

Social Studies Overarching Statements and Standards

<p>Culture: Human beings create, learn, and adapt to culture. Cultures are dynamic and change over time. Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.</p>		
Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
Personal Finance Economics Global Connection Geography 1 Geography 2 History 1 History 2 History 3	Personal Finance Economics Global Connection Geography 1 Geography 2 History 1 History 2	Personal Finance Economics Global Connection Geography 1 Geography 2 History 1 History 2

<p>Time, Continuity, and Change: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Knowing how to read, reconstruct and interpret the past allows us to answer questions.</p>		
Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
History 1 History 2 History 3	Civics & Government 3 Geography 1 Geography 2 History 1 History 2	Civics & Government 3 Geography 1 Geography 2 History 1 History 2

<p>People, Places, and Environments: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places, and environments.</p>		
Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
Personal Finance Economics Global Connection Geography 1 Geography 2 History 1 History 2 History 3	Personal Finance Economics Global Connection Geography 1 Geography 2 History 1 History 2	Personal Finance Economics Global Connection Geography 1 Geography 2 History 1 History 2

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Individual Development and Identity: Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development. Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. The study of individual development and identity will help students to describe factors important to the development of personal identity.

Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
Civics & Government 1 Civics & Government 2 Civics & Government 3 Civics & Government 4 Civics & Government 5 Civics & Government 6 Personal Finance Economics Global Connections Geography 2	Civics & Government 1 Civics & Government 2 Civics & Government 3 Personal Finance Economics Global Connections Geography 2	Civics & Government 1 Civics & Government 2 Civics & Government 3 Personal Finance Economics Global Connections Geography 2

Individuals, Groups, and Institutions: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

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Power, Authority, and Governance: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.

Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
Civics & Government 1 Civics & Government 2 Civics & Government 3 Civics & Government 4 Civics & Government 5 Civics & Government 6 Global Connections History 1 History 2 History 3	Civics & Government 1 Civics & Government 2 Civics & Government 3 Personal Finance Economics Global Connections History 1 History 2	Civics & Government 1 Civics & Government 2 Civics & Government 3 Personal Finance Economics Global Connections History 1 History 2

Production, Distribution, and Consumption: People have wants that often exceed the limited resources available to them. Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources.

Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
Personal Finance Economics Global Connections	Personal Finance Economics Global Connections History 1 History 2	Personal Finance Economics Global Connections History 1 History 2

Science, Technology, and Society: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world. There are many questions about the role that science and technology play in our lives and in our culture.

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Global Connections: Global connections have intensified, and accelerated changes faced at the local, national, and international levels. Analyses of costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute the development of possible solutions to persistent and emerging global issues.

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Civic Ideals and Practices: An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.

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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:

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

B. Self-Directed and Lifelong Learner: Students generate questions and explore primary and secondary sources to answer those questions while demonstrating a growth mindset.

C. Creative and Practical Problem Solver: Students draw conclusions about current and historical problems using valid research and critical thinking.

D. Responsible and Involved Citizen: Students practice and apply the duties of citizenship through the exercise of constitutional rights.

E. Integrative and Informed Thinker: Students compare and contrast to analyze point of view and differentiate between reliable and unreliable primary and secondary sources.