

M.S.A.D. #49

SOCIAL STUDIES CURRICULUM WITH CORE OBJECTIVES

Kindergarten

A. APPLICATIONS OF SOCIAL STUDIES PROCESSED, KNOWLEDGE AND SKILLS

A1. Researching and Developing Positions on Current Social Studies Issues

- X (b) Follow an established procedure for locating sources appropriate to reading level.
- X (c) Locate and collect information for a specific purpose from sources including maps, photographs, charts and graphs.

A2. Making Decisions Using Social Studies Knowledge and Skills

- X (a) Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.
- X (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.

C. ECONOMICS

C 2. Individual, Cultural, International and Global Connections in Economics

- X (a) Identify examples of how individuals, families and communities, including Maine Native Americans, are influenced by economic factors.
- X (b) Describe the work and contribution of various groups to the economics of the local community in the past and present.

E. HISTORY

E1. Historical Knowledge, Concepts, Themes, and Patterns

- X (a) Describe history as “stories” of the past.
- X (d) Apply terms such as “before” and “after” in sequencing events.
- X (e) Create a brief historical account about family, the local community or the nation by using artifacts, photographs or stories of the past.

Grade 1

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS

A1. Researching and Developing Positions on Current Social Studies Issues

- X (a) Identify questions related to social studies.
- X (b) Follow an established procedure for locating sources appropriate to reading level.
- X (c) Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs.
- X (d) Organize findings.
- X (e) Share information gathered using oral and visual examples.

A2. Making Decisions Using Social Studies Knowledge and Skills

- X (a) Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.
- X (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.

B. CIVICS AND GOVERNMENT

B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government

- X (a) Describe and provide examples of *democratic ideals*.
- X (b) Recognize symbols, monuments, celebrations, and leaders of local, State, and national government.

B2. Rights, Duties, Responsibilities, and Citizen Participation in Government

- X (a) Describe classroom *rights, duties, and responsibilities* including how students participate in some classroom decisions and are obliged to follow classroom rules.
- X (b) Explain the purpose of school/classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.

B3 Individual, Cultural, International, and Global Connections in Civics and Government

- X (b) Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.

C. ECONOMICS

C1 Economic Knowledge, Concepts, Themes, and Patterns

- X (a) Describe economics as how people make choices about how to use *scarce resources* to meet their wants and needs.
- X (b) Describe how money is earned and managed in order to buy *goods and services* and save for the future.

D. GEOGRAPHY

D1. Geographic Knowledge, Concepts, Themes, and Patterns

- X (b) Create visual representations of the immediate neighborhood and community.
- X (c) Use basic maps and globes to identify local and distant *places and locations*, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.

Describe the shape of the earth.

Find your town on a Maine map by reading an enlarged version (road map).

Understand the color and use of traffic signs and traffic lights.

Read symbols on a map and make a map key. (Example: land, water, roads, buildings, furniture) by illustrating a story map after reading a book. *Red Riding Hood, Millions of Cats, Oxcart Man*

Use the globe to describe clothing worn in different climates around the world.

E. HISTORY

E1. Historical Knowledge, Concepts, Themes, and Patterns

- X (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.

Develop a sense of chronology by identifying the elements and sequence of their daily schedule and life events by sharing photos and momentous.

Recognize that the same event can be described differently. (Example: Indians and settlers – Pocahontas), by reading different versions of the same tale.

Grade 2

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS

A1. Researching and Developing Positions on Current Social Studies Issues

- X (a). Identify questions related to social studies issues.
- X (b). Follow an established procedure for locating sources appropriate to reading level.
- X (c). Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs.
- X (d). Organize findings. Share information gathered using oral and visual examples.

A2. Making Decisions Using Social Studies Knowledge and Skills

- X (a). Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.
- X (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.

A3. Taking Action Using Social Studies Skills and Knowledge

- X Students select, plan, and participate in a civic action or service-learning project based on a classroom or school asset or need, and describe the projects potential civic contribution.

B. CIVICS AND GOVERNMENT

B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government

- X (c). Identify community workers and volunteers and the roles they play in promoting the common good.

B2. Rights, Duties, Responsibilities, and Citizen Participation in Government

- X (a). Describe classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.

- X (b). Explain the purpose of school/classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.

B3. Individual, Cultural, International, and Global Connections in Civics and Government

- X (a). Identify and compare similar and differing interests and opinions students have related to classroom traditions and decisions.
- X (b). Compare traditions that are similar across the nation (*internationally*) and traditions that differ in various cultural groups including Maine Native Americans.

C. ECONOMICS

C1. Economic Knowledge, Concepts, Themes, and Patterns

Students will identify goods and services offered in a community.

Students will understand community resources and products manufactured within the community.

Students will understand what service jobs are available in the community.

Students will distinguish between wants and needs.

C2. Individual, Cultural, International, and Global Connections in Economics.

- X (a). Identify examples of how individuals, families, and communities, including Maine Native Americans, are influenced by economic factors.

D. GEOGRAPHY

D1. Geographic Knowledge, Concepts, Themes, and Patterns

- X (a). Explain that geography is the study of the Earth's surface and peoples.
- X (b). Create visual representations of the immediate neighborhood and community.
- X (c). Use basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.

D2. Individual, Cultural, International, and Global Connections in Geography

- X (a). Identify the impacts of geographic features on individuals, families, and communities including Maine Native Americans, in the United States and various other nations.

E. HISTORY

E1. Historical Knowledge, Concepts, Themes, and Patterns

(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.

- X (c). Identify past, present, and future in stories, pictures, poems, song, or videos.

E2. Individual, Cultural, International, and Global Connections in History

- X (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.
- X (b). Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.

Maine

- X **Students will identify major industries and products of Maine outside the local community (lobstering, blueberrying, boat building, potato farming, recreation, and tourism).**

Students will identify black bear, moose, coyote, fox, deer, raccoon, porcupine, skunk, red squirrel, gray squirrel, etc.

Students will be able to recognize two Maine authors and one story they have written.

Students will be able to identify: animal, flower, bird, fish, tree, insect, cat, and mineral.

Grade 3

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS

A1. Researching and developing position on Current Social Studies Issues

- X (c) Locate and access information by using text features.
- X (d) Collect, evaluate, and organize for a specific purpose.
- X (e) Communicate findings from a variety of print and non-print sources.

B. CIVICS AND GOVERNMENT

B1. Knowledge, Concepts, Themes, and Patterns of Civics and Government

Identify the functions of government at school locally, and the state.

Describe why we need governments. (Examples: law and order, defense, roads, school, etc.)

- X (a) Explain that the study of government includes how governments are organized and how citizens participate.
- X (c) Explain and give examples of governmental structures including the legislative, executive, and judicial branches and the local and state levels.
- X (d) Explain how leaders are elected and how laws are made and implemented.
- X (e) Explain that the structures and processes of government are described in documents, including the Constitution of Maine.

Students will describe why we need governments. (Examples: law and order, defense, roads, school, etc.)

C. ECONOMICS

C1. Economic Knowledge, Concepts, Themes, and Patterns

- X Describe barter and money and how each is used in the exchange of resources, goods, and services.

Explain how the payment of goods and services has changed over time.

- X (a) Explain that economics includes the study of scarcity which leads to economic choices about what goods and services will be produced, how they will be distributed, and for whom they will be produced.
- X (b) Explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources.
- X (c) 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.

C2. Individual, Cultural, International, and Global Connections in Economics

Explain how the economy of Maine affects families and communities.

- X (a) Describe economic similarities and differences within the community and Maine.

Explain how the populations of the 16 counties of Maine have been influenced by natural resources.

Identify the past and present resources and population of the counties of Maine.

D. GEOGRAPHY

D1. Geographic Knowledge, Concepts, Themes, and Patterns

- X Construct and compare maps of Maine, the United States, and regions Africa, Australia, North America/Canada, and South America to interpret geographical features and draw conclusions about physical patterns.
Locate and identify the 16 counties of the State of Maine and their major cities.

Discuss why major cities of Africa, Australia, South America, and North America/Canada emerged in a particular region.

D2. Individual, Cultural, International, and Global Connections in Geography

- X Identify the major components of the tourism industry of Maine and how the industry is affected by the climate and seasons of Maine.

E. HISTORY

E2 Individual, Cultural, International, and Global Connections in History

- X** (b) Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States.
- X** Construct a timeline of historical individuals contributing to society in different eras in Maine.
- X** Construct a timeline of significant events and groups in Maine.

Construct a family tree.

Demonstrate an understanding of current events in Maine.

Grade 4

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS

A1. Researching and Developing Positions on Current Social Studies Issues

- X (g) Distinguish between facts and opinions/interpretations in sources

A2. Making Decisions Using Social Studies Knowledge and Skills

- X (b) Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

B. CIVICS AND GOVERNMENT

B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government

- X (c) Explain and give examples of governmental structures including the legislative, executive, and judicial branches of the national government. (review local and state)
- X (e) Explain that the structures and processes of government are described in documents including the Constitution of the United States.

B2. Rights, Duties, Responsibilities, and Citizen Participation in Government

- X (a) Identify the rights, duties, and responsibilities of citizens within the class, school, or community.
- X (b) Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.

B3. Individual, Cultural, International, and Global Connections in Civics and Government

- X (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.

Understand the importance of having a government, and show understanding by comparing the rights and freedoms guaranteed to us by our government to that of European and Asian Governments.

C. ECONOMICS**C2. Individual, Cultural, International, and Global Connections in Economics**

X (a) Describe the economic similarities and differences within the United States

X Understand how the economy of the United States affects families and communities and show understanding by discussing about the loss of jobs and taxes during current events lessons.

Know how the exchange of goods and services helps create economic interdependence between the countries of U.S., Europe, and Asia, and show knowledge by listing goods we use that are imported from other countries.

Understand the factors that influence a personal decision about the use of money, and show understanding by responding to a prompt describing an experience they have had with money.

Understand how the payment for goods and services has changed over time.

D. GEOGRAPHY**D1. Geographic Knowledge, Concepts, Themes, and Patterns**

X (a) Explain that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

X (b) Create visual representations of the world showing a basic understanding of the geographic grid including the equator and prime meridian

X (c) Identify the Earth's major geographic features such as continents, oceans, major mountains and rivers using a variety of geographic tools.

X Know how the founders of the first settlements in America might have evaluated a site in terms of its resources and environmental characteristics relative to their needs and how this leads to the location of major cities in the U.S.

X Understand by listing two ways, how the continent of Antarctica is important to the rest of the world

X Given a blank map of the U.S., students will color code the regions of the United States (using a reference).

X Given a blank map of the U.S., students will label states and capitals (using a reference).

X Understand how major geographical features of the United States affect where people settle.

Understand how oceans affect people (livelihood, location of homes, erosion of land, etc) and show understanding by listing the pros and cons of living near an ocean.

Understand the advantages and disadvantages of living in different geographical regions of Maine.

Students will be exposed to different cultures in Europe or Asia in terms of its resources, industry, history, landform, and climate by reading different articles (i.e. Around the World, Time for Kids) and demonstrate understanding through discussion.

E. HISTORY

E1. Historical Knowledge, Concepts, Themes, and Patterns

- X** (c) Trace and explain how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine, and the U.S.

Compare and contrast the qualities of two individuals from history

Research major inventors who have contributed to society in different eras of U.S. history and construct a timeline to show the information.

Discuss on a weekly basis current events in Maine, the U.S., or world. Discussions may arise from weekly publications (Time for Kids), television, newspapers, etc.

Grade 5

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS

A1.-Researching and Developing Positions on Current Soc. Studies Issues:

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.

- X (a) Identify research questions related to social studies – seeking multiple perspectives from varied sources.
- X (b) Identify key words and concepts related to research questions, making adjustments when necessary.
- X (f) Describe plagiarism and demonstrate appropriate *citation*.

A.2 -Making Decisions Using Social Studies Knowledge and Skills

Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

- X (a) Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas, and individually collaboratively develop a decision or plan.

A.3 -Taking Action Using Social Studies Knowledge and Skills

- X Students select, plan, and participate in a civic action or service earning project based on a classroom or school asset or need, and describe the projects potential civic contribution.

B. CIVICS AND GOVERNMENT

B.1. - Knowledge, Concepts, Themes and Patterns of Civics and Gov.

Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.

- X (b) Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.

B.2.- Rights, Duties, Responsibilities and Citizen Participation in Government

Students understand the basic rights, duties, responsibilities and roles of citizens in a democracy.

- X (c) Provide examples of how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.

B.3.- Individual, Cultural, International and Global Connections in Civics and Government

Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans.

- X (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.

C. ECONOMICS

C.2.-Individual, Cultural, International, and Global Connections in Economics

Students understood economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

- X (b) Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.

D. GEOGRAPHY

D. 1. Geographic Knowledge, Concepts, Themes and Patterns

Students understand the geography of the community, Maine, the United States, and various regions of the world.

- X (d) Explain examples of changes in the Earth's physical features and their impact on communities and regions.

D.2. Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United State and the world, including Maine Native American communities.

- X (a) Identify examples of how geographic features unify communities and regions as well as support diversity.

- X (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.

E. HISTORY

E.1. History: historical knowledge, concepts, themes and patterns

Students understand various major eras in the history of the community, Maine and the United States.

- X (a) Explain that history includes the study of past human experience based on available evidence from a variety of sources.
- X (b) Identify various major historical eras, major enduring themes, turning points, events.

Native Americans

- X Great migration (see lesson Geography D-D1-d)
- X Regional and Cultural differences of Native Americans

Exploration

- X Exploration of New World: What, Where, Why?

Geography of exploration- Explorers to consider: Vikings, Columbus, Cabot, Verrazano, Pizarro, Cartier, Ponce de Leon, Marco Polo, De Gama, Dias, Prince Henry the Navigator, Coronado, Magellan, De Soto, Balboa...
- X Effects of Spanish exploration on Maya and Aztec cultures (Cortes)
(see lesson Civics and Gov. B-B3-b)
- X Effects of Spanish exploration on Caribbean Natives (Columbus)

Colonization of America

- X Early Settlements and their development

Roanoke, Jamestown, Popham, Plimoth
Relations between the diverse colonies...good and bad
- X French and Indian War: Causes and Effects

Pre-Revolution

- X Interdependence (trading)

- X Taxation on the Colonies (Taxation without representation)
 - Proclamation of 1763
 - Stamp Act
 - Sugar Act
 - Quartering Act
 - Townshend Acts
 - Coercive Acts

- X Civil Disobedience (see lesson Civics and Gov. B-B2-c)
 - Sons of Liberty
 - Daughters of Liberty
 - Boston Tea Party
 - Boston Massacre
 - Revere's Ride
 - Burning of effigy

- X Battles
 - Bunker Hill
 - Closing of Boston Harbor
 - Ticonderoga
 - Valley Forge

E.2-Individual, Cultural, International and Global Connections in History

Students understand historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.

- X (a) Describe examples in the history of the United States of diverse and shared values and traditions.

Grade 6

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS

A3. Taking Action Using Social Studies Knowledge and Skills

- X Students select. Plan and implement 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.

B. CIVICS AND GOVERNMENT

B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government

- X (a) Explain that the study of government includes the *structures* and functions of government and the political and civic activity of citizens.
- X (b) Analyze examples of *democratic ideals* and *constitutional principles* that include the rule of law, legitimate power, and common good.
- X (c) Describe the *structures* and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.
- X (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.
- X (e) Compare how laws are made in Maine and at the federal level in the United States.
- X (f) Compare the structures and processes of United States government with examples of other forms of government.

B2. Rights, Duties, Responsibilities, and Citizen Participation in Government

- X (a) Explain the constitutional and legal status of "citizen" and provide examples of *rights*, *duties*, and *responsibilities* of citizens.
- X (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.

- X (c) Analyze examples of the protection of rights in court cases or from current events.
- X (d) Analyze how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.

C. ECONOMICS

C1. Economic Knowledge, Concepts, Themes, and Patterns

- X (a) Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.
- X (b) Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing, and trade.

D. GEOGRAPHY

D1. Geographic Knowledge, Concepts, Themes, and Patterns

- X (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.
- X (b) Use the *geographic grid* and a variety of *types of maps* to gather geographic information.
- X (c) Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools.
- X (d) Describe the impact of change, including technological change, on the physical and cultural environment.

D2. Individual, Cultural, International, and Global Connections in Geography

- X (a) Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.
- X (b) Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical

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

E. HISTORY

E1. Historical Knowledge, Concepts, Themes, and Patterns

- X** (a) Explain that history includes the study of past human experience based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the present and future.
- X** (b) Identify and analyze major *historical* eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
- X** (c) Trace and explain the history of *democratic ideals* and *constitutional principles* and their importance in the history of the United States and the world.
- X** (d) Analyze interpretations of historical events that are based on different perspectives and evidence.

Grade 7

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS

A1 Researching and Developing Positions on Current Social Studies Issues

- X (a) propose and revise research questions related to current social studies issues
- X (b) Determine the nature and extent of information needed.
- X (c) Locate and access relevant information that includes multiple perspectives from varied sources
- X (d) Demonstrate facility with note-taking, organizing information, and creating bibliographies
- X (e) Distinguish between primary and secondary sources
- X (f) Evaluate and verify the credibility of the information found in print and non-print sources
- X (g) Use additional sources to resolve contradictory information
- X (h) Summarize and interpret information found in varied sources and/or from field work, experiments, and interviews.
- X (i) Select a clear supportable position
- X (j) Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a variety of audiences.
- X (k) Use appropriate tools, methods and sources from government, history, geography, economics, or related fields
- X (l) Use information ethically and legally

It is a district wide expectation to include instruction on current events and geographic location as relevant to all topics.

Define History

Explain why we study history; recognize cause and effect of chronological events

Explain the role of interpretation in history

Recognize Bias and Point of View of author

A2 Making Decisions Using Social Studies Knowledge and Skills

- X** (a) Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering pro/cons, and respectfully recognizing the contributions of other group members.
- X** (b) Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

B. CIVICS AND GOVERNMENT

B3 Individual, Cultural, International, and Global Connections in Civics and Government

- X** (a) Explain basic constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.
- X** (b) Describe the political structures and civic responsibilities within diverse culture, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.

C. ECONOMICS

C1 Economic Knowledge, Concepts, Themes, and Patterns

- X** (a) Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.
- X** (b) Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing, and trade.
- X** (c) Identify factors that contribute to personal spending and savings including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.

Explain the advantages and disadvantages of monopolies/trusts

Compare and contrast capitalism and communism

Identify the following economic terms: economy, consumer, production, profit, competition, corporation, stock/shares, stockholders, dividends, and monopoly/trust.

C2: Individual, Cultural, International, and Global Connections in Economics

- X (a) Describe factors in economic development and how states, regions, and nations have worked together to promote economic unity and interdependence
- X (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.

Describe the economic extremes in America during the Gilded Age.

Compare and contrast tycoons of the Gilded Age to business leaders today-type of business, money accumulated, influence on the world, and philanthropy.

D. GEOGRAPHY: STUDENTS DRAW ON CONCEPTS AND PROCESSES FROM GEOGRAPHY TO UNDERSTAND ISSUES INVOLVING PEOPLE, PLACES, AND ENVIRONMENTS IN THE COMMUNITY, MAINE, THE UNITED STATES, AND THE WORLD.

D1: Students understand the geography of Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future

Locate all states of the United States

Locate major mountains, lakes, and rivers of the United States

E: HISTORY

E1: Historical Knowledge, concepts, and themes

Explain the results and impact of Reconstruction on America.

Identify the rights associated with the 13th, 14th, and 15th amendments; explain how these rights were often denied

Describe how WWI differed from previous warfare the United States had been involved with

Summarize the Women's Suffrage Movement

Recognize how the Great Depression impacted various groups of Americans.

Explain how the New Deal helped America and Americans
Explain the causes and effects of the Dust Bowl

Japanese internment

McCarthyism

Explain the significance of John F. Kennedy's assassination

E2 Individual, Cultural, International, and Global Connections in History

- X** (a) Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.
- X** (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.
- X** (c) Describe major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Grade 8

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS

A1 Researching and Developing Positions on Current Social Studies Issues

- X (a) propose and revise research questions related to current social studies issues
- X (b) Determine the nature and extent of information needed.
- X (c) Locate and access relevant information that includes multiple perspectives from varied sources
- X (d) Demonstrate facility with note-taking, organizing information, and creating bibliographies
- X (e) Distinguish between primary and secondary sources
- X (f) Evaluate and verify the credibility of the information found in print and non-print sources
- X (g) Use additional sources to resolve contradictory information
- X (h) Summarize and interpret information found in varied sources and/or from field work, experiments, and interviews.
- X (i) Select a clear supportable position
- X (j) Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a variety of audiences.
- X (k) Use appropriate tools, methods and sources from government, history, geography, economics, or related fields
- X (l) Use information ethically and legally

Explaining the major links between Islam, Judaism, and Christianity

It is a district wide expectation to include instruction on current events and geographic location as relevant to all topics.

A2 Making Decisions Using Social Studies Knowledge and Skills

- X (a) Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering pro/cons, and respectfully recognizing the contributions of other group members.
- X (b) Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

B. CIVICS AND GOVERNMENT**B3 Individual, Cultural, International, and Global Connections in Civics and Government**

- X (a) Explain basic constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.
- X (b) Describe the political structures and civic responsibilities within diverse culture, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.

C. ECONOMICS**C1 Economic Knowledge, Concepts, Themes, and Patterns**

- X (a) Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.
- X (b) Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing, and trade.
- X (c) Identify factors that contribute to personal spending and savings including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices

C2: Individual, Cultural, International, and Global Connections in Economics

- X (a) Describe factors in economic development and how states, regions, and nations have worked together to promote economic unity and interdependence

- X** (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.

Describing the ancient trade network of which the Indus Valley was a part

E. HISTORY

E1: Historical knowledge, concepts, and themes

Explaining how Athenian democracy developed

Describing how Rome grew under the Republic and Empire

Describing what life was like in ancient Rome and its Empire

Evaluating the causes of the fall of the Roman Empire

Describing how Egyptian society was organized

Show how religion influenced Egyptian life and culture

Explaining how Nubia and Egypt affect each other's culture

Showing how art can be a source of information about peoples of the past

Comparing and contrasting the development of Egypt with that of Nubia

Describing how the earliest peoples of the region lived

Recognizing the arrival of the Aryans and their contributions to Indian culture

Explaining how the origins of Hinduism and Buddhism are linked to the Vedic tradition

Identifying patterns in Chinese history; specifically: the rise and fall of dynasties and the Mandate of Heaven

Analyzing how the Chinese writing system has contributed to Chinese unification.

Describing the influence of Confucianism on China's cultural heritage and social structure

Defining the goals for building the Great Wall

Evaluating the negative and positive effects of building the Great Wall

Examining the early history of the Jewish people

Comparing and Contrasting Judaism, Islam, and Christianity

Explaining the major links between Islam, Judaism, and Christianity

Appraising the major Muslim achievements in the arts and sciences and their contributions to these areas in today's world

Describing how and where Islam spread

Explaining what is meant by the community of Islam

E2 Individual, Cultural, International, and Global Connections in History

- X** (a) Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.
- X** (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.
- X** (c) Describe major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

VOCABULARY

Kindergarten

After
Alarm
Ax
Before
Chores
Churned the butter
Earn
Election
Farming

Firefighter
Gathered
Helmet
History
Hose
Income
Money
Past
Pioneer

Prevention
Products
Safe
Save
Sprinklers
Unsafe
Voting
Work

Grade 1

America
authority figures
bar graph
behind/in front
Birthday
Border
Cardinal Directions:
(North, East, South, West)
Chinese New Year
Christmas
climate
colonies
Columbus
democracy
disrespectful
dress/fashion
Eagle
earnings
earth
England
farming

Flag
Flag Day
globe
homes
independence
Johnny Appleseed
lake
lawyer
left/right
legends
map
map key
Martin Luther King,
Jr. Day
mountain
near/far
needs/wants
neighbors
New Year's Day
ocean
people

pictograph
Pilgrims
Pledge of Allegiance
President's Day
respectful
responsibility
river
rules
safety
schedule
seasons
sequence & order
Services
slavery
Symbols
taxes
Thanksgiving
traditions
Veteran's Day
wages

Grade 2

Strand: A
Applications

Civic action

Service-learning
Real decision
Simulated decision

Strand: B Civics and
Government

Community worker

Service
Goods
Role
Common good
Volunteer
Rules
Duties
Responsibilities
Opinion
Tradition

Strand C: Economics

Economy
Economic factors
Cause
Effect
Communities
Culture

Strand D: Geography

Places
Locations
Compass rose
Symbol
Key
Physical Feature
Cultural Feature
Geographic Feature
Impact
Adaptation
Coast
Plains
Climate
Landform
Geography
Rivers

Lakes
Oceans
Desert
Mountain
Island
Peninsula
Continent
Label

Strand: E History

Historical
Custom
Recent immigrant
groups
Traditions

Grade 3

Civics and Government

Rights
government
governmental structures
state
responsibilities
democracy
population
Constitution of Maine
capital
mayor
taxes
governor
Legislature
Citizen
leaders
law
legislative
judicial
executive
elected

processes of government
Senate
Fundraising
candidate
veto
amendment
committee
sponsor
compromise
vote
courts
council
Congress
Ballot
Poll
community
town meeting
warrant
campaign
selectman
moderator
town/city manager

House of Representatives

Economics Vocabulary

Trade
Currency
resources
produce
economy
population
transportation
industry
technology
responsibilities
needs/wants
consumer
barter
basic needs
manufacturing
taxes
goods
services

scarcity
entrepreneurs
market economy
natural resources
capital resources
human resources
money
savings
investment
banking
supply
demand
labor
payment
recycled
conservation

History Vocabulary

Founders
Chronology
tradition
environment
transportation
technology
culture
treaty
colonists
settlement
timeline
history
culture

contributions
immigrant

Geography Vocabulary

Regions
geographical features
poles
compass rose
cartographer
state
country
environment
grid
island
legend
map scale
tropical
provinces
hemisphere
longitude
latitude
ocean
physical map
coastal plains
canyon
population
river
land form
Australia
Map
continent

cardinal directions
interpret
equator
geographer
gulf
intermediate directions
lake
key
map title
sphere
mountain
peninsula
plains
plateau
prime meridian
suburb
location
city
South America
North America
pictographs
Community
Border
capital
neighbor
New England
delta
source of a river
peak
Canada

Grade 4

A. APPLICATIONS

fact
opinion
legislation
myth
debate
beneficial
incentives
exports

B. CIVICS and GOVERNMENT

right
responsibility
duty
citizen
Constitution
Bill of Rights
amendment
document

government
Executive Branch
Legislative Branch
Judicial Branch
House of Representatives
Senate
Congress
counties
mayor
governor

President
 city council
 county board
 Supreme Court
 Superior Court
 municipal court
 county court

C. ECONOMICS

economy
 tourism
 allowance
 industries
 support
 prevent
 limit

D. GEOGRAPHY

landform
 mountain
 plain
 tundra

Interior Plain
 Coastal Plain
 plateau
 continent
 atlas
 ocean
 Arctic
 Antarctic
 ice core
 treaty
 climate
 atmosphere
 latitude
 longitude
 equator
 parallels
 degrees
 Greenwich, England
 prime meridian
 meridians
 equidistant
 coordinates

plot
 physical environment

E. HISTORY

democratic principles
 symbols
 traditions
 monuments
 unity
 diversity
 law
 freedom
 democracy
 founders
 Jamestown
 Plymouth
 settlement
 colony
 evaluate
 resources

Grade 5

adjustment
 prior knowledge
 KWL chart
 plagiarism
 cite
 credit
 region
 migration
 impact
 effect
 civil disobedience
 influence
 common good
 export
 import
 indigo
 economy
 plantation
 cash crop
 profit

theme
 primary source
 secondary source
 "record"
 article
 journal
 diary
 diversity
 conquistador
 culture
 civic belief
 religious freedom
 document
 governing body
 civic action
 service learning
 crops
 climate
 colony
 region

map key
 New England
 Middle Atlantic
 bay
 region
 port
 taxation
 broadside
 triangular trade rte
 interdependence
 civic action
 service learning
 patriot
 Loyalist
 Taxation
 Parliament
 unity
 cause
 Liberty
 broadside

kachinas
piki
tipi
wigwam
hogan

lodge
pueblo
pemmican
Christianity
pilgrimage

foreign
civilization
affect/effect
mystery
theory

Grade 6

Civic Action
Service Learning
Democratic Ideals
Constitutional
Principles
Structures
Rights
Duties
Responsibilities
Economic Systems
Market Economy
Entrepreneurship
Supply and Demand
Economic Institutions
Economic Processes
Geographic Grid
Geographic Tools
Historic Eras
Democratic Ideals
Constitutional
Principles
Historical
Legislative Branch
Executive Branch
Judicial Branch
Articles of
Confederation
Federal
Ratify
Congress / Legislature
Tariff
Shay's Rebellion
Federal
State
Local

House of
Representatives
Senate
Committee
Joint Committee
Veto
Overriding
Bill
Law
Separation of Powers
Checks and Balances
Supreme Court
National
Bicameral
Unicameral
Veto
Common welfare
Citizen
Citizenship
Civic Duty
Juror
Amendment
Bill of Rights
Abolish
Appeal
Industrial Revolution
Import
Export
Factory
Textile
Canal
Lewis and Clark
Corps of Discovery
Louisiana Purchase
Continental Divide
Thematic Map

Legend
Political Map
Boundary
Emancipation
Proclamation
Fugitive Slave Law
The Jubilee
Abolitionist
Underground
Railroad
Confederate
Union
CSA (Confederate
States of America)
Ironclads
Merrimac
Monitor
Virginia
Blockade
Frigates
Neutral
Inventor
Cotton
Goods
Cotton gin
Slavery
Slave labor
Patent
Royalties
Assembly line
Armory
Production
Lawsuits
Debt
Profits
Compromise

Political cartoon
Constitutional
Convention

Inflation
Copperheads
Assassinate