

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.

CONTENT	KINDERGARTEN	GRADE ONE	GRADE TWO
<p>A1 Researching and Developing Positions on Current Social Studies Issues</p>	<p>Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <p>a. Identify questions related to social studies. <u>For Example</u></p> <ul style="list-style-type: none"> ▪ <u>Describe a family.</u> ▪ <u>Describe the roles of different members of the family.</u> ▪ <u>Identify the classroom/ school and home physical and human characteristics.</u> ▪ <u>Recognize that families and groups have similarities and differences.</u> <p>b. Follow an established procedure for locating sources appropriate to reading level. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Books will be organized and made available to students according to themes.</u> <p>c. Locate and collect information for a specific purpose from sources including maps, photographs, charts and graphs.</p> <p>d. Organize findings. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Develop line plot and bar graphs related to family and school.</u> 	<p>Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <p>a. Identify questions related to social studies. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Compare and contrast past and present roles of family members.</u> ▪ <u>Compare and contrast rules of class, school and home.</u> ▪ <u>Identify family traditions and/or holidays.</u> <p>b. Follow an established procedure for locating sources appropriate to reading level. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Books will be organized and made available to students according to themes and reading levels.</u> <p>c. Locate and collect information for a specific purpose from sources including maps, photographs, charts and graphs.</p> <p>d. Organize findings. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Develop Venn diagram comparing home and school rules.</u> <p>e. Share information gathered using</p>	<p>Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <p>a. Identify questions related to social studies. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Compare school organization to the local government.</u> ▪ <u>Describe customs of the different world cultures as related to holidays.</u> <p>b. Follow an established procedure for locating sources appropriate to reading level. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Books will be organized and made available to students according to themes and reading levels.</u> <p>c. Locate and collect information for a specific purpose from sources including maps, photographs, charts and graphs.</p> <p>d. Organize findings. <u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Write a simple report about cultures, holidays, or customs.</u> <p>e. Share information gathered using oral and visual examples.</p>

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	KINDERGARTEN	GRADE ONE	GRADE TWO
A2 Making Decisions Using Social Studies Knowledge and Skills =	<p>Students make individual or collaborative decisions on matters related to social studies using research and discussion skills</p> <p>a. Share and listen to the ideas of others to reach individual and collaborative decisions and make plans.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss need for and criteria of classroom rules.</u> ▪ <u>Describe the importance of rules and laws.</u> ▪ <u>Analyze classroom problems and suggest fair solutions. (classroom meetings)</u> <p>b. Make a real or simulated decision related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills and relevant information.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Establish classroom rules.</u> 	<p>Students make individual or collaborative decisions on matters related to social studies using research and discussion skills</p> <p>a. Share and listen to the ideas of others to reach individual and collaborative decisions and make plans.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Recognize the need for rules in different settings.</u> ▪ <u>Identify the need for fairness in rules by individuals and people in authority.</u> ▪ <u>Predict consequences that may result from responsible and irresponsible actions.</u> <p>b. Make a real or simulated decision related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills and relevant information.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Establish classroom rules and appropriate consequences.</u> 	<p>Students make individual or collaborative decisions on matters related to social studies using research and discussion skills</p> <p>a. Share and listen to the ideas of others to reach individual and collaborative decisions and make plans.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss the need for rules.</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.</u> <p>b. Make a real or simulated decision related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills and 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>

	KINDERGARTEN	GRADE ONE	GRADE TWO
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 or school asset or need, and describe the project’s potential 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 impact of the project on daily life.</u> 	<p>Students select and participate in a civic action or service-learning project based on a classroom or school asset or need, and describe the project’s potential 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 impact of the project on daily life.</u> 	<p>Students select and participate in a civic action or service-learning project based on a classroom or school asset or need, and describe the project’s potential 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 impact of the project on daily life.</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.

	KINDERGARTEN	GRADE ONE	GRADE TWO
B 1 Knowledge, Concepts, Themes and Patterns of Civics/ Government	<p>Students understand key ideas and processes that characterize democratic government in the community and the United States.</p> <p>a. Describe and provide examples of democratic ideals.</p> <p><u>For Example</u></p> <ul style="list-style-type: none"> ▪ <u>Sharing</u> ▪ <u>Mutual respect</u> <p>b. Recognize symbols, monuments, celebrations, and leaders of local, state, and national government.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Recognize the significance of the flag</u> ▪ <u>Labor Day, Veterans Day, M L King Day, Patriots Day, Memorial Day...</u> ▪ <u>Role of teachers</u> <p>c. Identify community workers and volunteers and the roles they play in promoting the common good.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Volunteers in the school and classroom</u> ▪ <u>Kitchen workers, custodians and bus drivers</u> 	<p>Students understand key ideas and processes that characterize democratic government in the community and the United States.</p> <p>a. Describe and provide examples of democratic ideals.</p> <p><u>For Example</u></p> <ul style="list-style-type: none"> ▪ <u>Sharing</u> ▪ <u>Mutual respect</u> ▪ <u>Responsibilities of a classroom citizen</u> ▪ <u>Voting and majority rule</u> <p>b. Recognize symbols, monuments, celebrations, and leaders of local, state, and national government.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Recognize the significance of the flag</u> ▪ <u>Labor Day, Veterans Day, M L King Day, Patriots Day, Memorial Day...</u> ▪ <u>Roles of principal and teachers</u> <p>c. Identify community workers and volunteers and the roles they play in promoting the common good.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Volunteers in the school and classroom</u> ▪ <u>Kitchen workers, custodians and bus drivers</u> ▪ <u>Community workers: police, fire and coaches</u> 	<p>Students understand key ideas and processes that characterize democratic government in the community and the United States.</p> <p>a. Describe and provide examples of democratic ideals.</p> <p><u>For Example</u></p> <ul style="list-style-type: none"> ▪ <u>Sharing</u> ▪ <u>Mutual respect</u> ▪ <u>Responsibilities of a classroom citizen</u> ▪ <u>Voting and majority rule</u> <p>b. Recognize symbols, monuments, celebrations, and leaders of local, state, and national government.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Recognize the significance of the flag</u> ▪ <u>Labor Day, Veterans Day, M L King Day, Patriots Day, Memorial Day...</u> ▪ <u>Roles of Superintendent, principal and teachers</u> ▪ <u>Role of the U.S. President</u> <p>c. Identify community workers and volunteers and the roles they play in promoting the common good.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Volunteers in the school and classroom</u> ▪ <u>Kitchen workers, custodians and bus drivers</u>

			<ul style="list-style-type: none">▪ <u>Community workers:</u>▪ <u>police, fire and coaches</u>
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	KINDERGARTEN	GRADE ONE	GRADE TWO
<p>B2 Rights, Duties, Responsibilities, and Citizen Participation in Government</p>	<p>Students understand the concepts of rights, duties, responsibilities, and participation.</p> <p>a. Describe the exercise of classroom rights, duties and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Practice taking turns and sharing.</u> ▪ <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> <p>b. Explain the purpose of classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Equal rights</u> 	<p>Students understand the concepts of rights, duties, responsibilities, and participation.</p> <p>a. Describe the exercise of classroom rights, duties and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Practice taking turns and sharing.</u> ▪ <u>Participate in group activities using the democratic process.</u> ▪ <u>Participate in the development of classroom rules</u> ▪ <u>Respectfully voicing the needs of self and classmates</u> <p>b. Explain the purpose of classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Group rights vs. individual rights</u> 	<p>Students understand the concepts of rights, duties, responsibilities, and participation.</p> <p>a. Describe the exercise of classroom rights, duties and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Practice taking turns and sharing.</u> ▪ <u>Participate in group activities using the democratic process.</u> ▪ <u>Participate in the development of classroom rules</u> ▪ <u>Respectfully voicing the needs of self and classmates</u> <p>b. Explain the purpose of classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Group rights vs. individual rights</u>

	KINDERGARTEN	GRADE ONE	GRADE TWO
B3 Individual, Cultural, International, and Global Connections in Civics and Government	<p>Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures.</p> <p>a. Identify and compare their similar and differing interests and opinions related to classroom traditions and decisions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Compare differences of acceptable behavior/rules between home and school.</u> <p>b. Compare traditions that are similar across the nation and those that differ in various cultural groups.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss how different people do or don't celebrate certain holidays.</u> 	<p>Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures.</p> <p>a. Identify and compare their similar and differing interests and opinions related to classroom traditions and decisions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Compare differences of acceptable behavior/rules between home and school.</u> <p>b. Compare traditions that are similar across the nation and those that differ in various cultural groups.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss how different people do or don't celebrate certain holidays.</u> 	<p>Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures.</p> <p>a. Identify and compare their similar and differing interests and opinions related to classroom traditions and decisions.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Compare differences of acceptable behavior/rules between home and school.</u> <p>b. Compare traditions that are similar across the nation and those that differ in various cultural groups.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss how different people do or don't celebrate certain holidays.</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.

	KINDERGARTEN	GRADE ONE	GRADE TWO
C1 Economic Knowledge, Concepts, Themes, and Patterns =	<p>Students understand the nature of economics as well as key foundation ideas.</p> <p>a. Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.</p> <p><u>For Example:</u></p> <p>a. <u>Take turns and share</u></p> <p>b. <u>Understand that some resources are limited: You can't always have what you want.</u></p> <p>b. Describe how money is earned and managed in order to buy goods and services and save for the future.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss different types of jobs to earn money.</u> ▪ <u>Purpose of money: goods and services</u> 	<p>Students understand the nature of economics as well as key foundation ideas.</p> <p>a. Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Take turns and share</u> ▪ <u>Understand that some resources are limited: You can't always have what you want.</u> ▪ <u>Make choices based on availability</u> ▪ <u>Take care of classroom resources i.e. books, pencils, crayons...</u> <p>b. Describe how money is earned and managed in order to buy goods and services and save for the future.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss different types of jobs to earn money</u> ▪ <u>Some jobs pay (volunteer vs. paid jobs)</u> ▪ <u>Purpose of money: goods and services</u> 	<p>Students understand the nature of economics as well as key foundation ideas.</p> <p>a. Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Take turns and share</u> ▪ <u>Understand that some resources are limited: You can't always have what you want.</u> ▪ <u>Make choices based on availability</u> ▪ <u>Take care of classroom resources i.e. books, pencils, crayons...</u> <p>b. Describe how money is earned and managed in order to buy goods and services and save for the future.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Discuss different types of jobs to earn money</u> ▪ <u>Some jobs pay (volunteer vs. paid jobs)</u> ▪ <u>Recognize the benefits of saving money</u> ▪ <u>Purpose of money: goods and services</u>

	KINDERGARTEN	GRADE ONE	GRADE TWO
C2 Individual, Cultural, International, and Global Connections in Economics	<p>Students understand the influence of economics on individuals and groups in the United States and the world.</p> <p>a. Identify examples of how individuals, families, and communities, are influenced by economic factors.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Some individuals and families have more and can share with people who have less- (Thanksgiving, Giving Tree, Coats for Kids, food drives)</u> <p>b. Describe work and contribution of various groups to the economics of the local community in the past and present.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>“What is work?”</u> 	<p>Students understand the influence of economics on individuals and groups in the United States and the world.</p> <p>a. Identify examples of how individuals, families, and communities, are influenced by economic factors.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Some individuals and families have more and can share with people who have less- (Thanksgiving, Giving Tree, Coats for Kids, food drives)</u> ▪ <u>Some communities provide more for their schools. Your town budgets for school supplies.</u> <p>b. Describe work and contribution of various groups to the economics of the local community in the past and present.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>“What is work?”</u> ▪ <u>Work provides for basic needs.</u> 	<p>Students understand the influence of economics on individuals and groups in the United States and the world.</p> <p>a. Identify examples of how individuals, families, and communities, are influenced by economic factors.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Some individuals and families have more and can share with people who have less- (Thanksgiving, Giving Tree, Coats for Kids, food drives)</u> ▪ <u>-Some provide more for their schools. Your town budgets for school supplies.</u> ▪ <u>Compare US economic prosperity to that of other countries.</u> <p>b. Describe work and contribution of various groups to the economics of the local community in the past and present.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>“What is work?”</u> ▪ <u>Work provides for basic needs.</u> ▪ <u>Explain how the economic system of the past (bartering) compares with our present economic system (money).</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.

	KINDERGARTEN	GRADE ONE	GRADE TWO
D1 Geographic Knowledge, Concepts, Themes, and Patterns =	<p>Students understand the nature of geography and key foundation ideas.</p> <p>a. Explain that geography is the study of the earth’s surface and peoples.</p> <p>b. Create visual representations of the Immediate neighborhood and community.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>When given a drawing of the classroom, label areas and items as a group.</u> <p>c. Identify local and distant places, and locations, directions including N. S. E. W. and basic physical, environmental, and cultural features using basic maps and globes.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Introduce the globe.</u> 	<p>Students understand the nature of geography and key foundation ideas.</p> <p>a. Explain that geography is the study of the earth’s surface and peoples.</p> <p>b. Create visual representations of the immediate neighborhood and community.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Draw and label the classroom, on their own.</u> ▪ <u>When given a drawing of the school, label areas and items as a group.</u> <p>c. Identify local and distant places, and locations, directions including N. S. E. W. and basic physical, environmental, and cultural features using basic maps and globes.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Continue to explore the globe.</u> ▪ <u>Introduce various maps (the classroom, the school, neighborhood)</u> ▪ <u>Identify features: mountains, rivers, ponds, and oceans.</u> 	<p>Students understand the nature of geography and key foundation ideas.</p> <p>a. Explain that geography is the study of the earth’s surface and peoples.</p> <p>b. Create visual representations of the immediate neighborhood and community.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Draw and label a map of the classroom and the school with labels for spaces and items.</u> ▪ <u>Draw and label a map of the school neighborhood as a group.</u> <p>c. Identify local and distant places, and locations, directions including N. S. E. W. and basic physical, environmental, and cultural features using basic maps and globes.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Continue to explore the globe.</u> ▪ <u>Continue the use of various maps (the classroom, the school, neighborhood)</u> ▪ <u>Identify features:</u> ▪ <u>mountains, rivers, ponds,</u>

			<ul style="list-style-type: none">▪ <u>oceans, states and cities.</u>▪ <u>Identify and use cardinal directions: N,E,S,W.</u>
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	KINDERGARTEN	GRADE ONE	GRADE TWO
D2 Individual, Cultural, International, and Global Connections in Geography	<p>Students understand the influence of geography on individuals and groups in the United States and the world.</p> <p>a. Identify the impacts of geographic features on individuals, families, and communities in the United States and various other nations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Describe living in the city/country.</u> 	<p>Students understand the influence of geography on individuals and groups in the United States and the world.</p> <p>a. Identify the impacts of geographic features on individuals, families, and communities in the United States and various other nations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Describe the advantages and disadvantages of living near different geographic features (rivers, lakes, oceans, mountains, plains and valleys).</u> 	<p>Students understand the influence of geography on individuals and groups in the United States and the world.</p> <p>a. Identify the impacts of geographic features on individuals, families, and communities in the United States and various other nations.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Describe the advantages and disadvantages of living near different geographic features (rivers, lakes, oceans, mountains, plains and valleys).</u> ▪ <u>Identify why people live in different geographic areas.</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.

	KINDERGARTEN	GRADE ONE	GRADE TWO
E1 Historical Knowledge, Concepts, Themes, and Patterns	<p>Students understand the nature of history as well as key foundation ideas.</p> <ol style="list-style-type: none"> Describe history as “stories” of the past. Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically based traditions. <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Identify important family members.</u> ▪ <u>Relate important memories.</u> <ol style="list-style-type: none"> Identify past, present, and future in stories, pictures, poems, songs, or videos. Apply terms such as before and after in sequencing events. Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past. <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Create a display about themselves (All About Me Box)</u> 	<p>Students understand the nature of history as well as key foundation ideas.</p> <ol style="list-style-type: none"> Describe history as “stories” of the past. Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically based traditions. <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Identify important US historical figures and/or events: i.e. George Washington, Abraham Lincoln with related facts and accomplishments.</u> <ol style="list-style-type: none"> Identify past, present, and future in stories, pictures, poems, songs, or videos. Apply terms such as before and after in sequencing events. Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past. <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Create a display/ presentation about a chosen historical figure or event.</u> 	<p>Students understand the nature of history as well as key foundation ideas.</p> <ol style="list-style-type: none"> Describe history as “stories” of the past. Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically based traditions. <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Identify important community and Maine figures and/or events: i.e. Abby Burgess, Samantha Smith, Joshua Chamberlain with related facts and accomplishments.</u> <ol style="list-style-type: none"> Identify past, present, and future in stories, pictures, poems, songs, or videos. Apply terms such as before and after in sequencing events. Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past. <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Create a display/ presentation about a chosen Maine figure or event.</u>

	KINDERGARTEN	GRADE ONE	GRADE TWO
E2 Individual, Cultural, International, and Global Connections in History =	<p>Students understand historical aspects of the uniqueness and commonality of individuals and groups.</p> <p>a. Explain how individuals, families, and communities, share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Describe commonalities and differences among students: i.e. Venn Diagrams.</u> <p>b. Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p>	<p>Students understand historical aspects of the uniqueness and commonality of individuals and groups.</p> <p>a. Explain how individuals, families, and communities, share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Describe commonalities and differences of holiday customs and traditions in various cultural groups.</u> <p>b. Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Introduce the Maine Native American groups.</u> 	<p>Students understand historical aspects of the uniqueness and commonality of individuals and groups.</p> <p>a. Explain how individuals, families, and communities, share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Describe commonalities and differences of customs and traditions in various cultural groups.</u> <p>b. Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> ▪ <u>Introduce immigrant groups in history (Pilgrims/Colonists and recent immigrant groups).</u>