and ethical reasoning skills, and other relevant information.</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> ▪ <u>Moral dilemmas – Should we have dropped the atomic bomb?</u> 	<p>Students make collaborative decision on matters related to social studies using relevant information, and research, discussion, and ethical reasoning skills.</p> <p>a. Develop individual and collaborative decisions or plans by considering multiple points of view weighing pros and cons, build on the ideas of others, sharing information in an attempt to persuade the opinions of others.</p> <p>b. b. Make a real or simulated 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 and ethical reasoning skills, and other relevant information.</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> ▪ <u>Lobbying, government issues, war.</u>

	GRADE 9	GRADE 10	GRADE 11-12
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 community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> • <u>Mock election, smoking cessation campaign</u> 	<p>Students select, plan, and participate in a civic action or service-learning project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> • <u>Mock election, smoking cessation campaign</u> 	<p>Students select, plan, and participate in a civic action or service-learning project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> • <u>Mock election, smoking cessation campaign</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 9	GRADE 10	GRADE 11-12
B1 Knowledge, Concepts, Themes and Patterns of Civics/ Government	<p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>a. Explain that the study of government includes the <i>structures</i>, functions, institutions, and forms of government and the relationship of government political systems form other parts of the world of other forms of government to citizens in the United States and other regions of the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Founding Documents</u> ▪ <u>Continental Congress</u> ▪ <u>Branches of Government</u> <p>b. Evaluate <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>c. <u>Discuss</u> how and why democratic institutions and interpretations of</p>	<p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>a. Explain that the study of government includes the <i>structures</i>, functions, institutions, and forms of government and the relationship of government political systems form other parts of the world of other forms of government to citizens in the United States and other regions of the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Fascism</u> ▪ <u>Communism</u> ▪ <u>Socialism</u> ▪ <u>Militarism</u> <p>b. Evaluate <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>c. Explain how and why democratic institutions and interpretations of</p>	<p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>a. Explain that the study of government includes the <i>structures</i>, functions, institutions, and forms of government and the relationship of government political systems form other parts of the world of other forms of government to citizens in the United States and other regions of the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Fascism</u> ▪ <u>Communism</u> ▪ <u>Socialism</u> ▪ <u>Militarism</u> <p>b. Evaluate <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>. (See <i>Curriculum Map</i>)</p> <p>c. Explain how and why democratic institutions and interpretations of</p>

	<p><i>democratic ideals and constitutional principles change over time.</i></p> <p>d. Describe the purpose, structures, and processes of the <i>American political system</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>The Constitution / Amendments</u> ▪ <u>Political parties</u> ▪ <u>Three Branches of Government</u> <p>e. Compare the <i>American political system</i> with examples of political systems from other parts of the world.</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> ▪ <u>Monarchy</u> 	<p><i>democratic ideals and constitutional principles change over time.</i></p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Civil Rights</u> ▪ <u>Women’s Movement</u> ▪ <u>“Elastic Clause” room to adapt</u> <p>d. Describe the purpose, structures, and processes of the <i>American political system</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Amendments</u> ▪ <u>Reforms</u> <p>e. Compare the <i>American political system</i> with examples of political systems from other parts of the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Communism</u> ▪ <u>Dictatorships</u> 	<p><i>democratic ideals and constitutional principles change over time.</i></p> <p><u>For Example: (World History)</u></p> <ul style="list-style-type: none"> ▪ <u>Greek and Roman governments</u> ▪ <u>Imperialism</u> <p><u>For Example: (Government)</u></p> <ul style="list-style-type: none"> ▪ <u>US Supreme Court Cases</u> <p>d. Describe the purpose, structures, and processes of the <i>American political system</i>.</p> <p><u>For Example: (World History)</u></p> <ul style="list-style-type: none"> ▪ <u>Communism</u> ▪ <u>Greek Democracy</u> ▪ <u>Roman Republic</u> ▪ <u>Feudalism</u> <p><u>For Example: (Government)</u></p> <p>e. Compare the <i>American political system</i> with examples of political systems from other parts of the world.</p> <p><u>For Example: (World History)</u></p> <ul style="list-style-type: none"> ▪ <u>Communism</u> ▪ <u>Greek Democracy</u> ▪ <u>Roman Republic</u> ▪ <u>Feudalism</u> <p><u>For Example: (Government)</u></p> <ul style="list-style-type: none"> ▪ <u>Totalitarianism</u> ▪ <u>Authoritarianism</u> ▪ <u>Democracy</u>
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	GRADE 9	GRADE 10	GRADE 11-12
B2 Rights, Duties, Responsibilities, and Citizen Participation in Government	<p>Students understand the constitutional and legal <i>rights</i>, the civic <i>duties and responsibilities</i>, and roles of citizens in a democratic republic and the role of citizens living under other forms of government in the world.</p> <p>a. <u>Discuss</u> the relationship between constitutional and legal <i>rights</i>, and civic <i>duties and responsibilities</i> in a democratic republic.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Broken Indian Treaties</u> ▪ <u>Trail of Tears</u> ▪ <u>Dred Scott Decision</u> ▪ <u>Emancipation Proclamation</u> ▪ <u>13th, 14th, 15th Amendments</u> <p>b. Evaluate 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>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Marbury vs. Madison</u> ▪ <u>Dred Scott Case</u> <p>c. <u>Recognize</u> the <i>constitutional principles</i> and the roles of the citizen and the government in major laws or cases.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Dred Scott Decision</u> <p>d. =</p> <p>e. <u>Explain</u> how people influence</p>	<p>Students understand the constitutional and legal <i>rights</i>, the civic <i>duties and responsibilities</i>, and roles of citizens in a democratic republic and the role of citizens living under other forms of government in the world.</p> <p>a. Explain the relationship between constitutional and legal <i>rights</i>, and civic <i>duties and responsibilities</i> in a democratic republic.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Civil Rights</u> ▪ <u>Worker Rights</u> ▪ <u>Women’s Rights</u> ▪ <u>Native American Rights</u> <p>b. Evaluate 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>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Plessy vs. Ferguson</u> ▪ <u>Brown vs. Board of Education</u> <p>c. Analyze the <i>constitutional principles</i> and the roles of the citizen and the government in major laws or cases.</p> <p>For Example:</p> <ul style="list-style-type: none"> ▪ <u>Brown vs. Board of Education</u> ▪ <u>Espionage and Sedition</u> ▪ <u>Civil Rights Act</u> <p>d. Compare the <i>rights, duties and responsibilities</i> of United States</p>	<p>Students understand the constitutional and legal <i>rights</i>, the civic <i>duties and responsibilities</i>, and roles of citizens in a democratic republic and the role of citizens living under other forms of government in the world.</p> <p>a. Explain the relationship between constitutional and legal <i>rights</i>, and civic <i>duties and responsibilities</i> in a democratic republic.</p> <p>b. Evaluate 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>For Example: (Government)</p> <ul style="list-style-type: none"> ▪ <u>Marbury vs. Madison</u> ▪ <u>Miranda vs. Arizona</u> ▪ <u>Roe vs. Wade</u> <p>c. Analyze the <i>constitutional principles</i> and the roles of the citizen and the government in major laws or cases.</p> <p>d. Compare the <i>rights, duties and responsibilities</i> of United States citizens with examples from other nations.</p> <p>For Example: (World History)</p> <ul style="list-style-type: none"> ▪ <u>Israel (Military Service)</u> <p>e. Evaluate how people influence government and work for the common good to include voting, writing legislators, community</p>

	<p>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>Common Sense</u> ▪ <u>Boston Tea Party</u> ▪ <u>Declaration of Independence</u> 	<p>citizens with examples from other nations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>World War I & II</u> ▪ <u>Imperialism</u> <p>e. Evaluate 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>FDR New Deal</u> ▪ <u>19th Amendment</u> ▪ <u>26th Amendment</u> ▪ <u>Conscientious Objectors</u> 	<p>service, and civil disobedience</p> <p><u>For Example: (World History)</u></p> <ul style="list-style-type: none"> ▪ <u>Gandhi</u> ▪ <u>Asian Philosophies</u> ▪ <u>Direct Democracy</u>
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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 the world.</p> <p>a. Analyze the constitutional, political, and civic aspects of historical or <i>current issues</i> 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>Constitution and founding documents.</u> ▪ <u>Revolutionary War and Civil War</u> ▪ <u>Immigration and slavery</u> <p>a. Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various <i>historical and recent immigrant groups</i> in Maine, and the United States, and those of various world cultures.</p>	<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world.</p> <p>a. Analyze the constitutional, political, and civic aspects of historical or <i>current issues</i> 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>Immigration</u> ▪ <u>World War II –Japanese Internment and German Camps</u> ▪ <u>Civil Rights Era</u> <p>b. Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various <i>historical and recent immigrant groups</i> in Maine, and the United States, and those of various world cultures.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Civil Rights Era</u> ▪ <u>Industrialization/Progressive Era</u> 	<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world.</p> <p>a. Analyze the constitutional, political, and civic aspects of historical or <i>current issues</i> 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>Current issues</u> <p>b. Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various <i>historical and recent immigrant groups</i> in Maine, and the United States, and those of various world cultures.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Government and AP US</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 9	GRADE 10	GRADE 11-12
C1 Economic Knowledge, Concepts, Themes, and Patterns	<p>Students understand the principles and processes of personal economics, the role of markets, the <i>economic system</i> of the United States, and other <i>economic systems</i> in the world, and how economics serves to inform decisions in the present and future.</p> <p>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of <i>goods and services</i> by business, and is the basis of individual <i>personal finance</i> management including saving and investment.</p> <p><u>For Example</u></p> <ul style="list-style-type: none"> ▪ <u>Joint Stock Companies</u> ▪ <u>Economic differences between Northern and Southern Colonies</u> <p>b. Explain and analyze the role of financial institutions, the stock market, and government, including <i>fiscal, monetary, and trade policies</i>, in personal, business, and national economics.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Fair Trade Policies</u> ▪ <u>Navigation Acts</u> ▪ <u>Pre-Revolutionary War Taxes</u> 	<p>Students understand the principles and processes of personal economics, the role of markets, the <i>economic system</i> of the United States, and other <i>economic systems</i> in the world, and how economics serves to inform decisions in the present and future.</p> <p>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of <i>goods and services</i> by business, and is the basis of individual <i>personal finance</i> management including saving and investment.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>War Time Economy</u> ▪ <u>Great Depression</u> ▪ <u>Recession</u> ▪ <u>Monopolies and Robber Barons</u> ▪ <u>Assembly line</u> <p>b. Explain and analyze the role of financial institutions, the stock market, and government, including <i>fiscal, monetary, and trade policies</i>, in personal, business, and national economics.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>World War I and II</u> ▪ <u>Stock Market Crash</u> 	<p>Students understand the principles and processes of personal economics, the role of markets, the <i>economic system</i> of the United States, and other <i>economic systems</i> in the world, and how economics serves to inform decisions in the present and future.</p> <p>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of <i>goods and services</i> by business, and is the basis of individual <i>personal finance</i> management including saving and investment.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Trade routes in the Middle Ages (World Studies)</u> ▪ <u>Personal finance (Government)</u> ▪ <u>Minimum Wage</u> ▪ <u>Social Security</u> ▪ <u>Taxes</u> <p>b. Explain and analyze the role of financial institutions, the stock market, and government, including <i>fiscal, monetary, and trade policies</i>, in personal, business, and national economics.</p> <p>c. Evaluate different forms of money management, and the positive and</p>

	<p>c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances using <i>economic reasoning</i>.</p> <p>d. Identify and explain various <i>economic indicators</i> and how they represent and influence economic activity.</p> <p>e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Mercantilism</u> <p>f. Explain and apply the concepts of <i>specialization, economic interdependence, and comparative advantage</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Pre-Civil War Economy</u> <p>g. Solve problems using the theory of <i>supply and demand</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Mercantilism</u> 	<ul style="list-style-type: none"> ▪ <u>Depression</u> <p>c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances using <i>economic reasoning</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>1920's</u> <p>d. Identify and explain various <i>economic indicators</i> and how they represent and influence economic activity.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>1920's</u> ▪ <u>Stock Market</u> ▪ <u>Depression</u> <p>e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>World War I and II</u> <p>f. Explain and apply the concepts of <i>specialization, economic interdependence, and comparative advantage</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>World War I and II</u> <p>g. Solve problems using the theory of <i>supply and demand</i>.</p>	<p>negative impacts that credit can have on individual finances using <i>economic reasoning</i>.</p> <p>d. Identify and explain various <i>economic indicators</i> and how they represent and influence economic activity.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Middle East Oil Embargo</u> ▪ <u>Trade with China</u> ▪ <u>Silk Road</u> ▪ <u>Crusades</u> ▪ <u>Trade Guilds</u> <p>e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Persian Wars</u> ▪ <u>Peloponnesian War</u> ▪ <u>Expansion of the Roman Empire</u> <p>f. Explain and apply the concepts of <i>specialization, economic interdependence, and comparative advantage</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Silk Road</u> ▪ <u>Crusades</u> ▪ <u>Trade Guilds</u> <p>g. Solve problems using the theory of <i>supply and demand</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Government: Free Trade and Capitalism</u>
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	GRADE 9	GRADE 10	GRADE 11-12
C2 Individual, Cultural, International, & Global Connections in Economics	<p>Students understand economic aspects of unity and diversity in Maine, the United States, and the world.</p> <p>a. Analyze the role of regional, international, and global organizations that are engaged in <i>economic development</i>.</p> <p><u>For Example:</u> <u>Colonization of the New World</u> <u>The British East India Company</u></p> <p>b. Compare a variety of <i>economic systems</i> and the <i>economic development</i> of Maine, the United States, and various regions of the world that are economically diverse.</p> <p><u>For Example:</u> <u>Economic Differences between Northern colonies, Middle colonies and Southern colonies</u></p> <p>c. Analyze wealth, poverty, resource distribution and other <i>economic factors</i> of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.</p> <p><u>For Example:</u> <u>Southern economy</u></p>	<p>Students understand economic aspects of unity and diversity in Maine, the United States, and the world.</p> <p>a. Analyze the role of regional, international, and global organizations that are engaged in <i>economic development</i>.</p> <p>b. Compare a variety of <i>economic systems</i> and the <i>economic development</i> of Maine, the United States, and various regions of the world that are economically diverse.</p> <p>c. Analyze wealth, poverty, resource distribution and other <i>economic factors</i> of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.</p> <p><u>For Example:</u> <u>Industrialization</u> <u>Westward movement</u> <u>Depression</u> <u>Cold War</u> <u>Immigration/Somali</u></p>	<p>Students understand economic aspects of unity and diversity in Maine, the United States, and the world.</p> <p>a. Analyze the role of regional, international, and global organizations that are engaged in <i>economic development</i>.</p> <p><u>For Example:</u> <u>United Nations</u> <u>NATO</u> <u>Camp David Accords</u></p> <p>b. Compare a variety of <i>economic systems</i> and the <i>economic development</i> of Maine, the United States, and various regions of the world that are economically diverse.</p> <p><u>For Example:</u> <u>Guild Systems</u> <u>Capitalism</u> <u>China/Communism</u></p> <p>c. Analyze wealth, poverty, resource distribution and other <i>economic factors</i> of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.</p> <p><u>For Example:</u> <u>India/caste systems</u> <u>Feudalism</u> <u>China/Mao/Peasants</u></p>

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 9	GRADE 10	GRADE 11-12
D1 Geographic Knowledge, Concepts, Themes, and Patterns	<p>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.</p> <p>a. Students explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels in order to better predict and evaluate consequences of geographic influences.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Three regions of colonial America</u> <p>b. Describe the major regions of the earth and their major physical environmental and cultural features using a variety of <i>geographic tools</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Thirteen Colonies map</u> ▪ <u>Civil War map</u> <p>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Colonies</u> ▪ <u>Revolutionary War</u> ▪ <u>Civil War</u> 	<p>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.</p> <p>a. Students explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels in order to better predict and evaluate consequences of geographic influences.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Westward Movement</u> ▪ <u>Native Americans</u> ▪ <u>World War II</u> <p>b. Describe the major regions of the earth and their major physical environmental and cultural features using a variety of <i>geographic tools</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Geography</u> ▪ <u>Map of Europe</u> ▪ <u>World War I and World War II</u> <p>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>World War I and World War II</u> 	<p>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.</p> <p>a. Students explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels in order to better predict and evaluate consequences of geographic influences.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Cradles of Civilization</u> ▪ <u>Greek City States</u> ▪ <u>Roman Empire</u> <p>b. Describe the major regions of the earth and their major physical environmental and cultural features using a variety of <i>geographic tools</i>.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>India</u> ▪ <u>Googlearth</u> <p>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Roman Empire</u> ▪ <u>Middle Ages/Kingdoms to</u>

	<p>d. Evaluate the impact of change, including technological change, on the physical and cultural environment</p>	<p>d. Evaluate 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>Industrialization</u> ▪ <u>Westward Movement</u> ▪ <u>Railroads</u> ▪ <u>World War I and II</u> ▪ <u>End of Cold War</u> 	<p style="text-align: center;"><u>Countries</u></p> <p>d. Evaluate 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>Roman Empire</u> ▪ <u>Renaissance</u>
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	GRADE 9	GRADE 10	GRADE 11-12
D2 Individual, Cultural, International, and Global Connections in Geography	<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world.</p> <p>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Appalachian Mountains</u> ▪ <u>Mississippi River</u> ▪ <u>St. Lawrence River</u> ▪ <u>Lewis and Clark</u> <p>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States and other cultures in the world.</p> <p><u>For Example:</u></p> <p>a. <u>New Orleans/Cajun/Creole</u></p> <p>b. <u>Native Americans – Trail of Tears</u></p>	<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world.</p> <p>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p> <p>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States and other cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Westward Movement</u> ▪ <u>Clash with Native Americans</u> ▪ <u>Immigrant groups/where settled/like native countries</u> 	<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world.</p> <p>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Mountains: Early Greece, India</u> ▪ <u>Rivers: Cradles of Civilization</u> <p>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States and other cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Middle East: India, Pakistan, Tibet,</u> ▪ <u>Nepal,</u> ▪ <u>China: Mongolia, Japan</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 9	GRADE 10	GRADE 11-12
<p>E1 Historical Knowledge, Concepts, Themes, and Patterns (L) = <i>Link to future supporting information</i></p>	<p>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.</p> <p>a. Explain that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> 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>Founding Documents</u> ▪ <u>US Supreme Court Cases</u> <p>b. Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events consequences, and people in the history of the United States and world and the implications for the present and future. (<u>United States History I course</u>)</p> <p>c. Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Declaration of Independence</u> ▪ <u>Articles of Confederation</u> 	<p>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.</p> <p>a. Explain that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> 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>US Supreme Court Cases</u> ▪ <u>Wilson’s Fourteen Point Plan</u> ▪ <u>New Deal</u> ▪ <u>Civil Rights</u> <p>b. Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events consequences, and people in the history of the United States and world and the implications for the present and future. (<u>US History II Course</u>)</p> <p>c. Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>New Deal</u> ▪ <u>Civil Rights</u> 	<p>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.</p> <p>a. Explain that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> 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>Government: Founding Documents</u> ▪ <u>World Studies: Hammurabi’s Code of Laws, Hippocratic Oath, Magna Carta,</u> <p>b. Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events consequences, and people in the history of the United States and world and the implications for the present and future. (World History Course and Government Course)</p> <p>c. Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p> <p><u>For Example:</u></p>

	<p>d. Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Research projects</u> 	<p>d. Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Progress Era</u> ▪ <u>New Deal Legislation</u> 	<ul style="list-style-type: none"> ▪ <u>Government: Theory and Evolution of Government, Rousseau.</u> ▪ <u>World History: Greece and Rome</u> <p>d. Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Socrates</u> ▪ <u>Julius Caesar</u> ▪ <u>Charlemagne</u>
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	GRADE 9	GRADE 10	GRADE 11-12
E2 Individual, Cultural, International, and Global Connections in History	<p>Students understand <i>historical</i> aspects of unity and diversity in the United States and the world.</p> <p>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. L</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Critique the interactions between European Explorers and Native Americans</u> ▪ <u>Pre-Revolutionary War Loyalists and Patriots</u> ▪ <u>Pre-Civil War -North and South diversity</u> <p>b. Identify and analyze major turning points and events in the history of Native Americans, various <i>historical and recent immigrant groups</i> in the United States, and other cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>First contact of Europeans and Native Americans</u> 	<p>Students understand <i>historical</i> aspects of unity and diversity in the United States and the world.</p> <p>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. L</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Civil Rights Movement</u> ▪ <u>Failure of Reconstruction after Civil War</u> ▪ <u>Emergence of the KKK</u> ▪ <u>Depression/ Dustbowl</u> ▪ <u>Women’s Rights Movement</u> <p>b. Identify and analyze major turning points and events in the history of Native Americans, various <i>historical and recent immigrant groups</i> in the United States, and other cultures in the world.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Industrial Revolution</u> ▪ <u>Eastern Wave and Western Wave</u> ▪ <u>Progressive Era</u> ▪ <u>Native American Displacement</u> ▪ <u>Wounded Knee</u> 	<p>Students understand <i>historical</i> aspects of unity and diversity in the United States and the world.</p> <p>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. L</p> <p><u>For Example: (World History)</u></p> <ul style="list-style-type: none"> ▪ <u>Middle East</u> ▪ <u>Asian Cultures (India, China, Japan)</u> ▪ <u>Crusades</u> <p><u>For Example: (Government)</u></p> <ul style="list-style-type: none"> ▪ <u>Comparative government</u> ▪ <u>Types of democracy/autocracy</u> <p>b. Identify and analyze major turning points and events in the history of Native Americans, various <i>historical and recent immigrant groups</i> in the United States, and other cultures in the world.</p> <p><u>For Example: (World History)</u></p> <ul style="list-style-type: none"> ▪ <u>Rise/Fall of Greek and Roman Empires</u> ▪ <u>Chinese Dynasties</u> ▪ <u>Crusades</u> ▪ <u>Renaissance</u> <p><u>For Example: (Government)</u></p> <ul style="list-style-type: none"> ▪ <u>Supreme Court Cases (Brown v. Board of Education, etc.)</u>