**SOCIAL STUDIES**

**Introduction**

The primary purpose of social studies is to enable and empower students to become concerned, informed, literate, locally minded, and global citizens. In an evolving world, citizenship encompasses local, state, tribal, national, global, and digital connections. Maine social studies graduates should engage in the democratic processes and important institutions of their community. Social studies encourage active citizenship for social good, especially in safeguarding against discrimination, oppression, and genocide. Informed global citizens rely upon their knowledge of diverse perspectives and knowledge of cultures.  As we change, technology changes, and our understanding of the world changes, we must regularly reexamine and refresh the ways that we learn about our world.  These standards were developed to include experiences of all Mainers, Americans, and citizens of the world. Studies emphasizing African American and Wabanaki experience are integrated throughout the standards with authentic voices to capture the diverse and complexhistory of the place that is now called Maine.

The Maine Social Studies Standards are an interdisciplinary framework of the four strands of Civics & Government, Economics & Personal Finance, Geography, and History. The rich study of the human experience requires an understanding of the complex interplay of these disciplines. The  Maine Social Studies Standards were created through a collaborative effort between educators, stakeholders, advisors from the Wabanaki Nations, African Americans throughout the state, and The Holocaust and Human Rights Center of Maine. The goal of the standards is to produce Maine graduates who are civically engaged, socially responsible, culturally aware, and financially literate.

**Guiding Principles**

The Guiding Principles guide education in Maine and should be reflected throughout Social Studies curriculum. Examples of how students can show evidence of those guiding principles in Social Studies may include:

1. **Clear and Effective Communicator:**  Students research and use background knowledge to give audiovisual presentations about current and historical issues.

1. **Self-Directed and Lifelong Learner:**  Students generate questions and explore primary and secondary sources to answer those questions while demonstrating a growth mindset.
2. **Creative and Practical Problem Solver:** Students draw conclusions about current and historical problems using valid research and critical thinking.

1. **Responsible and Involved Citizen:** Students practice and apply the duties of citizenship through the exercise of constitutional rights.
2. **Integrative and Informed Thinker:** Students compare and contrast to analyze point of view and differentiate between reliable and unreliable primary and secondary sources.

**Skills in Social Studies:**

The application of skills in Social Studies is crucial to any curriculum. Best practices in Social Studies reflect curriculum, instruction, and assessment that give students opportunities to demonstrate research and develop positions on current Social Studies issues. Students will be asked to identify key words and concepts related to research questions and locate and access information by using text features. Additionally, students will demonstrate facility with note-taking, organizing information, and creating bibliographies. Students will distinguish between primary and secondary sources as well as evaluate and verify the credibility of the information found in print and non-print sources. Equally important is that students use additional sources to resolve contradictory information.

**Key Ideas in the Social Studies Standards:**

**Civil Discourse**: (adapted from C3 Framework for Social Studies and iCivics)

Active and responsible citizens are able to identify public problems and deliberate with other people about how to address issues. Civil discourse supports the ability to take constructive action and be reflective on individual and collective actions. Engaging in civil discourse promotes honesty, mutual respect, cooperation, and attentiveness to multiple perspectives. To develop an environment that supports civil discourse we should ask students to be brave enough to ask difficult questions, hear views they may not agree with, and disagree without defensiveness, while questioning ideas and policies, but never an individual’s humanity. Principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens.

**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 a variety of peoples, nations, regions, historical eras, and enduring themes.

**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. The Civics and Government, Personal Finance and Economics, Geography, and History Standards all include performance expectations that address individual, cultural, international, and global connections. It will be up to the School Administrative Units to determine whether they use these performance expectations as an opportunity to integrate across the disciplines of the social studies or address them separately. The “enduring themes,” some of which overlap, include:

* Freedom and Oppression
* Conflict and Cooperation
* Technology and Innovation
* Inclusion and ExclusionContinuity and Change Over Time
* Economic Models
* Justice and Exploitation
* Spatial and Geographical Awareness
* Connection and Culture
* Time and Place

A concept is ageneral idea, understanding, and/or thought embodying a set of things that have one or more properties in common. A concept can be expressed in a single word (e.g, democracy) or a simple phrase (e.g., cultural perspectives) . Conceptual understandings show a relationship between concepts and help organize them and make sense of them by revealing patterns of connection. They provide the big ideas – or frameworks – for students to organize their own way of structuring their understandings across interests and academic disciplines.

Conceptual Understandings examples:

* A society’s wants and needs drive supply and demand.
* Actions and policies can have significant consequences.
* Rights enjoyed by **individuals** are inconsistent **across groups**.
* **Political systems** empower some, while **oppressing** and **exploiting** others.
* **Time, place**, **culture**, and **experience** influence **perception**. In addition, **perception** influences **time**, **place**, **culture** and **experience**.
* Similarities and differences among groups enrich our society and impact relationships among individuals and groups. (acceptance/existence)

**Eras** – School Administrative Units (SAU) should develop a coherent curriculum that provides students with a balanced exposure to the major eras of United States and World History. The term “various eras” in this document refers to those eras that are selected by an SAU to build a cohesive, balanced understanding. The “eras,” some of which overlap, include:

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| **Eras in United States History\*** | **Eras in World History\*** |
| 1. Prior to Contact: Before Europeans arrived in North America, Indigenous groups developed into distinct and complex societies in response to the unique environments they inhabited.  **1. 1491 to 1607:** Migration, contact, and exchange between Indigenous Peoples, Africans, and Europeans.  **2. 1607 to 1754:** Conflict and competition -- Europeans and Indigenous Peoples; emergence of distinctive Colonial and Indigenous societies.  **3. 1754 to 1800:** Social, political, and economic tensions -- Revolution and the Early National Period.  **4. 1800 to 1848:** Defining and extending democratic ideals during rapid economic, territorial, and demographic changes.  **5. 1844 to 1877:** Regional tensions and civil war.  **6. 1865 to 1898:** Move from agricultural to industrialized society.  **7. 1890 to 1945:** Domestic and global challenges; debate over Government’s role and the role of the US in the world.  **8. 1945 to 1980:** Challenges with prosperity, living up to ideals, and unfamiliar international responsibilities.  **9. 1980 to present:** Cultural debates, adaptation to economic globalization and revolutionary changes in science and technology.  \**All eras are circa.* | **1. Beginnings to 600 BCE:**  Technological and environmental transformations.  **2.  600 BCE to 600 CE:**  Organization and reorganization of human societies.  **3. 600 to 1450:**  Regional and interregional interactions, doctrine of discovery.  **4. 1450 to 1750:**  Land-based empires and transoceanic interconnections  **5. 1750 to 1900:**  Revolutions and consequences or Industrialization  **6. 1900 to present:**  Global conflict, cold war, decolonization, and globalization |

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| Eras in Wabanakis Studies History |
| 1. 12,000 years ago Glacial Retreat  2. 11,500 to 9,000 years ago: The Paleoindian Period: the earliest archaeological evidence for people in the Northeast following the end of the Ice Age.  3. 9,000 - 3,000 years age : The Archaic Period  4. 3000- 500 years ago: The Ceramic Period  5. 1497–1680s: Early contact period . 1616-1619 – About 75% of Wabanaki people die of disease and this period is called the Great Dying.  6. 1680s- 1800: International diplomacy, war, disease, land loss, genocide. 1800 – over 90% of their people due to disease, wars, and genocide.  7. 1800s-1960s:  International diplomacy, forced assimilation, removal from lands and homes.  8. 1950 – Present: A New Dawn- The Wabanaki are contemporary communities with distinct cultures and traditions. The Nations work towards developing greater cultural and economic self-sufficiency, while maintaining age-old traditions. |

**Spiraling K-12 -**A course of study in which students will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. The Social Studies Standards and performance expectations have been created in order to reflect a progression of increasing complexity from K-5 and between the 6-8, and 9-diploma grade spans.

**Maine Statutes Related to Social Studies**

Title 20-A: Education §4722. High school diploma standards.

1. Minimum instructional requirements. A comprehensive program of instruction must include a minimum 4-year program that meets the curriculum requirements established by this chapter and any other instructional requirements established by the commissioner and the school board. [2009, c. 313, §15 (AMD).]

2. Required subjects.  Courses in the following subjects shall be provided in separate or integrated study programs to all students and required for a high school diploma: …. Social studies and history, including American history, government, civics and personal finance--2 years; [2013, c. 244, §1 (AMD).]

Title 20-A MRSA §4706: Instruction in American history, African American studies, Maine studies, Maine Native American history and the history of genocide

Instruction in American history, African American studies, government, citizenship, Maine studies and the history of genocide must be aligned with the parameters for essential instruction and graduation requirements established under [section 6209](https://legislature.maine.gov/legis/statutes/20-A/title20-Asec6209.html).

* American history, government and citizenship, including the United States Constitution, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship, must be taught in and required for graduation from all elementary and secondary schools, both public and private. African American studies must be included in the review of content standards and performance indicators of the system of learning results conducted in accordance with [section 6209, subsection 4](https://legislature.maine.gov/legis/statutes/20-A/title20-Asec6209.html)
* Maine history, including the Constitution of Maine, Maine geography and environment and the natural, industrial and economic resources of Maine and Maine's cultural and ethnic heritage, must be taught. A required component of Maine studies is Maine Native American studies. Maine Native American studies and Maine African American studies must be included in the review of content standards and performance indicators of the learning results conducted in accordance with [section 6209, subsection 4](https://legislature.maine.gov/legis/statutes/20-A/title20-Asec6209.html)
  + Maine tribal governments and political systems and their relationship with local, state, national and international governments
  + Maine Native American cultural systems and the experience of Maine tribal people throughout history
  + Maine Native American territories
  + Maine Native American economic systems
* The history of genocide, including the Holocaust, must be included in the review of content standards and performance indicators of the system of learning results conducted in accordance with [section 6209, subsection 4](https://legislature.maine.gov/legis/statutes/20-A/title20-Asec6209.html)

**Wabanaki** - Wabanaki refers to the Maine Native American tribes – the Abenaki, the Panawahpskek (Penobscot), the Paskotomuhkati (Passamaquoddy), the Mi’kmaq (Micmac), and the Wolastoqiyik (Maliseet).

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| Strand | Civics & Government | | | |
| Standard | Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world. | | | |
|  | Childhood | | | |
|  | Kindergarten | Grade 1 | Grade 2 | |
| Performance Expectations | 1.1 Discuss how all people, not just official leaders or famous people, play important roles in a community, including promoting the common good.1.2 Identify symbols, monuments, celebrations, and leaders, including those of national government, state, Wabanaki Nations, and African American communities.  1.3  Discuss the need for and purposes of rules in various settings inside and outside of school (ex. classroom, daycare, home, sports).1.4 Students identify the Wabanaki nations: the Panawahpskek (Penobscot), the Peskotomuhkati (Passamaquoddy), the Mi’kmaq (Micmac), and the Wolastoqiyik (Maliseet). | 1.1 Explain how all people, not just official leaders or famous people, play important roles in a community, including promoting the common good.1.2  Recognize symbols, monuments, celebrations, and leaders, including those of national government, state, and Wabanaki Nations, and African American communities.1.3 Students recognize the Wabanaki nations: the Panawahpskek (Penobscot), the Peskotomuhkati (Passamaquoddy), the Mi’kmaq (Micmac), and the Wolastoqiyik (Maliseet).  1.4 Explain the need for and purposes of rules in various settings inside and outside of school (ex. classroom, daycare, home, sports). | | 1.1 Compare and contrast how all people, not just official leaders or famous people, play important roles in a community, including promoting the common good.1.2 Interpret symbols, monuments, celebrations, and leaders, including those of national government, state, and Wabanaki Nations, and African American communities.1.3  Debate/Analyze the need for and purposes of rules in various settings inside and outside of school (ex. classroom, daycare, home, sports). |

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| Strand | Civics & Government | | |
| Standard | Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world. | | |
|  | Childhood | | |
|  | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1.1 Identify the organization of the governments, including the legislative, executive, and judicial branch at the local, Maine, and Wabanaki Nations.  1.2Explain how leaders are elected and how laws are made in the local, Maine, and Wabanaki Nations’ governments. | 1.2 Illustrate examples of civic ideals and constitutional principlesto include the rule of law, legitimate power, sovereignty, and the common good.  1.1 Describe and givie examples of governmental structuresincluding the legislative, executive, and judicial branches in the local, Maine, and Wabanaki Nations’ government. | 1.2 Analyze documents that describe the structures and processes of government such as the Constitution of the United States and subsequent amendments, as well as other foundational documents and primary sources, including treaties involving the Wabanaki Nations.  1:1 Explain examples governmental structuresincluding the legislative, executive, and judicial branches in the local, Maine, Wabanakai Nations’, and the United States governments.  1.3: Demonstrate how groups of people make and revise laws to create responsibilities and protect freedoms. |

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| Strand | Civics & Government | |
| Standard | Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world. | |
|  | Early Adolescence | |
|  | Grades 6-8 | |
| Performance Expectations | 1.1Explaining that the study of government includes the structuresand functions of government and the political and civic activity of citizens.  1.2Describing the structuresand processes of United States government and government of the State of Maine, including the concepts of federaliam and checks and balances, and how these are framed by the United States Constitution, the Maine Constitution, and other foundational documents and primary sources.  1.3 Explore how government structures can result in majority rule that can protect minority rights, but also can result in discrimination, oppression, and genocide in marginalized groups.  1.4 Explain how tribal sovereignty established a unique relationship between Wabanaki Nations and the United States Government.  1.5 Comparing the structuresand processes of United States government with examples of other forms of government, including how laws are made in different government systems, such as the State of Maine and the Wabanaki Nations.  1.6Analyzing examples of civic idealsand constitutional principlesthat include the rule of law, legitimate power, and common good.  1.7 Utilizing civil discourse when making decisions in the classroom, school, civil society, and local, state, and notional government in terms of how civic purposes are intended. | |
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| Strand | Civics & Government | |
| Standard | Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world. | |
|  | Adolescence | |
|  | Grades 9-Diploma | |
| Performance Expectations | 1.1 Explain that the study of government includes the structures, functions, institutions, and forms of government.  1.2Explain how and why democratic institutions and interpretations of civicidealsand constitutional principleschange over time, by analyzing major laws or cases and the political experiences of African American and other marginalized groups in Maine, the United States, and the World.  1.3 Explore historical and contemporary examples of ways in which our government structures successfully resulted in majority rule with protection of majority rights and historical and contemporary examples of ways in which those structures failed, including instances of discrimination, oppression, and genocide in marginalized groups.  1.4Describe the purpose, structures, and processes of American political system, including influences and contributions of African Americans and other marginalized groups in Maine, the United States, and the World.  1.5 Evaluate current issuesby applying civic idealsand constitutional principlesof government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.  1.6Compareg the American political systemwith examples of political systems from other parts of the world.  1.7 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political intuitions. | |
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| **Strand** | Civics & Government | | |
| ~~Standard~~ | ~~Students draw on concepts from civics and government to understand political systems, enfranchisement and disenfranchisement, power, inequities, authority, governance, oppression, exploitation, civic ideals and practices, participation, and the role of citizens in the community including:, local, Wabanaki, Maine, the United States, and the world.~~  Students understand rights, duties, roles, and responsibilities of citizens in communities and governments including: local, Maine, the Wabanaki Nations, the United States, and the world, including those in African American and other marginalized groups. | | |
|  | **Childhood** | | |
|  | **Kindergarten** | **Grade 1** | **Grade 2** |
| Performance Expectations | 2.1 Explain how people work together to make decisions about authority and rules within the classroom by understanding democratic principles such as fairness and respect  2.2 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. | 2.1 Explain how people work together to make decisions about authority and rules within the school and classroom by understanding democratic principles such as fairness and respect  2.2 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. | 2.1 Explain how people work together to make decisions about authority and rules within the school, classroom, and community by understanding democratic principles such as fairness and respect.  2.2 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. |

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| **Strand** | Civics & Government | | |
| **~~Standard~~** | Students understand rights, duties, roles, and responsibilities of citizens in communities and governments including: local, Maine, the Wabanaki Nations, the United States, and the world, including those in African American and other marginalized community groups. | | |
|  | **Childhood** | | |
|  | **Grade 3** | **Grade 4** | **Grade 5** |
|  | 2.1  Identify the rights, duties, and responsibilities of citizens within the class, school, or community.  2.2  Provide examples of how people influence government and work for the common good including engaging in civil discourse at the school and local level  such as suffrage, petition, and protest, drawing on the experiences of Wabanaki, African Americans, and women.  2.3 Use deliberative processes when making decisions or reaching judgments as a group. | 2.1  Explain the structures and processes of government described in documents, including the Constitution of Maine and prior treaties involving the Wabanaki Nations.  2.2  Provide examples of how people influence government and work for the common good including engaging in civil discourse at the school, local, tribal, and state levels such as suffrage, petition, and protest, drawing on the experiences of Wabanaki, African Americans, and women.  2.3 Use deliberative processes when making decisions or reaching judgments as a group. | 2.1 Describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.  2.2 Provide examples of how people influence government and work for the common good, including engaging in civil discourse at the school, local, tribal, state, and federal level such as suffrage, petition, and protest, drawing on the experiences of Wabanaki, African Americans, and women.  2.3 Use deliberative processes when making decisions or reaching judgments as a group. |

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| Strand | Civics & Government |
| Standard | Students understand rights, duties, roles, and responsibilities of citizens in communities and governments including: local, Maine, the Wabanaki Nations, the United States, and the world, including those in African American and other marginalized community groups. |
|  | Early Adolescence |
|  | Grades 6-8 |
| Performance Expectations | 2.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders) and the responsibilities and duties of these roles.  2.2 Describing how the powers of government are limited or expanded to protect individual rights and minority rights as described in the United States Constitution, the Bill of Rights, and court cases and the risks inherent in denying rights to national, racial, ethnic, and religious groups.  2.3 Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles by  engaging in civil discourse while addressing issues and problems in government and civil society. |

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| Strand | Civics & Government |
| Standard | Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world, including those in African American and other marginalized community groups. |
|  | Adolescence |
|  | Grades 9-Diploma |
| Performance Expectations | 2.1 Evaluating the relationship between the government and the individual as evident in the United States and Maine Constitutions, the Bill of Rights, ~~and~~ landmark court cases, tribal documents, and other international documents.  2.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.  2.3 Evaluating how people influence government, including voting, writing to legislators, performing community service, and engaging in civil discourse.  2.4 Analyze the impact and the appropriate roles of personal interests and perspectives when engaging in civil discourse regarding democratic principles, constitutional rights, and human rights. |

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| Strand | Civics & Government | | |
| Standard | Students explore citizens’ and institutions’ effectiveness in addressing social and political assets and/or needs at the local, state, tribal, national, and/or international level. | | |
|  | Childhood | | |
|  | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 3.1 Practice engaging in civil discourse when participating in classroom discussions and decisions.  3.2 Describe how classrooms work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.  3.3 Explore, Identify, and/or compare diverse interests, identities, and opinions related to classroom traditions and decisions through literature, art, and poetry, with emphasis on African American and other cultural groups | 3.1 Practice engaging in civil discourse when participating in school discussions and decisions.  3.2 Describe how classrooms and schools work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.  3.3 Students recognize the importance and individuality of the traditions and customs of the Wabanaki Nations | 3.1 Engage in civic discourse when participating in school and community discussions and decisions.  3.2 Describe how classrooms, school, and communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.  3.3 Students compare national traditions and customs with those of the Wabanaki Nations |

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| Strand | Civics & Government | | |
| ~~Standard~~ | Students explore citizens’ and institutions’ effectiveness in addressing social and political assets and/or needs at the local, state, tribal, national, and/or international level. | | |
|  | Childhood | | |
|  | Grade 3 | Grade 4 | Grade 5 |
|  | 3.1 Identify the beliefs, experiences, perspectives, and values that underlie their own points of view about civic issues  3.2 Describe ways in which people benefit from and are challenged by working together at the classroom and school level. | 3.1 Identify the beliefs, experiences, perspectives, and values that underlie their own and classmates’ points of view about civic issues.   3.2 Describe ways in which people benefit from and are challenged by working together at the school, local, and the state levels, emphasizing those of African Americans and Wabanaki Nations. | 3.1 Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.   3.2 Describe ways in which people benefit from and are challenged by working together at the local, state, and national levels, emphasizing those of African Americans and Wabanaki Nations. |

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| Strand | Civics & Government |
| Standard | Students explore citizens’ and institutions’ effectiveness in addressing social and political assets and/or needs at the local, state, tribal, national, and/or international level. |
|  | Early Adolescence |
|  | Grades 6-8 |
| Performance Expectations | 3.1 Compare historical and contemporary means of changing societies and promoting the common good, including those that involve African Americans and other marginalized groups, in Maine, the Wabanaki Nations, the United States, and the world.  3.2 Differentiate among procedures for making decisions in the classroom, school, civil society, and local, tribal, state, and national government in terms of how civic purposes are intended, including the Wabanaki Nations and African Americans.  3.3 Explore the effects of specific rules and laws (both actual and proposed) on various populations, including African Americans and other marginalized groups.  3.4  Apply civic virtues and democratic principles and engage in civil discourse in school and community settings.  3.5 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. |

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| Strand | Civics & Government |
| Standard | Students explore citizens’ and institutions’ effectiveness in addressing social and political assets and/or needs at the local, state, tribal, national, and/or international level. |
|  | Adolescence |
|  | Grades 9-Diploma |
|  | 3.1 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights of African Americans and other marginalized groups in local communities, Maine, the Wabanaki Nations, the United States, and the world. The study should emphasize the experiences of African Americans and other marginalized groups.  3.2 Evaluate multiple procedures for making governmental decisions at the local, state, tribal, national, and international levels in terms of the civic purposes achieved.  3.3 Evaluate public policies in terms of intended and unintended outcomes, and related consequences (i.e. enfranchisement vs disenfranchisement, power vs oppression) including instances of discrimination, oppression, and genocide.  3.4 Analyze how people use and challenge local, state, tribal, national, and international laws to address a variety of public issues.  3.5 Apply civic virtues and democratic principles when engaging in civil discourse.  3.6 Select, plan, and implement a civic action or service-learning project based on a community, school, state, tribal, national, or international asset or need, and evaluate the project’s effectiveness and civic contribution. |

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| Strand | Economics & Personal Finance | | | |
| Standard | Students draw from concepts and processes in personal finance to understand issues of earning income, spending, saving, investing, managing credit, and managing risk. | | | |
|  | Childhood | | | |
|  | Kindergarten | Grade 1 | Grade 2 | |
| Performance Expectations | Students describe how money, goods, and services have value and can be traded. | Students describe how spending, saving, and sharing are ways to use money. | | Students describe how planning for the future is important to managing money. |

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| Strand | Personal Finance & Economics | | |
| Standard | Students draw from concepts and processes in personal finance to understand issues of earning income, spending, saving, investing, managing credit, and managing risk. | | |
|  | Childhood | | |
|  | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Students describe situations in which personal choices are related to the use of money. | Students describe situations in which financial institutions can be used to manage money. | Students describe situations in which choices are related to the use of financial resources and financial institutions. |

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| Strand | Personal Finance & Economics |
| Standard | Students draw from concepts and processes in personal finance to understand issues of earning income, spending, saving, investing, managing credit, and managing risk. |
|  | Early Adolescence |
|  | Grades 6-8 |
| Performance Expectations | 1.1Students xamine specific skills, training, employment, and career choices can improve a person’s ability to earn a living, be productive, and expand employment options. 1.2 Students identify and explaining personal goals for spending, saving, and budget development. 1.3 Students compare and contrast different types of financial institutions and their products and services.  1.4 Students recognize the differences between the concepts of credit and debit with relation to income.  1.5 Students explain how and why loans work, including the associated benefits and consequences.  1.6 Students identifying potential sources of personal and financial vulnerability (identity theft, scams, etc.) and recommending strategies to safeguard financial information and decision making. |
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| Strand | Personal Finance & Economics | |
| Standard | Students draw from concepts and processes in personal finance to understand issues of earning income, spending, saving, investing, managing credit, and managing risk. | |
|  | Adolescence | |
|  | Grades 9-Diploma | |
| Performance Expectations | 1.1 Students analyze the various ways to earn income (employment, dividends, etc) & the long-term financial benefits of improving one’s education and skills.  1.2 Students identify and understanding the deductions and withholdings taken from income.  1.3. Students explain how budgets work for various wants and needs based on specific income and financial limitations  1.4. Students analyze the various factors that influence spending decisions, including personalwants/needs.  1.5. Students compare the benefits, drawbacks, and accessibility of different saving and investing options, products, and services.  1.6. Students evaluate various savings and investing options, products, and services as to how they apply to short-term and long-term financial goals.  1.7. Students compare and contrasting credit options, products, and services available to individuals including how these options may be affected based on individual  and cultural identity (ie, gender, race, ability, etc)  1.8. Students identify ways to build credit worthiness, analyzing situations when borrowers may face negative consequences because of poor credit, and how to seek out debt management assistance.  1.9. Students identify and analyzing appropriate situations and conditions under which individuals have a variety of insurance options (such as life, health, disability, etc) to help manage and share risks. | |
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| Strand | Economics & Personal Finance | | |
| Standard | Students understand economic decision making, the role of markets, economic systems of Maine, Wabanaki Nations, the United States and the world. | | |
|  | Childhood | | |
|  | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 2.1. Students describe how people make choices to meet their needs and wants.  2.2. Students identify how individuals, families, and communities, including African Americans, are part of an economy in Maine, the Wabanaki Nations, the United States, and the world. | 2.1. Students explain and make decisions about how to use and conserve scarce resources to meet their needs and wants.  2.2. Students identify how individuals, families, and communities, including African Americans, are influenced by economic factors in Maine, Wabanaki Nations, the United States, and the world. | 2.1. Students explain how people make choices about how to use, conserve, and protect scarce resources and make individual and collaborative plans to meet their needs and wants.  2.2. Students describe the work and contributions of various professional and socio-economic communities and groups such as African Americans and indigenous people to the economics of the local community in the past and present, in Maine, the United States, and the world. |

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| Strand | Personal Finance & Economics | | |
| Standard | Students understand economic decision making, the role of markets, economic systems of Maine, Wabanaki Nations, the United States and the world. | | |
|  | Childhood | | |
|  | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 2.1. Students explain how scarcity leads to choices about what goods and services are produced and for whom they are produced.  2.2. Students describe similarities and disparities between various economic and social goals within the local of community, Maine, Wabanaki Nations (to the economics of the local community in the past and present), and the United States. | 2.1. Students explain how scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity.  2.2. Students identify economic processes, economic institutions, and economic influences within the community, including Wabanaki Nations (to the economics of the local community in the past and present), and various cultures, including the past and present experience of African Americans, in the United States and the world. | 2.1. Students identify the basis of the economies of the community, Maine, the Wabanaki Nations, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, nature, human and capital resources, as well as collaborating to make decisions.  2.2. Students explain economic processes, economic institutions, and economic influences related to their local community, within the Wabanaki Nations, and various cultures, including the past and present experience of African Americans, in the United States and the world. |

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| Standard | Students understand economic decision making, the role of markets, economic systems of Maine, Wabanaki Nations, the United States and the world. |
|  | Early Adolescence |
|  | Grades 6-8 |
| Performance Expectations | 2.1 Students explain how economic decisions diversely affect the well-being of individuals, businesses, communities, and society.  2.2 Students explain how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.  2.3 Students identify economic activities and policies that apply to and impact the goals of economic freedom, economic efficiency, economic equity, economic security, economic growth, and economic sustainability at varying levels within diverse communities.  2.4  Students describe the role of competition in the determination of prices and wages in a market economy.  2.5 Students describe how governments are involved in differing economic systems.  2.6  Students identify and explain the economic systems and strategies of economic development at the local, state, and tribal levels.  2.7 Students describe the economic influence and lasting effects of enslavement, discrimination, and racism in Maine, the United States, and the world.  2.8 Students describe the ways that governments use economics and control of resources to drive conflict, oppression, enslavement, and genocide. |
| Strand | Personal Finance & Economics |
| Standard | Students draw from concepts and processes in personal finance to understand issues of earning income, spending, saving, investing, managing credit, and managing risk. |
|  | Adolescence |
|  | Grades 9-Diploma |
| Performance Expectations | 2.1 Students analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups, currently and historically.  2.2.  Students analyze economic activities and policies in relationship to the goals of  economic freedom, economic efficiency, economic equity, economic security, economic growth, and economic sustainability at varying levels within diverse communities.  2.3. Students evaluate the extent to which competition among sellers and among buyers exists in specific markets, describes the consequences of competition in specific markets, and how competition can encourage entrepreneurship.  2.4. Students analyze the government’s role and impact in differing markets and economic systems.  2.5. Students identify and explaining various economic indicators and how they represent and influence economic activity.  2.6. Students compare a variety of national and global economic systems, including those of the Wabanaki Nations, and strategies of economic development.  2.7. Students explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.  2.8. Students evaluate how current and past globalization trends and policies affect economic growth, labor markets, migration and settlement, rights of citizens, the environment, and resource and income distribution in different nations.  2.9 Students analyze the economic influence and lasting effects of enslavement, discrimination, and racism in Maine, the United States, and the world.  2.10 Students synthesize the ways that governments use economics and control of resources to drive conflict, oppression, enslavement, and genocide. |

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| Strand | Geography | | |
| Standard | Students understand how physical and human geographic characteristics of place as well as culture and experience influence people’s understanding of places and regions in Maine, the Wabanaki Nations, the United States, and the world. | | |
|  | Childhood | | |
|  | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1.1: Students identify questions about their world and explain that geography is the study of the Earth’s surface and peoples.  1.2:Students identify the impacts of geographic features on individuals and families.  1.3 Students learn that people in their community make decisions based on locations. | 1.1: Students collect information about their immediate place, neighborhood and school community, including maps, photographs, charts and graphs, and create visual representations of their findings.  1.2: Students identify the impacts of geographic features on indiviuals, families, and school communities.  1.3 Students understand that people in their community make decisions based on location. | 1.1: Students usebasic 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, including the acknowledgment of the surrounding Wabanaki land.  1.2**:** Students identify the impacts of geographic features on individuals and communities in Maine, Wabanaki Nations, United States, and the world.  1.3 Students understand that people in their community make decisions based on location. |

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| Strand | Geography | | |
| Standard | Studentsunderstand how physical and human geographic characteristics of place as well as culture and experience influence people’s understanding of places and regions in Maine, the Wabanaki Nations, the United States, and the world. | | |
|  | Childhood | | |
|  | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1.1: Students explain the geography of Earth’s physical features such as topography, climate and the distribution of plant, animal, and human life, by using a variety of spatial tools.  1.2: Students explain the relationship between geographic features, including the origins of place names, and cultures in their local communities including Wabanaki Nations and African American communities, by collecting, organizing, and evaluating information from print and non-print sources.  1.3 Students identify careers with geographic skills- including ones with Wabanaki, African American, and women geographers. | 1.1: Students create visual representations of the community, Maine, Wabanaki Nations, the United States, and the various regions of the world, by showing a variety of spactial tools, showing a basic understanding of the geographic grid, including the equator and prime meridian.  1.2: Students explain the relationship between the impacts of geographic features, including comparing the meaning of place names (ex.  comparing Indigenous vs. non-Indigenous origins) and cultures, which include Maine African Americans and the Wabanaki Nations by collecting, organizing, and evaluating information from print and non-print sources.  1.3 Students explain careers with geographic skills- including ones with Wabanaki, African American, and women geographers | 1.1: Students understand the geography of the community, Maine, Wabanaki Nations, the United States, and various regions of the world by identifying the Earth’s major geographic features such as continents, oceans, major mountains, and rivers using a variety of spatial tools including geospatial tools; and by explaining examples of changes in the Earth’s physical features and their impact on communities,regions, and cultures.  1.2: Students understand geographic aspects of connections and culture in the community, Maine, Wabanaki Nations, and regions of the United States and the world, including Wabanaki Nations and African American communities, by identifying examples through geographic inquiry of how geographic features unify or divide communities and regions and the cultural aspects within, using print and non-print sources.  1.3 Students demonstrate geographic inquiry on the topic of how geographic features unify or divide communities and regions as well as support diversity and the cultural aspects within, using a variety of sources.  1.4: Students explore careers with geographic skills- including ones with Wabanaki, African American, and women geographers. |

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| Strand | Geography | |
| Standard | Students understand how physical and human geographic characteristics of place as well as culture and experience influence people’s understanding of places and regions in , Maine, Wabanaki Nations, the United States, and the world. | |
|  | Early Adolescence | |
|  | Grades 6-8 | |
| Performance Expectations | 1.1 Students understand the geography of their community, Maine, Wabanaki Nations, the United States, and various regions of the world and the through physical, political, and human geography, including the experiences of African Americans and immigrants by   * Using the geographic gridand a variety of types of maps, including geospatial technology*,* to locate and access relevant geographic information that reflects multiple perspectives. * Identifying the major regions of the Earth and their major physical features and imposed political boundaries using a variety of geospatial tools including digital tools and resources. evaluating a geographic issue, using the geographic inquiry process, of physical, environmental, or cultural importance, in Maine, the Wabanaki Nations, the United States, and the world.   1.2 Students understand geographic aspects of connections and culture in Maine, Wabanaki Nations, the United States, and various world cultures, including the geography of African Americans and immigrant communities by**:**   * Explaining how geographic features have impacted connections and cultures in Maine, Wabanaki Nations, the United States, and other nations. * Summarizing and interpreting the relationship between geographic features and cultures of Wabanaki Nations, and other under represented persons in Maine, the United States, and the world and the implications the geography has on people.   1.3 Students explore careers with geographic skills and connections to other disciplines by:   * Exploring connections between geography, history, psychical science, mathematics, and art * Learning about geographic professionals in Wabanaki, African American, and other marginalized communities. | |
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| Strand | Geography |
| Standard | Students understand how physical and human geographic characteristics of place as well as culture and experience influence people’s understanding perception of places and regionsin Maine, the United States, and the world. |
|  | Adolescence |
|  | Grades 9-Diploma |
|  | 1.1: Students understand people can view places and regions from multiple perspectives as well as the effects of place based-identities on personal, Maine, Wabanaki Nations, United States, and world events including the experiences of African Americans by:   * Analyzing how and why people interact with and experience places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, social class, and economic status * Explaining how and why place-based identities can shape events at various scales, contribute to geographic patterns, shape political boundaries, and are the basis for large-scale political movements within a country or region. * Using geographic inquiry, geospatial tools, and demographic data to predict and evaluate consequences of geographic influences on populations, including the Wabanaki Nations, African Americans, or on other populations impacted by genocide. (Examples include, the Holocaust, redlining, blockbusting, and gentrification)   1.2: Changes in the Perception of Places and Regions: Students understand the changing perceptions of places and regions have significant economic, political, and cultural consequences in an increasingly globalized complicated world.   * Explaining geographic features that have impacted inclusion and exclusion in Maine, Wabanaki Nations, the United States, and the world. * Analyzing the spatial connections and relationships between geographic features and cultures of the Wabanaki Nations, African Americans, and other groups in Maine, the United States, and the world.   1.3: Students explore careers with geographic skills and the connections to other disciplines by:   * Researching the connections between geography and other disciplines inspired by their interests and career aspirations, using multiple resources, including geospatial tools. * Exploring geographic professions  in Wabanaki, African American, and other marginalized communities. |
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| Strand | History | | |
| Standard | Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the Wabanaki Nations, the United States, and the world. | | |
|  | Childhood | | |
|  | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | **1.1**: Students describe history as stories of the past and identify questions related to social studies.  **1.2**:  Students apply terms such as “before” and “after” in sequencing events.  **1.3:** Students recognize how people are alike and different, with emphasis on the Wabanaki Nations and African American community, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs. | **1.1**: Students distinguish past, present, and future in narratives.  **1.2:** Students create a brief historical account about themselves/family from sources such as oral traditions, maps, charts, graphs, artifacts, photographs, or stories of the past. **1.3**: Students examine the historical experiences of individuals and groups, including Wabanaki Nations, African Americans in the United States and Maine, and varios historical and recent immigrant groups, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. | **1.1**: Students identify and distinguish key figures and events from personal history and the history of the community, the state, the Wabanaki Nations, and the United States.  **1.2**: Students create a brief historical account of the local community, state, or the nation, by locating and collecting information from sources such as oral traditions, maps, charts, graphs, artifacts, photographs, or stories of the past.  **1.3**: Students recognize historical aspects of the uniqueness and commonality of individuals and groups by describing traditions of the Wabanaki Nations, African American in Maine and the United States, and various historical and recent immigrant groups and traditions common to all. |

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| Strand | History | | |
| Standard | Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, Wabanaki Nations, the United States, and the world. | | |
|  | Childhood | | |
|  | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | **1.1**: Students distinguish between various major eras in the history of the community, Maine, Wabanaki Nations, African Americans, including the Maine African American history, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources.  Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.  **1.2:** Students understand historical aspects of inclusion and exclusion of the people ofa community, the state, including Wabanaki and African American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources, and describing examples in the history of the United States of different and shared values and traditions. | **1.1**: Students differentiate between various major eras in the history of the community, Maine, Wabanaki Nations, African Americans, including Maine African Americans, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, Wabanaki Nations, African American communities, and the United States.  1.2 Students give real examples of historical aspects of inclusion and exclusion in the community, the state, Wabanaki Nations, African American communities, and the United States by describing various cultural traditions and contributions of Wabanaki Nations, African American communities, and various historical and recent immigrant groups. **1.2**: Students give real examples of historical aspects of inclusion and exclusion in the community, the state, Wabanaki Nations, African American communities,, and the United States by describing various cultural traditions and contributions of Wabanaki Nations, African American communities, and various historical and recent immigrant groups in the community and the state. | **1.1**: Students analyze various major eras in the history of the community, Maine, Wabanaki Nations, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine, Wabanaki Nations,and the United States including African American communities and other cultural groups.  Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.  Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.  **1.2:** Students explain historicalaspects of inclusion and exclusion in the community, the state, including Wabanaki Nations, and the United States, by describing various cultural traditions and contributions of Wabanaki Nations, African American communities, and other cultural groups within the United States. |

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| Strand | History |
| Standard | Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and the world. |
|  | Early Adolescence |
|  | Grades 6-8 |
| Performance Expectations | **1. 1**: Students understand major eras, major enduring themes, and *historic* influences in the history of Maine, Wabanaki Nations, the United States, and various regions of the world by: |
| * Analyzing the different perspectives and evidence of historical events from primary and secondary sources. * Analyzing major historicaleras*,* major enduring themes, turning points, events, consequences, and people in the history of Maine, Wabanaki Nations, the United States and various regions of the world. * Expalining the history of political thoughtand their importance in the history of the Wabanaki Nations, the United States, and the world. * Making decisions related to the classroom, school, community, civic organization, Maine, Wabanaki Nations, or beyond.   Applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.1.2 Students understand histories and contributions of diverse peoples in their community, the state, and the United States with an emphasis on Wabanaki Nations, African Americans, and historically underrepresented groups by:   * Explaining how both inclusion and exclusion have played and continue to play important roles in the history of Maine, including Maine African American communities, Wabanaki Nations, the United States, and the world. * Recognizing a variety of cultures through time, including comparisons of immigrant and indigenous people n the United States, and a variety of societies throughout the world. * Identifying major turning points and events in the history of Wabanaki Nations, African Americans, and various historical and recent immigrantsin Maine, the United States, and other cultures in the world. * Explaining how both inclusion and exclusion have played and continue to play important roles in the history of the world. * Identifying and analyzing incidents of violence and genocide that have characterized interactions between national, racial, ethnic, and religios groups. * Synthesize primary and secondary sources, identify and analyze incidents of genocide in Maine, the United States, and the world. * Developing individual and collaborative decisions/plans by considering multiple pointsof view, weighing pros and concs, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. |

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| Strand | History | | | |
| Standard | Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, Wabanaki Nations, the United States, and the world. | | | |
|  | Adolescence | | | |
|  | Grades 9-Diploma | | | |
| Performance Expectations | **1.1**: Students understand major eras, major enduring themes, and *historic* influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:   * Explaining that history includes the study of the past based on the examination of a variety of primary and secondary sourcesand how history can help one better understand and make informed decisions about the present and future. * Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. * Analyzing and critiquing varying interpretations of historicpeople, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations. * Synthesizing and evaluating major historicaleras*:* such as Nazi Germany and the Holocaust, the genocide of indigenous peoples of the United States with emphasis on the Wabanaki Nations, enslavement,major enduring themes*,* turning points, events, consequences, and people in the history of the world and the implications for the present and future. * Outlining and analyzing the roots and evolution of political idealsin the history of the world using historical sources. * Applying appropriate and relevant information by making a decision related to the classroom, school, community, civic organization, Maine, Wabanaki Nations, the United States, or international entity.   **1.2**: Students understand historical aspects of conflict, cooperation, and inaction in the United States, the world, and Wabanaki Nations by:   * Critiquing issues characterized by conflict, cooperation, an inaction in the history of the United States, and describing their effects, using primary and secondary sources. * Analyzing major turning points and events in the history with emphasis on marginalized populations including the Wabanaki, African Americans in Maine and the United States, making use of primary and secondary sources. * Analyzing incidents of violence and genocide that have characterized interactions between national, racial, ethnic, and religios groups. * Critiquing issues characterized by inclusion and exclusion in the history of other nations, and describing their effects, using primary and secondary sources. * Synthesizing primary and secondary sources, identifying, and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups*.* | | | |
| Strand | History | | | |
| Standard | Students will examine the causes and ramifications of discrimination, oppression, and genocide in the Holocaust and in the histories of the Wabanaki and African-Americans and how they have influenced historical and current events, developments, and ideas | | | |
|  | Childhood | | | |
|  | Kindergarten | | | Grade 1 | Grade 2 |
| Performance Expectations | Students define and recognize inclusion and exclusion.  Students recognize good/kind actions vs. bad/unkind actions.  Students discuss the relationship between inclusion and exclusion and their actions. | | | Students differentiate between choices actions that include and exclude people.  Students relate concepts of inclusion and exclusion to the actions of others.  Students discuss the relationship between inclusion and exclusion as it applies to others. | Students illustrate the  consequences of inclusion and exclusion.  Students recognize concepts of inclusion and exclusion in the context of their classroom and school. |
| Strand | History | | | |
| Standard | Students will examine the causes and ramifications of discrimination, oppression, and genocide in the Holocaust and in the histories of the Wabanaki and African-Americans and how they have influenced historical and current events, developments, and ideas | | | |
|  | Childhood | | | |
|  | Grade 3 | | Grade 4 | Grade 5 |
| Performance Expectations | Students define discrimination, oppression, and discuss examples of discrimination that affect the local community. | | Students identify and discuss certain groups that have faced discrimination such as African-Americans, the Wabanaki Nations, Jews and other groups specifically targeted in the Holocaust, and other marginalized groups.  Students evaluate ways that people have acted, or not acted, to correct historical and ongoing discrimination and oppression in the local community, state of Maine, the United States and the world. | Students define genocide and antisemitism.  Students recognize that genocide is  potential consequence of unaddressed discrimination and oppression.  Students explain that certain groups, such as African-Americans, the Wabanaki Nations, as well as Jews and other groups specifically targeted in the Holocaust, have been historically singled out for discrimination, oppression and genocide. |
| Strand | History | | | |
| Standard | Students will examine the causes and ramifications of discrimination, oppression, and genocide in the Holocaust and in the histories of the Wabanaki and African-Americans and how they have influenced historical and current events, developments, and ideas. | | | |
|  | Early Adolescence | | | |
|  | Grades 6-8 | | | |
| Performance Expectations | **History 1**: Students understand the the causes and ramifications of discrimination, oppression and genocide by: | | | |
| 1.1 Recognizing the causes and consequences of discrimination, oppression and genocide.  1.2 Identifying examples of genocide in historical and modern systems of oppression. | | |  |
| **History 2**: Students are able to articulate how discrimination, oppression and genocide, including the Holocaust, have impacted specific groups of people by: | | | |
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| Strand | | History | | |
| Standard | | Students will examine the causes and ramifications of discrimination, oppression, and genocide in the Holocaust and in the histories of the Wabanaki and African-Americans and how they have influenced historical and current events, developments, and ideas. | | |
|  | | Adolescence | | |
|  | | Grades 9-Diploma | | |
| Performance Expectations | | **History 1**: Students are able to articulate how discrimination, oppression and genocide, including the Holocaust, have impacted specific groups of people by:Students understand the the causes and ramifications of discrimination, oppression and genocide by:. | | |
| 1.1 Evaluatinge the actions of governments to determine how institutions have contributed to discrimination, oppression and genocide.  1.2 SUsing contemporary sources, students will identify how activities  current eventscurrent events in their community, the state of Maine, the United States and other governments can or have contributed to discrimination, oppression and genocide..  1.3 Composinge a solution to address an identified example of discrimination or oppression or a statement that recognizes the effects of genocide in the local community, the state of Maine, the United States, or the world.  1.1 Analyzing and evaluating the role of governments in the discrimination, oppression and historical genocide of African-American people in the community, state of Maine, the United States, and the world.  1.2  Analyzing and evaluating the role of governments in the discrimination, oppression and historical genocide of the Wabanaki in the community, state of Maine, the United States, or the world.  1.3 Analyzing and evaluating the role of governments in the discrimination, oppression and historical genocide of Jews and other targeted groups in the Holocaust.  1.4 Evaluate historical and contemporary antisemitism and its role in the Holocaust and beyond.  1.3 Evaluating the role of the Holocaust in awakening the American conscience to issues of discrimination, oppression and genocide.  1.5 Comparing perceptions of the Holocaust in primary and secondary literature to other historical examples of discrimination, oppression and genocide. | |  |
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| **History 2**: Students understand the the causes and ramifications of discrimination, oppression and genocide by:.Students are able to articulate how discrimination, oppression and genocide, including the Holocaust, have impacted specific groups of people. | | | | |
| 2.1 Evaluating the actions of governments to determine how institutions have contributed to discrimination, oppression and genocide.  2.2 Identifying current events in their community, the state of Maine, the United States and other governments can or have contributed to discrimination, oppression and genocide..  2.3 Designing a solution to begin to address the legacy of discrimination, oppression and genocide in the local community, state of Maine, the United States, or the world.  2.4 Developing a solution to address an identified example of discrimination or oppression or a statement that recognizes the effects of genocide in the local community, the state of Maine, the United States, or the world.  2.1 Analyze and evaluate the role of governments in the discrimination, oppression and historical genocide of African-American people in the community, state of Maine, the United States, and the world.  2.2  Analyze and evaluate the role of governments in the discrimination, oppression and historical genocide of the Wabanaki in the community, state of Maine, the United States, or the world.  2.3 Analyze and evaluate the role of governments in the discrimination, oppression and historical genocide of Jews and other targeted roups in the Holocaust.  2.3 Evaluate the role of the Holocaust in awakening the American conscience to issues of discrimination, oppression and genocide.  2.4 Compare perceptions of the Holocaust in primary and secondary literature to other historical examples of discrimination, oppression and genocide.  2.5 Compose a solution to begin to address the legacy of discrimination, oppression and genocide in the local community, state of Maine, the United States, or the world. | | | |  |

**Definitions:**

Strand: A body of knowledge in a content area identified by a simple title.

Standard: Enduring understandings and skills that students can apply and transfer to contexts that are new to the student.

Performance Expectation: Building blocks to the standard and measurable articulations of what the student understands and can do.