

SOCIAL STUDIES

Introduction

~~The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, believed that every student must be well versed in our nation's history, the principles and practices which support and sustain citizenship, and the institutions that define our government. Understandings of commerce and geography were critical to their thinking as well. In essence, Jefferson, Mann, and Dewey viewed the study of social studies as critical to the mission of public schools. According to the National Council for the Social Studies: advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good. (C3 Framework for Social Studies, 2013).~~

~~A strong Social Studies education depends upon a clear understanding of its interrelated disciplines and inclusion of Maine's Guiding Principles. Without knowledge of the geography and economics of earlier times, history offers only lists of people, events, and dates. Without knowledge of history, the institutions of American government and the dynamics of today's global economy are difficult to understand. Although social studies curricula vary in their breadth and depth, the Social Studies Standards reflect a focus on government, history, geography, personal finance and economics as the pillars of the content, with other disciplines within the social sciences deemed important, but not essential.~~

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 complex history of the place that is now called Maine.

1

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: Not Italic

Formatted: Font: Not Italic, Font color: Auto

Formatted: Font: Not Italic, Font color: Auto

Formatted: Font: Not Italic, Font color: Auto

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

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:

- 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.

2

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

~~Performance Expectations that include the application of the Guiding Principles through Social Studies knowledge and skills are denoted in the standards with an asterisk (*).~~

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.~~

~~**Growth mindset**—Our mindset includes beliefs about our abilities and qualities that include intelligence, creativity or musicality. Having a growth mindset means that students know that their abilities and strengths can change or develop, and that those changes are within their control.~~

~~**Understand**—The word “understand” appears in performance expectations throughout the Social Studies Standards. It refers to a variety of different levels of thinking and was used intentionally to serve as an umbrella term for the cognitive demand that is described~~

3

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

by the descriptors beneath the performance expectations. Look to the grade level expectation for grades K-5 or to the grade span expectations in spans 6-8 and 9-12 (Foundational or Developmental as noted by “F” or “D”) to define the level of cognitive demand for student performance.—

Various -The Social Studies Standards refer to “various” peoples, nations, regions of the world, historical eras, and enduring themes. School administrative units should develop a local curriculum that assists students in gaining a coherent, broad perspective on 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~~Justice~~
- Conflict and Cooperation~~Compromise~~
- Technology and Innovation
- ~~Inclusion and Exclusion~~Unity and Diversity
- Continuity and Change Over Time
- Economic Models~~Supply and Demand~~
- Justice and Exploitation

4

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: 12 pt, Font color: Auto

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

- Spatial and Geographical Awareness
- Connection and Culture
- Time and Place

A concept is a general 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:

Eras in United States History*	Eras in World History*
<u>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.</u>	1. Beginnings to 600 BCE: Technological and environmental transformations. 2. 600 BCE to 600 CE: Organization and reorganization of human societies.

5

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: 12 pt, Font color: Auto

Formatted: Font: 12 pt, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

1. **Beginnings-1491 to 1607:** Migration, contact, and exchange between Indigenous Peoples~~Native Americans~~, Africans, and Europeans.
2. **1607 to 1754:** Conflict and competition -- Europeans and Indigenous Peoples~~Native Americans~~; emergence of distinctive Colonial and Indigenous ~~Native~~ 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.*

3. **600 to 1450:** Regional and interregional interactions, doctrine of discovery:-

4. **1450 to 1750:** ~~Political, social, economic and global interactions led to revolutions~~ Land-based empires and transoceanic interconnections

5. **1750 to 1900:** ~~Industrialization and global integration~~ Revolutions and consequences or Industrialization

6. **1900 to present:** ~~Accelerating global change and realignments~~ Global conflict, cold war, decolonization, and globalization

6

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

[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 ago : 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.](#)

7

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Space Before: 12 pt, After: 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt, Font color: Auto

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).]

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

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.

- 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
- 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
 - 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

Title 20-A MRSA §4706, as amended by PL 1991, c. 655, §4, is further amended to read:

§4706. Instruction in American history, Maine studies and Maine Native American history.

The following subjects are required: Maine Studies... American History... Maine Native American history (including Maine tribal governments, Maine Native American culture, Maine Native American territories, and Maine Native American economic systems): Maine Native American history and culture must be taught in all elementary and secondary schools, both public and private.

Maine Native AmericansWabanaki - The phrase “Maine Native Americans”Wabanaki refers to the four Maine Native American tribes – the Abenaki, the Panawahpskek (Penobscot), the Paskotomuhkati (Passamaquoddy), the Mi'kmaq (Micmac), and the Wolastogiyik (Maliseet).

8

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto, Pattern: Clear

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto

Formatted: Font: (Default) Arial, 12 pt

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

Strand	Civics & Government		
Standard	Students <u>understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.</u>		
	Childhood		
	Kindergarten	Grade 1	Grade 2
Performance Expectations	<p><u>1.1 Discuss how all people, not just official leaders or famous people, play important roles in a community, including promoting the common good.</u>Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p> <p><u>1.2 Identify symbols, monuments, celebrations, and leaders, including those of national government, state, Wabanaki Nations, and African American communities.</u></p> <p>Civics & Government 2: Students understand key ideas and processes that characterize democratic</p>	<p><u>1.1 Explain how all people, not just official leaders or famous people, play important roles in a community, including promoting the common good.</u>Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p><u>1.2 Recognize symbols, monuments, celebrations, and leaders, including those of national government, state, and Wabanaki Nations, and African American communities.</u>Civics & Government 2: Students</p>	<p><u>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.</u>Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of <i>democratic ideals</i></p> <p><u>1.2 Interpret symbols, monuments, celebrations, and leaders, including those of national government, state, and Wabanaki Nations, and African American communities.</u> Civics & Government 2: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols,</p>

9

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: 12 pt, Font color: Auto

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

<p>government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.</p> <p><u>1.3 Discuss the need for and purposes of rules in various settings inside and outside of school (ex. classroom, daycare, home, sports).</u>Civics & Government 3: Students understand the concepts of <i>rights, duties, responsibilities</i>, and <i>participation</i> by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><u>1.4 Students identify the Wabanaki nations: the Panawahpskek (Penobscot), the Peskotomuhkati (Passamaquoddy), the Mi'kmaq (Micmac), and the Wolastoqiyik (Maliseet).</u>Civics & Government 4: Students understand the concepts of <i>rights, duties, responsibilities</i>, and <i>participation</i> by describing classroom <i>rights, duties, and responsibilities</i> including how students participate in some classroom decisions and are obliged to follow classroom rules.</p>	<p>understand the concepts of <i>rights, duties, responsibilities</i>, and <i>participation</i> by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><u>1.3 Students recognize the Wabanaki nations: the Panawahpskek (Penobscot), the Peskotomuhkati (Passamaquoddy), the Mi'kmaq (Micmac), and the Wolastoqiyik (Maliseet).</u>Civics & Government 3: Students understand Maine Native Americans by explaining their traditions and customs.</p> <p><u>1.4 Explain the need for and purposes of rules in various settings inside and outside of school (ex. classroom, daycare, home, sports).</u></p>	<p>monuments, celebrations, and leaders of national government.</p> <p><u>1.3 Debate/Analyze the need for and purposes of rules in various settings inside and outside of school (ex. classroom, daycare, home, sports).</u>Civics & Government 3: Students understand the concepts of <i>rights, duties, responsibilities</i>, and <i>participation</i> by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a <i>civic action</i> or <i>service-learning</i> project based on a classroom or school asset or need, and describing the project's potential civic contribution.*</p> <p>Civics & Government 4: Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.</p>
---	--	--

10

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

	Civics & Government 5: Students understand civic aspects of classroom traditions and decisions by identifying and comparing diverse interests and opinions related to classroom traditions and decisions.		
--	--	--	--

- 11
- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

Strand	Civics & Government		
Standard	Students <u>understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.</u>		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	Civics & Government 1:1.1 <u>Students understand the basic ideals, purposes, principles, structures, and processes of democratic government. Identify the organization of the governments, including the legislative, executive, and judicial branch at the local, Maine, and Wabanaki Nations. in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</u>	Civics & Government 1:1.2 <u>Illustrate</u> <u>Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of civic ideals democratic ideals and constitutional principles to include the rule of law, legitimate power, sovereignty, and the common good.</u> Civics & Government 2:1.1 <u>Describe</u> <u>and Students understand the basic ideals, purposes, principles, structures, and processes of democratic</u>	Civics & Government 1:1.2 <u>Analyze</u> <u>documents that describe the Students understand the basic ideals, purposes, principles, structures, and processes of democratic 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.</u> <u>in Maine and the United States by explaining that the structures and processes of government are described</u>

- Formatted: Font: Not Bold
- Formatted: Font: Not Bold
- Formatted: Font: Not Italic
- Formatted: Font: Not Bold
- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

<p>1.2 Civics & Government 2: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining how leaders are elected and how laws are made and implemented in the local, Maine, and Wabanaki Nations' governments.</p> <p>Civics & Government 3: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying the rights, duties, and responsibilities of citizens within the class, school, or community.</p> <p>Civics & Government 4: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators.</p> <p>Civics & Government 5: Students understand civic</p>	<p>government in Maine by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches and in the local, Maine, and Wabanaki Nations' and State levels of government.</p> <p>Civics & Government 3: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the structures and processes of government are described in documents, including the Constitution of Maine.</p> <p>Civics & Government 4: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.*</p> <p>Civics & Government 5: Students understand civic aspects of unity and</p>	<p>in documents, including the Constitution of the United States.</p> <p>Civics & Government 2:1.1 Explain examples Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches at in the local, Maine, Wabanakai Nations', and the United States governments. national levels of government.</p> <p>Civics & Government 3:1.3: Demonstrate how groups of people make and revise laws to create responsibilities and protect freedoms. Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p> <p>Civics & Government 4: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing</p>
--	--	--

12

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header
- Formatted: Font: Not Bold
- Formatted: Font: Not Italic
- Formatted: Font: Not Bold

- Formatted: Font: Not Italic

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

	<p>aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity (sameness) and diversity (variety).</p> <p>Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of Maine Native Americans and other various cultures in Maine by describing civic beliefs and activities in the daily life of diverse cultures of Maine.</p>	<p>diversity in the daily life of various cultures in Maine and the United States, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p> <p>Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p>	<p>examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p> <p>Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse cultures.</p>
--	--	---	---

13

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Strand	Civics & Government
Standard	Students <u>understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.</u>
	Early Adolescence
	Grades 6-8

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

Performance Expectations	<p>1.1(F1) Explaining that the study of government includes the structures and functions of government and the political and civic activity of citizens.</p> <p>1.2(F2) Describing the structures and processes of United States government and government of the State of Maine, including the concepts of federalism and checks and balances, and how these are framed by the United States Constitution, the Maine Constitution, and other foundational documents and primary sources.</p> <p>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. (F3) Explaining 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.</p> <p>1.4 Explain how tribal sovereignty established a unique relationship between Wabanaki Nations and the United States Government.</p> <p>1.5 (D1) Comparing the structures and 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.</p> <p>(D2) Comparing how laws are made in Maine and at the federal level in the United States.</p> <p>1.6(D3) Analyzing examples of democratic-civic ideals and constitutional principles that include the rule of law, legitimate power, and common good.</p> <p>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.</p>		
	<p>Civics & Government 2: Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy by:</p> <table border="1"> <tr> <td data-bbox="237 1154 821 1291"> <p>(F1) Explaining the constitutional and legal status of "citizen" and provide examples of rights, duties, and responsibilities of citizens.</p> </td><td data-bbox="821 1154 1551 1291"> <p>(D1) Analyzing examples of the protection of rights in court cases or from current events.</p> <p>(D2) Analyzing how people influence government and work for the common good including voting, writing to legislators,</p> </td></tr> </table>	<p>(F1) Explaining the constitutional and legal status of "citizen" and provide examples of rights, duties, and responsibilities of citizens.</p>	<p>(D1) Analyzing examples of the protection of rights in court cases or from current events.</p> <p>(D2) Analyzing how people influence government and work for the common good including voting, writing to legislators,</p>
<p>(F1) Explaining the constitutional and legal status of "citizen" and provide examples of rights, duties, and responsibilities of citizens.</p>	<p>(D1) Analyzing examples of the protection of rights in court cases or from current events.</p> <p>(D2) Analyzing how people influence government and work for the common good including voting, writing to legislators,</p>		

14

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

	(F2) Describing 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.	performing community service, and engaging in civil disobedience through selecting, planning, and implementing 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.*
	Civics & Government 3: Students understand political and civic aspects of cultural diversity by:	
	(F1) Explaining basic civic aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations. (F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.	(D1) Explaining constitutional and political aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations. (D2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.

15

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Strand	Civics & Government
Standard	Students <u>understand</u> key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, <u>draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community,</u> Maine, the United States, and the world.
	Adolescence
	Grades 9-Diploma
Performance Expectations	
Performance Expectations	(F4) 1.1 Explaining that the study of government includes the structures, functions, institutions, and forms of government.

Formatted Table

Formatted: Font: Not Italic

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

<p><u>1.2(F2)-Explaining how and why democratic institutions and interpretations of democratic-civic ideals and constitutional principles change 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.</u></p> <p><u>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. Analyze how government structures can result in protection of majority rights, majority rule, and discrimination, oppression, and genocide in marginalized groups..</u></p> <p><u>1.4(F3)- Describing the purpose, structures, and processes of the American political system, including influences and contributions of African Americans and other marginalized groups in Maine, the United States, and the World.-</u></p> <p><u>(D1)-Evaluating and comparing the relationship of citizens with government in the United States and other regions of the world.</u></p> <p><u>1.5 (D2)-Evaluating current issues by applying democratic-civic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.</u></p> <p><u>1.6(D3)-Comparing the American political system with examples of political systems from other parts of the world.</u></p> <p><u>1.7 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political intuitions.</u></p>	
<p>Civics & Government 2: Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world by:</p>	
<p><u>(F1)-Explaining the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.</u></p> <p><u>(F2)-Evaluating the relationship between the government and the individual as evident in the</u></p>	<p><u>(D1)-Comparing the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</u></p> <p><u>(D2)-Analyzing the constitutional principles and the roles of the citizen and the government in major laws or cases.</u></p>

16

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted Table

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

	United States Constitution, the Bill of Rights, and landmark court cases.	
	(F3) Evaluating how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.	
	Civics & Government 3: Students understand political and civic aspects of cultural diversity by:	
	(F1) Explaining basic civic aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.	(D1) Analyzing constitutional and political aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations through selecting, planning, and implementing a <i>civic action</i> or <i>service-learning</i> project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.*
	(F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.	(D2) Analyzing the political structures, political power, and political perspectives of the diverse historic and current cultures of the United States and the world.

<u>Strand</u>	<u>Civics & Government</u>
<u>Standard</u>	<u>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.</u>

17

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

	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.-		
-	<u>Childhood</u>		
-	<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<u>Performance Expectations</u>	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	2.1 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	2.1 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.	2.2 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	2.2 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

<u>Strand</u>	<u>Civics & Government</u>
<u>Standard</u>	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.

18

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Space Before: 12 pt, After: 12 pt

Formatted: Font: 12 pt, Not Bold, Font color: Auto

Formatted: Font: 12 pt, Font color: Auto

Formatted: Font: 12 pt, Not Bold, Font color: Auto

Formatted: Normal, Left

Formatted: Normal, Left

Formatted: Font: (Default) Arial, 12 pt, Font color: Auto, Pattern: Clear

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: (Default) Times New Roman, Not Bold, Font color: Auto

Formatted: Normal, Left

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

	<u>Childhood</u>		
	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
	<p><u>2.1 Identify the rights, duties, and responsibilities of citizens within the class, school, or community.</u></p> <p><u>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 other marginalized groups.</u></p> <p><u>2.3 Use deliberative processes when making decisions or reaching judgments as a group.</u></p>	<p><u>2.1 Explain the structures and processes of government described in documents, including the Constitution of Maine and prior treaties involving the Wabanaki Nations.</u></p> <p><u>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 other marginalized groups.</u></p> <p><u>2.3 Use deliberative processes when making decisions or reaching judgments as a group.</u></p>	<p><u>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.</u></p> <p><u>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 other marginalized groups.</u></p> <p><u>2.3 Use deliberative processes when making decisions or reaching judgments as a group.</u></p>

<u>Strand</u>	<u>Civics & Government</u>
<u>Standard</u>	<u>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.</u>

19 Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Space After: Auto

Formatted: Left

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Left

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Left

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

Early Adolescence

Grades 6-8

<u>Performance Expectations</u>	<p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>
---------------------------------	--

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Left

<u>Strand</u>	<u>Civics & Government</u>
<u>Standard</u>	<u>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.-</u>
	<u>Adolescence</u>
	<u>Grades 9-Diploma</u>
<u>Performance Expectations</u>	<p><u>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.</u></p> <p><u>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.</u></p> <p><u>2.3 Evaluating how people influence government, including voting, writing to legislators, performing community service, and engaging in civil discourse.</u></p>

Formatted: Font: (Default) Arial

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

21

Formatted: Header, Indent: Left: -0.08"**Formatted:** Header, Centered**Formatted:** Header, Right, Right: -0.08"**Formatted Table****Formatted:** Header**Formatted:** Left, Space Before: 12 pt, After: 12 pt, Line spacing: single**Formatted:** Font:

	<u>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.</u>
--	---

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	<u>3.1 Practice engaging in civil discourse when participating in classroom discussions and decisions.</u> <u>3.2 Describe how classrooms work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</u> <u>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</u>	<u>3.1 Practice engaging in civil discourse when participating in school discussions and decisions.</u> <u>3.2 Describe how classrooms and schools work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</u> <u>3.3 Students recognize the importance and individuality of the traditions and customs of the Wabanaki Nations</u>	<u>3.1 Engage in civic discourse when participating in school and community discussions and decisions.</u> <u>3.2 Describe how classrooms, school, and communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</u> <u>3.3 Students compare national traditions and customs with those of the Wabanaki Nations</u>

Formatted: Left**Formatted:** Left**Formatted:** Left**Formatted:** Header, Indent: Left: -0.08"**Formatted:** Header, Centered**Formatted:** Header, Right, Right: -0.08"**Formatted Table****Formatted:** Footer

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
	<p>3.1 Identify the beliefs, experiences, perspectives, and values that underlie their own points of view about civic issues</p> <p>3.2 Describe ways in which people benefit from and are challenged by working together at the classroom and school level.</p>	<p>3.1 Identify the beliefs, experiences, perspectives, and values that underlie their own and classmates' points of view about civic issues.</p> <p>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, and other marginalized groups.</p>	<p>3.1 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p> <p>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, and other marginalized groups.</p>

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		

22

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font color: Auto

Formatted: Normal, Left, Space Before: 0 pt, After: 0 pt

Formatted: Font: (Default) Times New Roman, Font color: Auto

Formatted: Left

Formatted: Left

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

<u>Performance Expectations</u>	<p><u>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.</u></p> <p><u>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.</u></p> <p><u>3.3 Explore the effects of specific rules and laws (both actual and proposed) on various populations, including African Americans and other marginalized groups.</u></p> <p><u>3.4 Apply civic virtues and democratic principles and engage in civil discourse in school and community settings.</u></p> <p><u>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.</u></p>
---------------------------------	--

<u>Strand</u>	<u>Civics & Government</u>
<u>Standard</u>	<u>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.</u>
	<u>Adolescence</u>
	<u>Grades 9-Diploma</u>
	<p><u>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.</u></p> <p><u>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.</u></p>

23

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font color: Auto

Formatted: Left

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font: (Default) Arial

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

	<u>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.</u>
	<u>3.4 Analyze how people use and challenge local, state, tribal, national, and international laws to address a variety of public issues.</u>
	<u>3.5 Apply civic virtues and democratic principles when engaging in civil discourse.</u>
	<u>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.</u>

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: (Default) Arial

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font: (Default) Arial

Formatted: Left

Formatted: Font color: Auto

Strand	Personal Finance & Economics Economics & Personal Finance		
Standard	Students draw from concepts and processes in personal finance to understand issues of <u>earning income, spending, saving, investing, managing credit, and managing risk.</u> money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.		
	Childhood		
	Kindergarten	Grade 1	Grade 2
Performance Expectations	Personal Finance: Students <u>understand describe the nature of personal finance as well as key foundational ideas by describing how money, goods, and services have value and can be traded for goods and services.</u>	Personal Finance: Students <u>understand the nature of personal finance as well as key foundational ideas by describing</u> <u>describe</u> how spending, saving, and sharing are ways to use money. Economics: Students <u>understand the nature of economics as well as</u>	Personal Finance: Students <u>understand the nature of personal finance as well as key foundational ideas by describing</u> <u>ing</u> how planning for the future is important to managing money. Economics: Students <u>understand the nature of economics as well as key foundational ideas by explaining how</u>

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

	<p>Economics: Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p>Global Connections: Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>	<p>key foundational ideas by explaining and making decisions about how to use scarce resources to meet their needs and wants.*</p> <p>Global Connections: Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by identifying how individuals, families, and communities are influenced by economic factors.</p>	<p>people make choices about how to use scarce resources and make individual and collaborative plans to meet their own needs and wants.*</p> <p>Global Connections: Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.</p>
--	--	--	--

25

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

Strand	Personal Finance & 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.money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	<p>Personal Finance: Students understand the nature of personal finance as well as key foundational ideas by describing situations in which personal</p>	<p>Personal Finance: Students understand the principles and process of personal finance by describing situations in which</p>	<p>Personal Finance: Students understand the principles and process of personal finance by describing situations in which</p>

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

	choices are related to the use of money. Economics: Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about what goods and services are produced and for whom they are produced. Global Connections: Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by describing economic similarities and differences within the community, Maine, and the United States.	financial institutions can be used to manage money. Economics: Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining 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.* Global Connections: Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.	choices are related to the use of financial resources and financial institutions. Economics: Students understand the basis of the economies of the community, Maine, 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, natural, human and capital resources, as well as collaborating to make a decision.* Global Connections: Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by explaining economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.
--	---	--	---

Strand	Personal Finance & Economics 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 money management, saving, investing, credit, and debt; students

26

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

	draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.
	Early Adolescence
	Grades 6-8
Performance Expectations	<p>1.1(F1)-Students Examineexplaining specific skills, training, employment, and career choices can improve a person's ability to earn a living, be productive, and expand employment options. how scarcity influences choices and relates to the market economy.</p> <p>1.2 Students identify and explaining personal goals for spending, saving, and budget development. (F2) Identifying factors that contribute to spending and savings decisions.</p> <p>1.3 Students compare, and contrast different types of financial institutions and their products and services.</p> <p>1.4 Students recognize the differences between the concepts of credit and debit with relation to income.</p> <p>1.5 Students explain how and why loans work, including the associated benefits and consequences.</p> <p>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.</p> <p>(D1) Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.*</p> <p>Economics: Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by:</p> <p>(F1) Describing the functions of financial institutions.</p> <p>(F2) Describing the function and process of taxation.</p> <p>(D1) Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.</p>

27

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: No bullets or numbering

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: No bullets or numbering

Formatted: Font: 11 pt

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

	Global Connections: Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:
	(F1) Researching the pros and cons of economic processes, economic institutions, and economic influences of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world to propose a solution to an economic problem.*
	(D1) Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.

Strand	Personal Finance & Economics Economics & Personal Finance
Standard	Students draw from concepts and processes in personal finance to understand issues of <u>earning income, spending, saving, investing, managing credit, and managing risk.</u> money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.
	Adolescence
	Grades 9-Diploma
Performance Expectations	(F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money. 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 personal wants/needs. 1.5. Students compare the benefits, drawbacks, and accessibility of different saving and investing options, products, and services.

Formatted: Font: 11 pt

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

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 contrast credit options, products, and services available to individuals including how these options may be affected based on individual and cultural identity (eg. gender, race, ability, ethnicity, religion).

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.

F2) Identifying factors that impact consumer credit.

(D1) Evaluating ways credit can be used.

(D2) Evaluating different strategies for money and risk management.

Economics: Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future by:

(F1) Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.

(F2) Identifying and explaining various economic indicators and how they represent and influence economic activity.

(D1) Analyzing economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.

(D2) Explaining and applying the concepts of specialization, economic interdependence, and comparative advantage.

(D3) Proposing a solution to a problem using the theory of supply and demand. *

Global Connections: Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities, by:

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

	(F1) Comparing a variety of economic systems and strategies of economic development. (F1) Analyzing how resource distribution effects wealth, poverty, and other economic factors.	(D2) Analyzing multiple views on how resource distribution has affected wealth, poverty, and other economics factors and present an argument as to the role of regional, international, and global organizations that are engaged in economic development.*
--	---	---

30

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

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	<p>2.1. Students describe how people make choices to meet their needs and wants.</p> <p>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.</p>	<p>2.1. Students explain and make decisions about how to use and conserve scarce resources to meet their needs and wants.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

- Formatted: Left
- Formatted: Left
- Formatted: Left
- Formatted: Font color: Auto
- Formatted: Font color: Auto
- Formatted: Font color: Auto

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.

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	<p>2.1. Students explain how scarcity leads to choices about what goods and services are produced and for whom they are produced.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

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.

- 31
- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

- Formatted: Left
- Formatted: Left
- Formatted: Font color: Auto
- Formatted: Left

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

	<p><u>2.2 Students explain how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.</u></p> <p><u>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.</u></p> <p><u>2.4 Students describe the role of competition in the determination of prices and wages in a market economy.</u></p> <p><u>2.5 Students describe how governments are involved in differing economic systems.</u></p> <p><u>2.6 Students identify and explain the economic systems and strategies of economic development at the local, state, and tribal levels.</u></p> <p><u>2.7 Students describe the economic influence and lasting effects of enslavement, discrimination, and racism in Maine, the United States, and the world.</u></p> <p><u>2.8 Students describe the ways that governments use economics and control of resources to drive conflict, oppression, enslavement, and genocide.</u></p>
<u>Strand</u>	<u>Economics & Personal Finance</u>
<u>Standard</u>	<u>Students draw from concepts and processes in personal finance to understand issues of earning income, spending, saving, investing, managing credit, and managing risk.</u>
	<u>Adolescence</u>
	<u>Grades 9-Diploma</u>
<u>Performance Expectations</u>	<p><u>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.</u></p> <p><u>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.</u></p>

32

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Left

Formatted: Normal (Web), Centered

Formatted: Centered

Formatted: Centered

Formatted: Font: (Default) Arial

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

33

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

	<p><u>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.</u></p> <p><u>2.4. Students analyze the government's role and impact in differing markets and economic systems.</u></p> <p><u>2.5. Students identify and explaining various economic indicators and how they represent and influence economic activity.</u></p> <p><u>2.6. Students compare a variety of national and global economic systems, including those of the Wabanaki Nations, and strategies of economic development.</u></p> <p><u>2.7. Students explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</u></p> <p><u>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.</u></p> <p><u>2.9 Students analyze the economic influence and lasting effects of enslavement, discrimination, and racism in Maine, the United States, and the world.</u></p> <p><u>2.10 Students synthesize the ways that governments use economics and control of resources to drive conflict, oppression, enslavement, and genocide.</u></p>
--	--

- Formatted: Left

Strand	Geography
Standard	<p>Students <u>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.</u></p> <p>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.</p>
	Childhood

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

	Kindergarten	Grade 1	Grade 2
Performance Expectations	<p>Geography 4.1.1: Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples. *</p> <p>Geography 2.1.2: Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p> <p><u>1.3 Students learn that people in their community make decisions based on locations.</u></p>	<p>Geography 4.1.1: Students understand the nature and basic ideas of geography by gatheringcollect information about their immediate <u>place</u>, neighborhood and <u>school</u> community, including maps, photographs, charts and graphs, and then create visual representations of their findings. *</p> <p>Geography 2.1.2: Students understand the influence of geography on communities by identifying the impacts of geographic features on <u>individuals, families, and school</u> communities.</p> <p><u>1.3 Students understand that people in their community make decisions based on location.</u></p>	<p>Geography 4.1.1: Students useunderstand the nature and basic ideas of geography by using basic maps and globes to identify local and distant <u>places and locations</u>, directions (including N, S, E, and W), and basic physical, environmental, and cultural features, <u>including the acknowledgment of the surrounding Wabanaki land</u>.</p> <p>Geography 2.1.2: Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and <u>groups communities in Maine, Wabanaki Nations, United States, and the world</u>.in these communities.</p> <p><u>1.3 Students understand that people in their community make decisions based on location.</u></p>

Strand	Geography
--------	-----------

34

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

Standard	<p>Students <u>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.</u></p> <p><u>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.</u></p>		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	<p>Geography 1.1.1: Students <u>understand the geography of the community, Maine, the United States, and various regions of the world by explaining the</u> <u>at</u> <u>geography includes the study of Earth's physical features such as including topography, climate and the distribution of plant, animal, and human life, by using a variety of spatial tools.</u></p> <p>Geography 2.1.2: Students <u>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.</u> <u>understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native</u></p>	<p>Geography 1.1.1: Students <u>understand the geography of the community, Maine, the United States, and various regions of the world by</u> <u>creating visual representations of the community, Maine, Wabanaki Nations, the United States, and the various regions of the world, by showing a variety of spacial tools, showing a basic understanding of the geographic grid, including the equator and prime meridian. *</u></p> <p>Geography 2.1.2: Students <u>explain the relationship between the impacts of geographic features, including comparing the meaning of place names (ex. comparing Indigenous vs. non-Indigenous origins) and</u></p>	<p>Geography 1.1.1: Students <u>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 geographic spatial tools including digital mapping geospatial tools; and by explaining examples of changes in the Earth's physical features and their impact on communities, and regions, and cultures.</u></p> <p>Geography 2.1.2: Students <u>understand geographic aspects of unity and diversity connections and culture</u> in the community, Maine, <u>Wabanaki Nations</u>, and regions of the United States and the world, including <u>Maine Native American Wabanaki Nations and African American communities, communities</u>, by identifying examples through <u>geographic</u> inquiry of how geographic features <u>unify or divide</u> communities and</p>

35

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: Not Italic

Formatted: Font: Not Bold

Formatted: Font: Not Italic

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

	<p>American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities.*</p> <p><u>1.3 Students identify careers that require geographic skills, as well as specific examples of Wabanaki, African American, women geographers, and other marginalized groups.</u></p>	<p>cultures, which include Maine African Americans and the Wabanaki Nations by collecting, organizing, and evaluating information from print and non-print sources. Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p> <p><u>1.3 Students identify careers that require geographic skills, as well as specific examples of Wabanaki, African American, women geographers, and other marginalized groups.</u></p>	<p>regions as well as support diversity and the cultural aspects within, using print and non-print sources. *</p> <p><u>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.</u></p> <p><u>1.4: Students identify careers that require geographic skills, as well as specific examples of Wabanaki, African American, women geographers, and other marginalized groups.</u></p>
--	--	---	---

36

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

Strand	Geography
Standard	<u>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 draw on concepts and processes from geography to understand issues</u>

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

	<u>involving people, places, and environments in the community, Maine, Wabanaki Nations, the United States, and the world.</u>
	Early Adolescence
	Grades 6-8
<u>Performance Expectations</u>	<u>1.1 Students use the geographic grid and a variety of types of maps, including geospatial technology, to locate and access relevant geographic information that reflects multiple perspectives.</u> <u>1.2 Students identify 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.</u> <u>1.3 Students evaluate 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.</u> <u>1.4 Students explain how geographic features have impacted connections and cultures in Maine, Wabanaki Nations, the United States, and other nations.</u> <u>1.5 Students summarize and interpret the relationship between geographic features and cultures of Wabanaki Nations, and other underrepresented persons in Maine, the United States, and the world and the implications the geography has on people.</u> <u>1.6 Students explore connections between geography, history, physical science, mathematics, and art</u> <u>— Students learn about geographic professionals in Wabanaki, African American, and other marginalized communities. (F1) Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.*</u> <u>— (F2) Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.*</u> <u>• (F3) Evaluating a geographic issue of physical, environmental, or cultural importance.*</u> <u>(D1) Identifying consequences of geographic influences through inquiry and formulating predictions.</u> <u>(D2) Describing the impact of change on the physical and cultural environment.</u> <u>• .</u>

37

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- Formatted: Font: (Default) Arial, 12 pt
- Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

	(F1) Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.*	(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.*
--	--	--

38

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

Strand	Geography
Standard	Students <u>understand how physical and human geographic characteristics of place as well as culture and experience influence people's understanding perception of places and regions</u> draw on concepts and processes from geography to understand <u>issues involving people, places, and environments in the community,</u> <u>in</u> Maine, the United States, and the world.
	Adolescence
	Grades 9-Diploma
Performance Expectations	<u>1.1 Students analyze how and why people interact with and experience places and regions differently as a function of their ideology, race, ethnicity, religion, language, gender, age, social class, and economic status</u> <u>1.2 Students explain 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.</u> <u>1.3 Students use 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 marginalized populations. (Examples include, the Holocaust, redlining, blockbusting, and gentrification)</u> <u>1.4 Students explain geographic features that have impacted inclusion and exclusion in Maine, Wabanaki Nations, the United States, and the world.</u> <u>1.5 Students analyze 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.</u> <u>1.6 Students research the connections between geography and other disciplines inspired by their interests and career aspirations, using multiple resources, including geospatial tools.</u>

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: (Default) Arial, 12 pt

Formatted: List Paragraph, Outline numbered + Level: 2 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"

1.7	Students explore geographic professions in Wabanaki, African American, and other marginalized communities. Geography 1: Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
	(F1) Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. *
	(F2) Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment. *
	(D1) Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels. *
	(D2) Using inquiry to predict and evaluate consequences of geographic influences.
	(D3) Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources. *
	Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:
	(F1) Analyzing geographic features that have impacted unity and diversity in the United States and other nations. *
	(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world. *

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

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

Performance
Expectations

History 1.1.1: Students ~~understand the nature of history by describing~~ history as stories of the past and identifying questions related to social studies. *

History 2.1.2: Students ~~understand the nature of history as well as the key foundation of ideas by~~ applying terms such as “before” and “after” in sequencing events.

History 3.1.3: Students ~~understand historical aspects~~ recognize how people are alike and different, with emphasis on the Wabanaki Nations and African American community, of the uniqueness and commonality of individuals and groups, including Maine Native Americans, 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.~~

History 1.1.1: Students ~~understand the nature of history as well as the key foundation of ideas by~~ identifying/distinguish past, present, and future in ~~stories, pictures, poems, songs, and video~~ narratives.

History 1.2.2: Students ~~understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining~~ create a brief historical account about themselves/family from sources such as oral traditions, maps, charts, graphs, artifacts, photographs, or stories of the past. ~~how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples.*~~

History 1.3.3: Students ~~understand examine the historical aspects of the uniqueness and commonality~~ experiences of individuals and groups, including Maine Native Americans/Wabanaki Nations, African Americans in the United States and

History 1.1.4: Students ~~understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level* and identifying a few~~ 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, ~~especially those associated with historically-based traditions.~~

History 1.2: Students ~~understand the nature of history as well as the key foundation of ideas by createing~~ a brief historical account ~~about family, of~~ the local community, state, or the nation, by locating and collecting information from sources ~~such as oral traditions, including~~ maps, charts, graphs, artifacts, photographs*, or stories of the past.

1. History 3: Students ~~understand recognize~~ historical aspects of the uniqueness and commonality of individuals and groups, ~~including by describing traditions of the Maine Native Americans~~ Wabanaki Nations, African American in Maine and the United States, ~~by describing traditions of Maine Native Americans~~ and various historical

40

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

		Maine , and various historical and recent immigrant groups, by describing explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.	and recent immigrant groups and traditions common to all.
--	--	---	---

41

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

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	History-1.1: Students understand 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	1.History-1: Students understand 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	1.History-1: Students understand 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

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

evidence from a variety of primary and secondary -sources. *	<u>Nations, African American communities, and the United States.</u> <u>1.2 Students make real or simulated decisions related to give real examples of historical aspects of inclusion and exclusion in the community, the state, Wabanaki Nations, African American communities, and the United States of Maine or civic organizations by describing various cultural traditions and contributions of Wabanaki Nations, African American communities, and various historical and recent immigrant groups. applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. *</u> <u>Students distinguish between facts and opinions/interpretations in sources. *</u> <u>History 2: Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.</u>	<u>including African American communities and other cultural groups.</u> <u>1.2: 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. *</u> <u>1.3: Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation. *</u> <u>1.History 42: Students understand explain historical aspects of unity and diversity inclusion and exclusion in the community, the state, including Maine Native American communitiesWabanaki Nations, and the United States, by describing various cultural traditions and contributions of Maine Native AmericansWabanaki Nations, African American communities, and other cultural groups within the United States.</u>
--	---	--

42

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

Formatted: Font: Not Italic

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

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	<u>History 1.1</u> : Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

43

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Header

- Formatted: Header, Indent: Left: -0.08"
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.08"
- Formatted Table
- Formatted: Footer

~~(F1) Explaining analyze the different perspectives and evidence of that history includes the study of past human experience based on available evidence from a variety of historical events from primary and secondary sources, and explaining how history can help one better understand and make informed decisions about the present and future. *~~

~~1.2: Students(F2) Identifying analyze major historical eras, 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. *~~

~~1.3: Students (F3) Tracing explain the history of democratic ideals and constitutional principles political thought and their importance in the history of the Wabanaki Nations, the United States, and the world. *~~

~~—(F4) Proposing and revising research questions related to a current social studies issue. *~~

~~(D1) Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources. *~~

~~(D2) Analyzing 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. *~~

~~(D3) Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. *~~

~~1.4: Students (D4) m 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. *~~

~~1.5: Students apply appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.~~

~~—~~

~~History 2: Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:~~

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt, Not Italic

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: (Default) Arial, 12 pt

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

1.6: Students (F1) ~~e~~Explaining how both ~~unity and diversity~~inclusion and exclusion have played and continue to play important roles in the history of Maine, including Maine African American communities, Wabanaki Nations, and the United States, and the world.

1.7: Students (F2) ~~Identifying~~recognize a variety of cultures through time, including comparisons of ~~native and immigrant~~and indigenous people groups in the United States, and ~~eastern and western~~a variety of societies ~~in~~throughout the world.

1.8: Students (F3) ~~Identifying~~identify major turning points and events in the history of ~~Maine Native Americans~~Wabanaki Nations, African Americans, and various ~~historical and recent immigrants~~s-groups in Maine, the United States, and other cultures in the world.

1.9: Students (D1) ~~e~~Explaining how both ~~unity and diversity~~inclusion and exclusion have played and continue to play important roles in the history of the ~~WW~~world.

1.10: Students identify and analyze incidents of violence and genocide that have been carried out against national, racial, ethnic, and religious groups.

1.11: Students synthesize primary and secondary sources, identify and analyze incidents of genocide in Maine, the United States, and the world.

1.12: Students develop 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.

— (D2) ~~Comparing 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.~~

(D3) ~~Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.~~

45

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt, Not Italic

Formatted: Font: (Default) Arial, 12 pt

Formatted: Normal, No bullets or numbering

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: (Default) Arial, 12 pt

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

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

46

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted Table

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

Performance
Expectations

1. History-1: Students ~~can 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:~~

~~(F1) By explaining that how~~ history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. *

~~(F2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.~~

~~(F3) Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.~~

~~(F4) 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.*~~

1.2: Students ~~(D1) analyze~~ and critique varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations. *

1.3 Students ~~(D2) Analyzing and critiquing~~ synthesize and evaluate major historical eras: such as Nazi Germany and the Holocaust, the genocide of indigenous peoples of the United States with emphasis on the Wabanaki Nations, and enslavement, as well as major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

1.4: Students ~~(D3) Tracing and critiquing~~ outline and analyze the roots and evolution of democratic ideals political ideals and constitutional principles in the history of the world using historical sources.

1.5: Students

• ~~(D4) Making a decision related~~ apply appropriate and relevant information by making a decision related to the classroom, school, community, civic organization, Maine, Wabanaki Nations, the United

47

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt, Not Italic

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt, Not Italic

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt, Not Italic

Formatted: Font: (Default) Arial, 12 pt

Formatted: List Paragraph, Outline numbered + Level: 2 + Numbering Style: 1, 2, 3, ... + Start at: 3 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Normal, No bullets or numbering

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

	<p>States, or international entity, by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. *</p> <p>History 2: Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:</p> <p><u>1.6: Students</u></p> <p>(F1) Identifying and ccritiqueing issues characterized by unity and diversity conflict, cooperation, an inaction in the history of the United States, and describing their effects, using primary and secondary sources. *</p> <p><u>1.7: Students</u> (F2) Identifying and 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, of Native Americans and various historical and recent immigrant groups in the United States, making use of primary and secondary sources. *</p> <p><u>1.8: Students</u> analyze incidents of violence and genocide that have been carried out against national, racial, ethnic, and religious groups.</p> <p><u>1.9: Students</u> (D1) Identifying and Cccritiqueing issues characterized by unity and diversity inclusion and exclusion in the history of other nations, and describing their effects, using primary and secondary sources. *</p> <p><u>1.10: Students</u> (D2) Making use of synthesize primary and secondary sources, identifying identifying, and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups. *</p>
--	--

48

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Normal, No bullets or numbering

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt, Not Italic

Formatted: Font: (Default) Arial, 12 pt

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

49

Formatted: Header, Indent: Left: -0.08"**Formatted:** Header, Centered**Formatted:** Header, Right, Right: -0.08"**Formatted Table****Formatted:** Header

<u>Strand</u>		<u>History</u>	
<u>Standard</u>		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	
		<u>Childhood</u>	
		<u>Kindergarten</u>	<u>Grade 1</u>
<u>Performance Expectations</u>		<u>Students define and recognize inclusion and exclusion.</u> <u>Students recognize good/kind actions vs. bad/unkind actions.</u> <u>Students discuss the relationship between inclusion and exclusion and their actions.</u>	<u>Students differentiate between choices actions that include and exclude people.</u> <u>Students relate concepts of inclusion and exclusion to the actions of others.</u> <u>Students discuss the relationship between inclusion and exclusion as it applies to others.</u>
		<u>Grade 2</u>	
		<u>Students illustrate the consequences of inclusion and exclusion.</u> <u>Students recognize concepts of inclusion and exclusion in the context of their classroom and school.</u>	
<u>Strand</u>		<u>History</u>	
<u>Standard</u>		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	
		<u>Childhood</u>	
		<u>Grade 3</u>	<u>Grade 4</u>
<u>Performance Expectations</u>		<u>Students define discrimination, oppression, and discuss examples of</u>	<u>Students identify and discuss certain</u>
		<u>Grade 5</u>	
		<u>Students define genocide and antisemitism.</u> <u>Students recognize that genocide is potential consequence of unaddressed discrimination and oppression.</u>	

Formatted Table**Formatted:** Header, Indent: Left: -0.08"**Formatted:** Header, Centered**Formatted:** Header, Right, Right: -0.08"**Formatted Table****Formatted:** Footer

	<u>discrimination that affect the local community.</u>	<u>groups that have faced discrimination such as African-Americans, the Wabanaki Nations, Jewish people, and other groups specifically targeted in the Holocaust, and other marginalized groups.</u> <u>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</u>	<u>Students explain that certain groups, such as African-Americans, the Wabanaki Nations, as well as Jewish people, and other groups specifically targeted in the Holocaust, have been historically singled out for discrimination, oppression and genocide.</u>
--	--	---	--

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

		<u>United States and the world.</u>	
<u>Strand</u>	<u>History</u>		
<u>Standard</u>	<u>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.</u>		
	<u>Early Adolescence</u>		
	<u>Grades 6-8</u>		
<u>Performance Expectations</u>	<u>2.1 Students recognize the causes and consequences of discrimination, oppression and genocide.</u> <u>2.2 Students Identify examples of genocide in historical and modern systems of oppression.</u> <u>2.3: Students identify how discrimination, oppression and genocide have affected African American people in the community, the state of Maine and the United States in the contemporaryera and in the past.</u> <u>2.4: Students identify how discrimination, oppression and genocide have affected the Wabanaki in the community, the state of Maine and the United States in the contemporary era and in the past.</u> <u>2.5: Students identify how discrimination and oppression, including historical antisemitism, contribute to the Holocaust.</u>		
<u>Strand</u>	<u>History</u>		
<u>Standard 2</u>	<u>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.</u>		
	<u>Adolescence</u>		
	<u>Grades 9-Diploma</u>		

51

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

Performance
Expectations

Definitions:

- 2.1 Students analyze and evaluate the role of governments in the discrimination, oppression and genocide of African American people in the community, state of Maine, the United States, and the world.
- 2.2 Students analyze and evaluate the role of governments in the discrimination, oppression and genocide of the Wabanaki in the community, state of Maine, the United States, or the world.
- 2.3 Students analyze and evaluate the role of governments in the discrimination, oppression and genocide of Jewish people and other targeted groups in the Holocaust.
- 2.4 Evaluate historical and contemporary antisemitism and its role in the Holocaust and beyond.
- 2.5 Students compare perceptions of the Holocaust in primary and secondary literature to other historical examples of discrimination, oppression and genocide.
- 2.6 Students evaluate the actions of governments to determine how institutions have contributed to discrimination, oppression and genocide.
- 2.7 Students identify current events in their community, the state of Maine, the United States and other governments can or have contributed to discrimination, oppression and genocide.
- 2.8 Students design 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.
- 2.9 Students develop 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.

52

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer

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.

53

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.08"

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.08"

Formatted Table

Formatted: Footer