

## SOCIAL STUDIES

The primary purpose of social studies is to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council of the Social Studies, 1994, p.3). The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, believed that every student must be well versed in the nation's history, the principles and practices which undergird citizenship, and the institutions which define our government. Understandings of commerce and geography were critical to their thinking as well. In essence, Jefferson, Mann, and Dewey viewed the study of social studies as critical to the mission of public schools. Indeed, they would applaud the inclusion of a "responsible and involved citizen" in the Guiding Principles, as well as social studies as one of eight content areas in the *Learning Results*.

A strong social studies education depends upon a clear understanding of its interrelated disciplines. Without knowledge of the geography and economics of earlier times, history offers only lists of people, events, and dates. Without knowledge of history, the institutions of American government and the dynamics of today's global economy are difficult to understand. Although social studies curricula vary in their breadth and depth, the *Learning Results* has adopted a focused definition whereby government, history, geography, and economics stand as the pillars of the content with other disciplines within the social sciences deemed important, but not essential.

### Key Ideas in the Social Studies Standards:

**Understand** - The word "understand" appears in performance indicators throughout. It refers to a variety of different levels on Bloom's taxonomy and was used intentionally to serve as an umbrella term for the cognitive demand that is described by the descriptors beneath the performance indicators. Look to the descriptors to define the level of cognitive demand for the student performance.

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

**Maine Native Americans** - An asterisk follows several performance indicators throughout the document. This asterisk indicates that instruction should include instruction on Maine Native Americans.

**Major Enduring Themes** - The term "major enduring themes" is used in several places in the Social Studies Standards. This term refers to general topics or issues that have been relevant over a long period of time. Using a consistent set of themes can serve as a framework within which other concepts, topics, and facts can be organized. It can also help students make connections between events within and across historical eras, and use history to help make informed decisions. Four different lists of major themes are provided that schools may select from based on their judgment of which list will best serve the learning of their students. The four lists can be found in the Social Studies portion of the Maine Department of Education website.

Eras – As students develop understanding in civics and government, economics, geography and history the coherent curriculum that school administrative units develop should provide students with a balanced exposure to the major eras of United States and World History. The term “various eras” refers to those eras selected by the SAU that build a cohesive, balanced understanding. The “eras” include:

<u>Eras in United States History</u>	<u>Eras in World History</u>
1. The Americas to 1600	1. Emergence of Civilization to 1000 BC
2. The Colonial Era, 1500-1754	2. The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC – 600 AD
3. The Revolutionary Era, 1754-1783	3. The Expansion and Interaction of Civilizations, 600 AD – 1450 AD
4. Nation Building, 1783-1815	4. The Early Modern World, 1450 – 1800
5. The Expanding Nation, 1815-1850	5. The World in the Nineteenth Century
6. Civil War and Reconstruction, 1850-1877	6. The World in the Contemporary Era
7. Development of the Industrial United States, 1865-1914	
8. The Progressive Era, 1890-1914	
9. Emergence of the United States as a World Power, 1890-1920	
10. The 20's: Prosperity and Problems	
11. The Depression and The New Deal, 1929-1941	
12. World War II and Post War United States, 1939-1961	
13. Contemporary United States, 1961-Present	

**Unity and Diversity** - The standards related to Civics and Government, Economics, Geography and History all include performance indicators that address individual, cultural, international and global connections. It will be up to SAUs to determine whether they use these performance indicators as an opportunity to integrate across the disciplines of the social studies or elect to address them separately. In whatever manner SAUs address the instruction related to these performance indicators, it is critical that schools understand the importance of addressing the issues that both unify and divide. The following should help to provide clarity about the ideas related to unity and diversity that are contained in these performance indicators.

Unity and Diversity - The concepts of "unity" and "diversity" apply to the Civics and Government, Economics, Geography and History standards in Social Studies. Unity and diversity have long been valued in the United States as foundations of the unique character of our society. While people throughout our nation's history have come from distinct and varied cultural, political and religious backgrounds and perspectives, they have helped to shape and have participated in our national life based on the shared democratic values represented in our founding documents. We build common bonds of unity based on the democratic values, processes, and institutions that support our democratic way of life. At the same time we recognize the unique contributions, traditions, and perspectives of various groups and cultures. The concepts of unity and diversity also play a role in geography and economics. Diversity and unity influences the settlement and the economics of communities, regions, and nations. For example, in some cases a geographic factor such as a river serves as a resource that may bind a region, community, or a group of people of similar ethnic origins together. Economic systems or activities may unify a community or region; in other cases economic influences may lead to economic diversity. **The Social Studies Standards define the essential knowledge related to the concepts of**

unity and diversity in the broader umbrella of the performance indicators set forth at B3, C2, D2 and E2 which address Individual, Cultural, International, and Global Connections in each of the four indicators.

**Embedded Definition of the Social Studies Disciplines** - The first performance indicator of each of these disciplines include a descriptor that provides a definition of each of these disciplines that develops across the grade spans. This series of descriptors provides a developmentally appropriate picture of what is learned in the discipline and should help to ensure that students can distinguish between the disciplines of the Social Studies and what individuals engaged in those areas of study do as well as understand which discipline or combinations of disciplines best address specific topics and issues.

#### **OUTLINE OF SOCIAL STUDIES STANDARDS AND PERFORMANCE INDICATORS**

##### **A. Applications of Social Studies Processes, Knowledge, and Skills**

1. Researching and Developing Positions on Current Social Studies Issues
2. Making Decisions Using Social Studies Knowledge and Skills
3. Taking Action Using Social Studies Knowledge and Skills

##### **B. Civics and Government**

1. Knowledge, Concepts, Themes and Patterns of Civics/Government
2. Rights, Duties, Responsibilities, and Citizen Participation in Government
3. Individual, Cultural, International, and Global Connections in Civics and Government

##### **C. Economics**

1. Economic Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in Economics

##### **D. Geography**

1. Geographic Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in Geography

##### **E. History**

1. Historical Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in History

**DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT**

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*.

[NOTE: The content area panel felt that the application of social studies processes, knowledge and skills in authentic contexts were of such importance that they are presented as the first strand of the standards.]

	PK - 2 <i>PERFORMANCE INDICATORS</i>	3 - 5 <i>PERFORMANCE INDICATORS</i>	6 - 8 <i>PERFORMANCE INDICATORS</i>	9 - Diploma <i>PERFORMANCE INDICATORS</i>
<p>A1 Researching and Developing Positions on Current Social Studies Issues</p> <p><i>(L) = Link to future supporting information</i></p>	<p>Students identify and investigate research questions related to social studies by locating, organizing, and sharing information. (L)</p> <ol style="list-style-type: none"> <li>Identify questions related to social studies.</li> <li>Follow an established procedure for locating sources appropriate to reading level.</li> <li>Locate and collect information for a specific purpose from sources including maps, photographs, charts and graphs.</li> <li>Organize findings.</li> <li>Share information gathered using oral and visual examples.</li> </ol>	<p>Students identify and answer research questions related to social studies by locating and selecting information and presenting findings. (L)</p> <ol style="list-style-type: none"> <li>Identify research questions related to social studies - seeking multiple perspectives from varied sources.</li> <li>Identify key words and concepts related to research questions</li> <li>Locate and access information by using <i>organizational features</i>.</li> <li>Collect, evaluate and organize for a specific purpose.</li> <li>Communicate findings using a variety of <i>print and non-print sources</i>.</li> <li>Understand plagiarism and demonstrate appropriate</li> </ol>	<p>Students research, select, and present a position on a <i>current social studies issue</i> by proposing and revising research questions, and locating and selecting information from multiple and varied sources. (L)</p> <ol style="list-style-type: none"> <li>Propose and revise research questions related to a <i>current social studies issue</i>.</li> <li>Determine the nature and extent of information needed.</li> <li>Locate and access relevant information that includes multiple perspectives from varied sources.</li> <li>Demonstrate facility with note-taking, organizing information, and creating bibliographies.</li> <li>Distinguish between</li> </ol>	<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. (L)</p> <ol style="list-style-type: none"> <li>Develop research questions related to <i>current social studies issues</i>.</li> <li>Select and apply research methods that suit the purpose of the inquiry.</li> <li>Make judgments about conflicting sources, incorporating those that are valid and refuting others.</li> <li>Synthesize information from varied sources that reflect multiple</li> </ol>

	PK - 2 PERFORMANCE INDICATORS	3 - 5 PERFORMANCE INDICATORS	6 - 8 PERFORMANCE INDICATORS	9 - Diploma PERFORMANCE INDICATORS
		<p><i>citation.</i></p> <p>g. Distinguish between facts and opinions/interpretations in sources.</p>	<p><i>primary and secondary sources.</i></p> <p>f. Evaluate and verify the credibility of the information found in <i>print and non-print sources.</i></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 <i>variety of audiences.</i></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.</p>	<p>perspectives.</p> <p>e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.</p> <p>f. Integrate paraphrasing, quotations and <i>citations</i> into a written text that maintains the flow of ideas.</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.</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>

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
<p><b>A2 Making Decisions Using Social Studies Knowledge and Skills</b></p> <p><i>(L) = Link to future supporting information</i></p>	<p>Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.</p> <p>a. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.</p> <p>b. Make a <i>real or simulated decision</i> related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills and relevant information. (L)</p>	<p>Students make individual and collaborative decisions on matters related to social studies using relevant information, and research and discussion skills.</p> <p>a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas and individually and collaboratively develop a decision or plan.</p> <p>b. Make a <i>real or simulated decision</i> related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills and other relevant information. (L)</p>	<p>Students make individual and 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 members.</p> <p>b. Make a <i>real or simulated decision</i> 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. (L)</p>	<p>Students make individual and collaborative decisions on matters related to social studies using relevant information, and research, discussion, and <i>ethical reasoning skills</i>.</p> <p>a. Develop individual and collaborative decisions or plans by considering multiple points of view - weighing pros and cons, building on the ideas of others, and sharing information in an attempt to persuade the opinions of others.</p> <p>b. Make a <i>real or simulated decision</i> 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 <i>ethical reasoning skills</i>, and other relevant information. (L)</p>

**Comment [MM1]:** You may decide to over-rule the inclusion of "individual" as well as collaborative decisions again, but in authentic contexts we do both--not just collaborative decision-making.

	PK – 2 PERFORMANCE INDICATOR	3-5 PERFORMANCE INDICATOR	6-8 PERFORMANCE INDICATOR	9-Diploma PERFORMANCE INDICATOR
A3 Taking Action Using Social Studies Knowledge and Skills	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. (L)	Students select and participate in a civic action or service-learning project based on a classroom, school or local community asset or need, and describe evidence of the project’s effectiveness and civic contribution. (L)	Students select, plan, and participate in a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project’s effectiveness and civic contribution. (L)	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. (L)

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.

	PK - 2 <i>PERFORMANCE INDICATORS</i>	3 - 5 <i>PERFORMANCE INDICATORS</i>	6 - 8 <i>PERFORMANCE INDICTORS</i>	9 - Diploma <i>PERFORMANCE INDICATORS</i>
B1 Knowledge, Concepts, Themes and Patterns of Civics/ Government  (L) = Link to future supporting information	Students understand key ideas and processes that characterize democratic government in the community and the United States.  a. Describe and provide examples of <i>democratic ideals</i> . b. Recognize symbols, monuments, celebrations, and leaders of local state, and national government.	Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.  a. Explain that the study of government includes how governments are organized and how citizens participate. b. Explain and provide examples of <i>democratic ideals</i> and <i>constitutional principles</i> to include the rule of law, legitimate power,	Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.  a. Explain that the study of government includes the <i>structures</i> and functions of government and the political and civic activity of citizens. b. Analyze examples of	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.  a. Explain that the study of government includes the <i>structures</i> , functions, institutions, and forms of government and the relationship of government

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	<p>c. Identify community workers and volunteers and the roles they play in promoting the common good.</p>	<p>and common good.</p> <p>c. Explain and give examples of <i>governmental structures</i> including the legislative, executive and judicial branches and the local, state, and national levels of government.</p> <p>d. Explain how leaders are elected and how laws are made and implemented.</p> <p>e. Explain that the <i>structures</i> and processes of <i>government</i> are described in such documents as the constitutions of Maine and the United States.</p>	<p><i>democratic ideals</i> and <i>constitutional principles</i> to include the rule of law, legitimate power, and common good.</p> <p>c. Describe the <i>structures</i> and processes of United States government and government of the state of Maine and how these are framed by the United States Constitution, Maine Constitution and other primary sources.</p> <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 other primary sources as guides.</p> <p>e. Compare how laws are made in Maine and at the federal level in the United States.</p> <p>f. Compare the <i>structures</i> and processes of United</p>	<p>to citizens in the United States and other regions of the world.</p> <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 <i>democratic ideals</i> and <i>constitutional principles</i> change over time.</p> <p>d. Describe the purpose, structures, and processes of the <i>American political system</i>.</p> <p>e. Compare the <i>American political system</i> with examples of political systems from other parts of the world.</p>

	PK - 2 <i>PERFORMANCE INDICATORS</i>	3 - 5 <i>PERFORMANCE INDICATORS</i>	6 - 8 <i>PERFORMANCE INDICATORS</i>	9 - Diploma <i>PERFORMANCE INDICATORS</i>
			States government with examples of other forms of government.	
B2 Rights, Duties, Responsibilities, and Citizen Participation in Government	<p>Students understand the concepts of <i>rights, duties, responsibilities,</i> and participation.</p> <ul style="list-style-type: none"> <li>a. Describe the exercise of classroom <i>rights, duties and responsibilities</i> including participating in some classroom decisions and being obliged to follow classroom rules.</li> <li>b. Explain the purpose of classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</li> </ul>	<p>Students understand the basic <i>rights, duties, responsibilities,</i> and roles of citizens in a democracy.</p> <ul style="list-style-type: none"> <li>a. Identify the <i>rights, duties and responsibilities</i> of citizens within the class, school, or community.</li> <li>b. Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of United States citizens.</li> <li>c. Provide examples of how people influence government and work for the common good to include voting, writing legislators, community service, and civil disobedience.</li> </ul>	<p>Students understand constitutional and legal <i>rights, civic duties and responsibilities,</i> and roles of citizens in a constitutional democracy.</p> <ul style="list-style-type: none"> <li>a. Explain the constitutional and legal status of "citizen" and provide examples of <i>rights, duties and responsibilities</i> of citizens.</li> <li>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.</li> <li>c. Analyze examples of the protection of rights in court cases or examples from current events.</li> <li>d. Analyze how people influence government and work for the common good to include voting, writing legislators, community</li> </ul>	<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> <ul style="list-style-type: none"> <li>a. Explain the relationship between constitutional and legal <i>rights,</i> and civic <i>duties and responsibilities</i> in a democratic republic.</li> <li>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.</li> <li>c. Analyze the <i>constitutional principles</i> and the roles of the citizen and the government in major laws or cases.</li> <li>d. Compare the <i>rights, duties</i></li> </ul>

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			service, and civil disobedience.	<i>and responsibilities</i> of United States citizens with examples from other nations. e. Evaluate how people influence government and work for the common good to include voting, writing legislators, community service, and civil disobedience.
<p><b>B3 Individual, Cultural, International, and Global Connections in Civics and Government</b></p> <p><i>(L) = Link to future supporting information</i></p>	<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>b. Compare traditions that are similar across the nation and those that differ in various cultural groups.</p>	<p>Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world.* (L)</p> <p>a. Identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p> <p>b. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world.</p>	<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures.* (L)</p> <p>a. Explain basic 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>b. Describe the <i>political structures</i> and civic responsibilities within diverse cultures, including Maine's Native Americans,</p>	<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world.* (L)</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>b. Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various</p>

**DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT**

	PK - 2 <i>PERFORMANCE INDICATORS</i>	3 - 5 <i>PERFORMANCE INDICATORS</i>	6 - 8 <i>PERFORMANCE INDICATORS</i>	9 - Diploma <i>PERFORMANCE INDICATORS</i>
			various <i>historical and recent immigrant groups</i> in the United States, and various cultures in the world.	<i>historical and recent immigrant groups</i> in Maine, and the United States, and those of various world cultures.

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.

	PK -- 2 <i>PERFORMANCE INDICATORS</i>	3 -- 5 <i>PERFORMANCE INDICATORS</i>	6 -- 8 <i>PERFORMANCE INDICATORS</i>	9 -- Diploma <i>PERFORMANCE INDICATORS</i>
C1 Economic Knowledge, Concepts, Themes, and Patterns  <i>(L) = Link to future supporting information</i>	Students understand the nature of economics as well as key foundation ideas. (L)  a. Describe economics as how people make choices about how to use <i>scarce resources</i> to meet their wants and needs.  b. Describe how money is earned and managed in order to buy <i>goods and services</i> and save for the future.	Students understand personal economics and the basis of the economies of the community, Maine, the United States and various regions of the world. (L)  a. Explain that economics includes the study of scarcity which leads to economic choices about what <i>goods and services</i> will be produced; how they will be distributed; and for whom they will be produced.  b. Explain how <i>entrepreneurs</i> and other producers of	Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the <i>economic systems</i> of Maine, the United States, and various regions of the world. (L)  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 <i>market economy</i> ,	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. (L)  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

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		<p><i>goods and services</i> help satisfy the wants and needs of consumers in a <i>market economy</i>, both local and national, by using <i>natural, human, and capital resources</i>.</p> <p>c. Students describe situations in which personal choices are related to the use of financial resources and financial institutions including the use of money, consumption, savings, investment, and banking.</p>	<p><i>entrepreneurship, supply and demand, and personal finance</i>.</p> <p>b. Describe the functions of <i>economic institutions</i> and <i>economic processes</i> including financial institutions, businesses, government, taxing and trade.</p> <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>individual <i>personal finance</i> management including saving and investment.</p> <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 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>f. Explain and apply the concepts of <i>specialization, economic</i></p>

	PK -- 2 <i>PERFORMANCE INDICATORS</i>	3 -- 5 <i>PERFORMANCE INDICATORS</i>	6 -- 8 <i>PERFORMANCE INDICATORS</i>	9 -- Diploma <i>PERFORMANCE INDICATORS</i>
				<i>interdependence</i> , and <i>comparative advantage</i> . g. Solve problems using the theory of <i>supply and demand</i> .
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 <i>economic factors</i>.</p> <p>b. Describe work and contribution of various groups to the economics of the local community in the past and present.</p>	<p>Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.* (L)</p> <p>a. Describe economic similarities and differences within the community, Maine, and the United States.</p> <p>b. Identify <i>economic processes</i>, <i>economic institutions</i>, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>	<p>Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures. * (L)</p> <p>a. Describe factors in <i>economic development</i>, and how states, regions, and nations have worked together to promote economic unity and interdependence.</p> <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>Students understand economic aspects of unity and diversity in Maine, the United States, and the world. * (L)</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</p>

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				and the United States, and various world cultures.

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.

	PK -- 2 <i>PERFORMANCE INDICATORS</i>	3 -- 5 <i>PERFORMANCE INDICATORS</i>	6 -- 8 <i>PERFORMANCE INDICATORS</i>	9 -- Diploma <i>PERFORMANCE INDICATORS</i>
<p>D1 Geographic Knowledge, Concepts, Themes, and Patterns</p> <p><i>(L) = Link to future supporting information</i></p>	<p>Students understand the nature of geography and key foundation ideas.</p> <ul style="list-style-type: none"> <li>a. Explain that geography is the study of the earth's surface and peoples.</li> <li>b. Create visual representations of the immediate neighborhood and community.</li> <li>c. Identify local and distant <i>places</i>, and <i>locations</i>, directions including N, S, E, W, and basic physical, environmental, and cultural features using basic maps and globes. (L)</li> </ul>	<p>Students understand the geography of the community, Maine, the United States, and various regions of the world.</p> <ul style="list-style-type: none"> <li>a. Explain that geography includes the study of earth's physical features including climate and the distribution of plant, animal, and human life.</li> <li>b. Create visual representations of the world, showing a basic understanding of the <i>geographic grid</i>, including the equator and prime meridian.</li> <li>c. Identify the earth's major geographic features such as</li> </ul>	<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> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use the <i>geographic grid</i> and a variety of <i>types of maps</i> to gather geographic</li> </ul>	<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> <ul style="list-style-type: none"> <li>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.</li> <li>b. Describe the major regions of the earth and their major physical,</li> </ul>

		<p>continents, oceans, major mountains, and rivers using a variety of <i>geographic tools</i>.</p> <p>d. Explain examples of changes in the earth's physical features and the impact on communities and regions.</p>	<p>information.</p> <p>c. Identify the major regions of the earth and their major physical features and political boundaries using a variety of <i>geographic tools</i>.</p> <p>d. Describe the impact of change, including technological change, on the physical and cultural environment.</p>	<p>environmental and cultural features using a variety of <i>geographic tools</i>.</p> <p>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</p> <p>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</p>
<p><b>D2 Individual, Cultural, International, and Global Connections in Geography</b></p> <p><i>(L) = Link to future supporting information</i></p>	<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>Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.* (L)</p> <p>a. Identify examples of how geographic features unify communities and regions as well as support diversity.</p> <p>b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.</p>	<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures.* (L)</p> <p>a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.</p> <p>b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent</p>	<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world.* (L)</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</p>

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			immigrant groups in the United States, and other cultures in the world.	the United States, and other cultures in the world.
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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.

	PK - 2 <i>PERFORMANCE INDICATORS</i>	3 - 5 <i>PERFORMANCE INDICATORS</i>	6 - 8 <i>PERFORMANCE INDICATORS</i>	9 - Diploma <i>PERFORMANCE INDICATORS</i>
E1 Historical Knowledge, Concepts, Themes, and Patterns  <i>(L) = Link to future supporting information</i>	<p>Students understand the nature of history as well as key foundation ideas.</p> <ul style="list-style-type: none"> <li>a. Describe history as “stories” of the past.</li> <li>b. 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.</li> <li>c. Identify past, present, and future in stories, pictures, poems, songs, or videos.</li> <li>d. Apply terms such as before and after in sequencing events.</li> </ul>	<p>Students understand various major eras in the history of the community, Maine, and the United States.</p> <ul style="list-style-type: none"> <li>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.</li> <li>b. Identify various major <i>historical</i> eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States. (L)</li> <li>c. Trace and explain how the history of democratic principles is preserved in</li> </ul>	<p>Students understand major eras, major enduring themes, and <i>historical</i> influences in the history of Maine, the United States and various regions of the world.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Identify and analyze major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of</li> </ul>	<p>Students understand major eras, major enduring themes, and <i>historical</i> influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events,</li> </ul>

	PK - 2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6 - 8 <i>PERFORMANCE INDICATORS</i>	9 - Diploma <i>PERFORMANCE INDICATORS</i>
	e. Create a brief <i>historical</i> account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.	<i>historic symbols, monuments and traditions</i> important in the community, Maine, and the United States. (L)	Maine, the United States and various regions of the world. c. Trace and explain the history of <i>democratic ideals</i> and <i>constitutional principles</i> and their importance in the history of the United States and the world. d. Analyze interpretations of <i>historical</i> events that are based on different perspectives, and evidence.	consequences, and people in the history of the United States and world and the implications for the present and future. 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. d. Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.
E2 Individual, Cultural, International, and Global Connections in History  (L) = Link to	Students understand <i>historical</i> aspects of the uniqueness and commonality of individuals and groups.*  a. Explain how individuals, families, and communities, share both common and unique aspects of culture, values and beliefs	Students understand <i>historical</i> aspects of unity and diversity in the community, Maine, and the United States.* (L)  a. Describe examples in the history of the United States of both diversity and shared values and traditions. b. Describe various cultural traditions and contributions	Students understand <i>historical</i> aspects of unity and diversity in Maine, the United States, and various world cultures.* (L)  a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.	Students understand <i>historical</i> aspects of unity and diversity in the United States and the world.* (L)  a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.

	PK - 2 PERFORMANCE INDICATORS	3 - 5 PERFORMANCE INDICATORS	6 - 8 PERFORMANCE INDICATORS	9 - Diploma PERFORMANCE INDICATORS
<i>future supporting information</i>	<p>through stories, traditions, religion, celebrations, or the arts.</p> <p>b. Describe traditions of Maine Native Americans and various <i>historical and recent immigrant groups</i> and traditions common to all.</p>	<p>of Maine Native Americans, various <i>historical and recent immigrant groups</i> in the community, Maine, and the United States.</p>	<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>c. Describe major turning points and events in the history of Maine Native Americans, various <i>historical and recent immigrant groups</i> in Maine, the United States, and other cultures in the world.</p>	<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>

\* **Maine Native Americans** - An asterisk follows several performance indicators throughout the document. This asterisk indicates that instruction should include instruction on Maine Native Americans.