

Chapter 132 – Learning Results: Parameters for Essential Instruction

SUMMARY: The Maine Department of Education Regulation 132 - The Maine *Learning Results: Parameters for Essential Instruction* establishes parameters for essential teaching and learning in grades Pre-Kindergarten through Diploma across eight content areas and supports the goals outlined in the Guiding Principles. The Maine *Learning Results: Parameters for Essential Instruction* will inform the blueprint for item development of the large-scale State assessments aligned to the federal accountability standards found in Maine Department of Education Regulation 131 – The Federal, State, and Local Accountability Standards. High school, middle school, and elementary school programming in Maine’s publicly supported schools must be aligned to the knowledge and skills described in the Maine *Learning Results: Parameters for Essential Instruction*.

The Maine Department of Education Regulation 132 - The Maine *Learning Results: Parameters for Essential Instruction* augments and expands upon the content standards for federal accountability (Maine Department of Education Regulation 131: The Maine Federal, State, and Local Accountability Standards) by describing details for essential teaching and learning for eight content areas. These learning goals identify the knowledge and skills required for college, career and citizenship in the 21st century.

THE GUIDING PRINCIPLES – The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine’s Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

- A. A clear and effective communicator who:
 - 1. Demonstrates organized and purposeful communication in English and at least one other language;
 - 2. Uses evidence and logic appropriately in communication;

3. Adjusts communication based on the audience; and
 4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);
- B. A self-directed and lifelong learner who:
1. Recognizes the need for information and locates and evaluates resources;
 2. Applies knowledge to set goals and make informed decisions;
 3. Applies knowledge in new contexts;
 4. Demonstrates initiative and independence;
 5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
 6. Demonstrates reliability and concern for quality; and
 7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;
- C. A creative and practical problem solver who: [1995, c. 649, §1 (new).]
1. Observes and evaluates situations to define problems;
 2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
 3. Identifies patterns, trends, and relationships that apply to solutions;
 4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
 5. Sees opportunities, finds resources, and seeks results;
 6. Uses information and technology to solve problems; and
 7. Perseveres in challenging situations;
- D. A responsible and involved citizen who:
1. Participates positively in the community and designs creative solutions to meet human needs and wants;
 2. Accepts responsibility for personal decisions and actions;
 3. Demonstrates ethical behavior and the moral courage to sustain it;
 4. Understands and respects diversity;
 5. Displays global awareness and economic and civic literacy; and
 6. Demonstrates awareness of personal and community health and wellness;
- E. An integrative and informed thinker who:
1. Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology;
 2. Evaluates and synthesizes information from multiple sources;
 3. Applies ideas across disciplines; and
 4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

SOCIAL STUDIES

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

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

Key Ideas in the Social Studies Standards:

Understand - The word "understand" appears in performance indicators throughout the Social Studies Standards. It refers to a variety of different levels on Bloom's taxonomy and was used intentionally to serve as an umbrella term for the cognitive demand that is described by the descriptors beneath the performance indicators. Look to the descriptors to define the level of cognitive demand for 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. Four different lists of major themes are provided, and schools may select from them based on their judgment of which list will best serve the learning of their students.

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

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| <u>Eras in United States History</u> <ol style="list-style-type: none"> 1. The Americas to 1600 2. The Colonial Era, 1500-1754 3. The Revolutionary Era, 1754-1783 4. Nation Building, 1783-1815 5. The Expanding Nation, 1815-1850 6. Civil War and Reconstruction, 1850-1877 7. Development of the Industrial United States, 1865-1914 8. The Progressive Era, 1890-1914 9. Emergence of the United States as a World Power, 1890-1920 10. The 1920's: Prosperity and Problems 11. The Depression and The New Deal, 1929-1941 12. World War II and Postwar United States, 1939-1961 13. Contemporary United States, 1961-Present | <u>Eras in World History</u> <ol style="list-style-type: none"> 1. The Emergence of Civilization to 1000 BC 2. The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC – 600 AD 3. The Expansion and Interaction of Civilizations, 600 AD – 1450 AD 4. The Early Modern World, 1450 – 1800 5. The World in the Nineteenth Century 6. The World in the Contemporary Era |
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Maine Native Americans - The phrase Maine Native Americans refers to the four Maine Native American tribes – the Penobscot, the Passamaquoddy, the Micmac, and the Maliseet.

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

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

economic influences may lead to economic diversity. The Social Studies Standards define the essential knowledge related to the concepts of unity and diversity under the broad umbrella of the performance indicators set forth at B3, C2, D2, and E2 which address Individual, Cultural, International, and Global Connections in civics and government, economics, geography, and history, respectively.

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

OUTLINE OF SOCIAL STUDIES STANDARDS AND PERFORMANCE INDICATOR LABELS

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

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

B. Civics and Government

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

C. Economics

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

D. Geography

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

E. History

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

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

A1 Researching and Developing Positions on Current Social Studies Issues

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <ol style="list-style-type: none"> Identify questions related to social studies. Follow an established procedure for locating sources appropriate to reading level. Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs. Organize findings. Share information gathered using oral and visual examples. | <p>Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.</p> <ol style="list-style-type: none"> Identify research questions related to social studies - seeking multiple perspectives from varied sources. Identify key words and concepts related to research questions, making adjustments when necessary. Locate and access information by using <i>text features</i>. Collect, evaluate, and organize for a specific purpose. Communicate findings from a variety of <i>print and non-print sources</i>. Describe plagiarism and demonstrate appropriate <i>citation</i>. Distinguish between facts and opinions/interpretations in sources. | <p>Students research, select, and present a position on a <i>current social studies issue</i> by proposing and revising research questions, and locating and selecting information from multiple and varied sources.</p> <ol style="list-style-type: none"> Propose and revise research questions related to a <i>current social studies issue</i>. Determine the nature and extent of information needed. Locate and access relevant information that includes multiple perspectives from varied sources. Demonstrate facility with note-taking, organizing information, and creating bibliographies. Distinguish between <i>primary and secondary sources</i>. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i>. Use additional sources to resolve contradictory information. Summarize and interpret | <p>Students research, develop, present, and defend positions on <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> Develop research questions related to a <i>current social studies issue</i>. Select and apply research methods that are appropriate for the purpose of the inquiry. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. |

LEARNING RESULTS: PARAMETERS FOR ESSENTIAL INSTRUCTION

Highlighted = Maine Department of Education Regulation 131

Words in *blue italics* are defined in the glossary.

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| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| | | <p>information found in varied sources and/or from fieldwork, experiments, and interviews.</p> <p>i. Select a clear supportable position.</p> <p>j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a <i>variety of audiences</i>.</p> <p>k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields.</p> <p>l. Use information ethically and legally.</p> | <p>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and <i>citations</i>.</p> <p>g. Develop a clear well-supported position.</p> <p>h. Present and defend a well-supported position to a <i>variety of audiences</i> using a prescribed format.</p> <p>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields, including <i>ethical reasoning skills</i>.</p> <p>j. Access and present information ethically and legally.</p> |

A2 Making Decisions Using Social Studies Knowledge and Skills

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.</p> <p>a. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.</p> <p>b. Make a <i>real or simulated decision</i></p> | <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.</p> <p>a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas,</p> | <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.</p> <p>a. Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking</p> | <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and <i>ethical reasoning skills</i>.</p> <p>a. Develop individual and collaborative decisions/plans by considering multiple points of</p> |

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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills, and relevant information. | and individually and collaboratively develop a decision or plan. b. Make a <i>real or simulated decision</i> related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. | and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members. b. Make a <i>real or simulated decision</i> related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. | view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a <i>real or simulated decision</i> related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, <i>ethical reasoning skills</i> , and other relevant information. |

A3 Taking Action Using Social Studies Knowledge and Skills

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| Students select, plan, and participate in a <i>civic action</i> or <i>service-learning</i> project based on a classroom or school asset or need, and describe the project's potential civic contribution. | Students select, plan, and participate in a <i>civic action</i> or <i>service-learning</i> project based on a classroom, school or local community asset or need, and describe evidence of the project's effectiveness and civic contribution. | Students select, plan, and implement a <i>civic action</i> or <i>service-learning</i> project based on a school, community, or State asset or need, and analyze the project's effectiveness and civic contribution. | Students select, plan, and implement 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. |

B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

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

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>Students understand key ideas and processes that characterize democratic government in the community and the United States.</p> <p>a. Describe and provide examples of <i>democratic ideals</i>.</p> <p>b. Recognize symbols, monuments, celebrations, and leaders of local, State, and national government.</p> <p>c. Identify community workers and volunteers and the roles they play in promoting the common good.</p> | <p>Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.</p> <p>a. Explain that the study of government includes how governments are organized and how citizens participate.</p> <p>b. Explain and provide examples of <i>democratic ideals</i> and <i>constitutional principles</i> to include the rule of law, legitimate power, and common good.</p> <p>c. Explain and give examples of <i>governmental structures</i> including the legislative, executive, and judicial branches and the local, State, and national levels of government.</p> <p>d. Explain how leaders are elected and how laws are made and implemented.</p> <p>e. Explain that the <i>structures</i> and processes of <i>government</i> are described in documents, including</p> | <p>Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.</p> <p>a. Explain that the study of government includes the <i>structures</i> and functions of government and the political and civic activity of citizens.</p> <p>b. Analyze examples of <i>democratic ideals</i> and <i>constitutional principles</i> that include the rule of law, legitimate power, and common good.</p> <p>c. Describe the <i>structures</i> and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.</p> <p>d. Explain the concepts of federalism</p> | <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>a. Explain that the study of government includes the <i>structures</i>, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.</p> <p>b. Evaluate <i>current issues</i> by applying <i>democratic ideals</i> and <i>constitutional principles</i> of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in <i>founding documents</i>.</p> <p>c. Explain how and why democratic institutions and interpretations of <i>democratic ideals</i> and</p> |

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| | the Constitutions of Maine and the United States. | <p>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>e. Compare how laws are made in Maine and at the federal level in the United States.</p> <p>f. Compare the <i>structures</i> and processes of United States government with examples of other forms of government.</p> | <p><i>constitutional principles</i> change over time.</p> <p>d. Describe the purpose, structures, and processes of the <i>American political system</i>.</p> <p>e. Compare the <i>American political system</i> with examples of political systems from other parts of the world.</p> |

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

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>Students understand the concepts of <i>rights, duties, responsibilities, and participation</i>.</p> <p>a. Describe classroom <i>rights, duties, and responsibilities</i> including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p>b. Explain the purpose of school/classroom rules and laws encountered in daily experiences to promote the common good and</p> | <p>Students understand the basic <i>rights, duties, responsibilities</i>, and roles of citizens in a democracy.</p> <p>a. Identify the <i>rights, duties, and responsibilities</i> of citizens within the class, school, or community.</p> <p>b. Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p> | <p>Students understand constitutional and legal <i>rights, civic duties and responsibilities</i>, and roles of citizens in a constitutional democracy.</p> <p>a. Explain the constitutional and legal status of "citizen" and provide examples of <i>rights, duties, and responsibilities</i> of citizens.</p> <p>b. Describe how the powers of government are limited to protect individual rights and minority rights</p> | <p>Students understand the constitutional and legal <i>rights</i>, the civic <i>duties and responsibilities</i>, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <p>a. Explain the relationship between constitutional and legal <i>rights</i>, and civic <i>duties and responsibilities</i> in a constitutional democracy.</p> <p>b. Evaluate the relationship between</p> |

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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| the peaceful resolution of conflict. | c. Provide examples of how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience. | as described in the United States Constitution and the Bill of Rights. c. Analyze examples of the protection of rights in court cases or from current events. d. Analyze how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience. | the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases. c. Analyze the <i>constitutional principles</i> and the roles of the citizen and the government in major laws or cases. d. Compare the <i>rights, duties, and responsibilities</i> of United States citizens with those of citizens from other nations. e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience. |

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

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans. a. Identify and compare similar and differing interests and opinions students have related to | Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans. a. Identify examples of unity and diversity in the United States that relate to how laws protect | Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans. a. Explain basic constitutional, political, and civic aspects of historical and/or <i>current issues</i> | Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans. a. Analyze the constitutional, political, and civic aspects of historical and/or <i>current issues</i> |

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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>classroom traditions and decisions.</p> <p>b. Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.</p> | <p>individuals or groups to support the common good.</p> <p>b. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world.</p> | <p>that involve unity and diversity in Maine, the United States, and other nations.</p> <p>b. Describe the <i>political structures</i> and civic responsibilities within diverse cultures, including Maine Native Americans, various <i>historical and recent immigrant groups</i> in the United States, and various cultures in the world.</p> | <p>that involve unity and diversity in Maine, the United States, and other nations.</p> <p>b. Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various <i>historical and recent immigrant groups</i> in Maine and the United States, and those of various world cultures.</p> |

C. Economics: Students draw on concepts and processes from economics to understand issues of *personal finance* and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>Students understand the nature of economics as well as key foundation ideas.</p> <p>a. Describe economics as how people make choices about how to use <i>scarce resources</i> to meet their wants and needs.</p> <p>b. Describe how money is earned and managed in order to buy <i>goods and services</i> and save for</p> | <p>Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world.</p> <p>a. Explain that economics includes the study of scarcity which leads to economic choices about what <i>goods and services</i> will be produced, how they will be</p> | <p>Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the <i>economic systems</i> of Maine, the United States, and various regions of the world.</p> <p>a. Explain that economics is the study of how scarcity requires</p> | <p>Students understand the principles and processes of personal economics, the role of markets, the <i>economic system</i> of the United States, and other <i>economic systems</i> in the world, and how economics serves to inform decisions in the present and future.</p> <p>a. Explain that the study of economics includes the analysis</p> |

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| the future. | <p>distributed, and for whom they will be produced.</p> <p>b. Explain how <i>entrepreneurs</i> and other producers of <i>goods and services</i> help satisfy the wants and needs of consumers in a <i>market economy</i>, locally and nationally, by using <i>natural</i>, <i>human</i>, and <i>capital resources</i>.</p> <p>c. Describe situations in which personal choices are related to the use of financial resources and financial institutions including the use of money, consumption, savings, investment, and banking.</p> | <p>choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to <i>market economy</i>, <i>entrepreneurship</i>, <i>supply and demand</i>, and <i>personal finance</i>.</p> <p>b. Describe the functions of <i>economic institutions</i> and <i>economic processes</i> including financial institutions, businesses, government, taxing, and trade.</p> <p>c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p> | <p>and description of production, distribution, and consumption of <i>goods and services</i> by business, and is the basis of individual <i>personal finance</i> management including saving and investing.</p> <p>b. Explain and analyze the role of financial institutions, the stock market, and government, including <i>fiscal</i>, <i>monetary</i>, and <i>trade policies</i>, in personal, business, and national economics.</p> <p>c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances, using <i>economic reasoning</i>.</p> <p>d. Identify and explain various <i>economic indicators</i> and how they represent and influence economic activity.</p> <p>e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.</p> <p>f. Explain and apply the concepts of <i>specialization</i>, <i>economic interdependence</i>, and <i>comparative advantage</i>.</p> <p>g. Solve problems using the theory</p> |

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| | | | of <i>supply and demand</i> . |

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

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>Students understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans.</p> <p>a. Identify examples of how individuals, families, and communities, including Maine Native Americans, are influenced by <i>economic factors</i>.</p> <p>b. Describe the work and contribution of various groups to the economics of the local community in the past and present.</p> | <p>Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.</p> <p>a. Describe economic similarities and differences within the community, Maine, and the United States.</p> <p>b. Identify <i>economic processes</i>, <i>economic institutions</i>, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p> | <p>Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p> <p>a. Describe factors in <i>economic development</i>, and how states, regions, and nations have worked together to promote economic unity and interdependence.</p> <p>b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p> | <p>Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>a. Analyze the role of regional, international, and global organizations that are engaged in <i>economic development</i>.</p> <p>b. Compare a variety of <i>economic systems</i> and the <i>economic development</i> of Maine, the United States, and various regions of the world that are economically diverse.</p> <p>c. Analyze wealth, poverty, resource distribution, and other <i>economic factors</i> of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.</p> |

D. **Geography:** Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>Students understand the nature and basic ideas of geography.</p> <ul style="list-style-type: none"> a. Explain that geography is the study of the Earth's surface and peoples. b. Create visual representations of the immediate neighborhood and community. c. Use basic maps and globes to identify local and distant <i>places</i> and <i>locations</i>, directions (including N, S, E, and W), and basic physical, environmental, and cultural features. | <p>Students understand the geography of the community, Maine, the United States, and various regions of the world.</p> <ul style="list-style-type: none"> a. Explain that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life. b. Create visual representations of the world, showing a basic understanding of the <i>geographic grid</i>, including the equator and prime meridian. c. Identify the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of <i>geographic tools</i>. d. Explain examples of changes in the Earth's physical features and their impact on communities and regions. | <p>Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.</p> <ul style="list-style-type: none"> a. Explain that geography includes the study of physical, environmental, and cultural features of the State, nation, and various regions of the world to identify consequences of geographic influences and make predictions. b. Use the <i>geographic grid</i> and a variety of <i>types of maps</i> to gather geographic information. c. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of <i>geographic tools</i>. d. Describe the impact of change, including technological change, on the physical and cultural | <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ul style="list-style-type: none"> a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of <i>geographic tools</i>. c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, |

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| | | environment. | including technological change, on the physical and cultural environment. |

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

| Performance Indicators & Descriptors | | | |
|--|--|--|--|
| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans.</p> <p>a. Identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the United States and various other nations.</p> | <p>Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.</p> <p>a. Identify examples of how geographic features unify communities and regions as well as support diversity.</p> <p>b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.</p> | <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p> <p>a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.</p> <p>b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</p> | <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p> <p>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</p> |

- E. **History:** Students draw on concepts and processes from history to develop *historical* perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| <p>Students understand the nature of history as well as key foundation ideas.</p> <ul style="list-style-type: none"> a. Describe history as “stories” of the past. b. Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically-based traditions. c. Identify past, present, and future in stories, pictures, poems, songs, or videos. d. Apply terms such as “before” and “after” in sequencing events. e. Create a brief <i>historical</i> account about family, the local community, or the nation by using artifacts, photographs, or stories of the past. | <p>Students understand various major eras in the history of the community, Maine, and the United States.</p> <ul style="list-style-type: none"> a. Explain that history includes the study of past human experience based on available evidence from a variety of sources. b. Identify various major <i>historical</i> eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States. c. Trace and explain how the history of democratic principles is preserved in <i>historic symbols, monuments and traditions</i> important in the community, Maine, and the United States. | <p>Students understand major eras, major enduring themes, and <i>historic</i> influences in the history of Maine, the United States, and various regions of the world.</p> <ul style="list-style-type: none"> a. Explain that history includes the study of past human experience based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the present and future. b. Identify and analyze major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. c. Trace and explain the history of <i>democratic ideals</i> and <i>constitutional principles</i> and their importance in the history of the United States and the world. d. Analyze interpretations of | <p>Students understand major eras, major enduring themes, and <i>historic</i> influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ul style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and |

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| | | <i>historical</i> events that are based on different perspectives and evidence. | the world using historical sources. d. Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations. |

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

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| Students understand <i>historical</i> aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans. a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. b. Describe traditions of Maine Native Americans and various <i>historical and recent immigrant groups</i> and traditions common to all. | Students understand <i>historical</i> aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities. a. Describe examples in the history of the United States of diverse and shared values and traditions. b. Describe various cultural traditions and contributions of Maine Native Americans and various <i>historical and recent immigrant groups</i> in the community, Maine, and the United States. | Students understand <i>historical</i> aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans. a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations. b. Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world. c. Describe major turning points and events in the history of Maine Native Americans, various <i>historical and recent immigrant</i> | Students understand <i>historical</i> aspects of unity and diversity in the United States and the world, including Native American communities. a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various <i>historical and recent immigrant groups</i> in the United States, and other cultures in the world. |

| Performance Indicators & Descriptors | | | |
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| Pre-K-2 | 3-5 | 6-8 | 9-Diploma |
| | | <i>groups</i> in Maine, the United States, and other cultures in the world. | |

MAINE *LEARNING RESULTS* GLOSSARY for SOCIAL STUDIES

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| American political system | The system in the United States by which power is used to affect whether and how government will act on any given matter. It includes both governmental and extra-governmental activity. The American political system includes, but is not limited to, separation of powers, branches of government, the electoral system, American political parties, federalism, banking and monetary systems, and lobbying and special interests. |
| authentic context | Experiences and settings that are as close as possible to those of involved citizens and/or experts in the field. |
| citation | A reference to a book, paper, author, or other resource, or the information necessary to locate a specific information resource. Citations usually follow strict formats, which can be found in style guides. |
| civic action | <p>A wide range of actions that promote the common good and positive social change. Civic action is a direct application of taught social studies knowledge and skills. It often occurs in a single act but may also be part of a service-learning project. Examples of civic action include:</p> <ul style="list-style-type: none"> • Volunteering on a regular basis • Petitioning • Working on local/state/national political campaigns • Educating one's community on civic or environmental issues • Establishing a voter registration campaign among eligible students and community members • Writing to elected representatives and newspapers • Monitoring legislative proposals (local, state and national) • Testifying at public hearings • Becoming a member of civic organizations |

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| comparative advantage | The advantage(s) a nation has when it can produce a product at a lower opportunity cost than another nation [opportunity cost is the highest valued alternative that must be forgone because another choice is made; all economic decisions involve opportunity costs]. |
| constitutional principles | The broad concepts embodied in the United States and State constitutions that reflect the attributes and qualities of life in a republic (e.g., limited government/constitutional limits on power; democratic processes; rule of law; division of powers; checks and balances; federalism; popular sovereignty/self-government; consent of the governed; majority rule with minority rights, etc.). |
| current social studies issue | Public policy issues that are part of the contemporary public discourse and are closely connected to one or more social studies disciplines. |
| democratic ideals | The beliefs that underpin and serve as goals in democratic republican forms of government (e.g., individual rights, the rule of law, the common or public good, justice, equality, diversity, popular sovereignty, etc.). |
| discipline-based processes | The processes associated with the methods used in research to develop knowledge within each discipline. For example: History - analyzing primary sources, seeking multiple sources; Geography - reading, creating, and interpreting various kinds of maps; Civics and Government - interviewing, polling, and following political trends; Economics - recording and graphing trends related to fiscal policy or employment. |
| economic development | Improvement in the economic status/wealth of a particular area for the well-being of its inhabitants. Efforts that seek to improve the economic well-being and quality of life for a community or society by creating, sustaining or enhancing jobs and growing incomes. It can occur at the local, regional, state, national or international level. |

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| economic factors | Factors of an economy that have a broad impact on many aspects of life for individuals, families, businesses, governments, and societies. Economic factors may include the job market, the cost of living, the cost of production, and capital. |
| economic indicators | Statistics about the condition of the economy that are often used to make predictions about future performance. Some economic indicators include earning reports, unemployment, bankruptcies, retail sales, stock market prices, housing statistics, etc. |
| economic institutions | Organizations focused on commercial, financial, fiscal, monetary, or trade issues (e.g., companies, banks/ financial institutions, the Federal Reserve, etc.). |
| economic interdependence | The mutually dependent commercial, financial, fiscal, monetary, and/or trade relationships between or among nations, states, or international organizations. When a single economic unit is ultimately affected by many of the decisions or events that initially affect its trading partners. Economic interdependence can be created through formal relationships/ organizations such as the European Union or North American Free Trade Agreement. |
| economic processes | The processes of organizing and running businesses; those activities, actions, and operations that involve the production and sale of goods and services (this includes the extraction of raw materials and natural resources). |
| economic reasoning | The use of the economic concepts to make decisions related to economics and to life. |
| economic systems | The institutional framework that a society uses to allocate its resources to produce and distribute goods and services. Major types of economic systems include: market economies, mixed economies, command economies, and traditional economies; nearly all modern economic systems are mixed. |

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| entrepreneur | A person who operates and assumes the risk for a business venture. |
| ethical reasoning skills | <p>The skills involved when making ethically sound decisions, including the skills of:</p> <ul style="list-style-type: none"> - defining core values - resolving dilemmas using ethical decision-making principles (ends-based, rule-based, care-based, or some combination of these) - acting with moral courage <p>For more information, see the 2001 Maine DOE publication, <u>Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities</u>, www.state.me.us/education/cep/homepage.htm.</p> |
| fiscal, monetary, and trade policies | <p>Fiscal (budgetary) policy involves the use of government spending and taxation programs to affect the level of economic activity in such a way as to promote price stability, maximum employments, and reasonable economic growth. (Also known as budgetary policy).</p> <p>Monetary policy refers to actions by the Federal Reserve System that lead to changes in the supply of money and availability of credit as a means of helping to promote economic goals.</p> <p>Trade policy refers to a government's policies concerning foreign trade and treaties and agreements entered into with other governments to influence foreign trade.</p> |
| founding documents | Documents establishing our nation and the plan for government (e.g., The Declaration of Independence, The United States Constitution, The Bill of Rights). |
| geographic grid | A system of imaginary lines on the globe. The grid is formed by horizontal lines of latitude running east and west around the globe north and south of the equator, and vertical lines of longitude running north and south from the globe's poles east and west of the Prime Meridian at Greenwich, England. |

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| geographic tools | The sources and instruments used by geographers as they study the earth's surface and human activity on the earth (e.g., representations such as atlases, globes and maps, almanacs, geographic dictionaries, statistical databases, photos and satellite images). |
| goods and services | Goods are objects that can satisfy people's wants. Services are activities that can satisfy people's wants. |
| governmental structures | The bodies and levels into which a government and/ or states are organized. |
| Historic | Important in history. |
| historic symbols, monuments and traditions | Symbols are something visible that relate to principles or historic events by association, resemblance, or convention, for example the American flag, state flags, and town seals. Monuments refer to large structures such as the Statue of Liberty, the Washington Monument, and the Lincoln Memorial. Traditions are the passing down of elements of a culture from generation to generation; a time honored practice. |
| historical and recent immigrant groups | Groups that have immigrated to the United States including the "original" European immigrants and all successive immigrant groups. |
| international relations | Relations between or among nations or relations that occur in the context of international organizations, for example NATO, EU, UN, and agencies and organizations such as the WTO, IMF, World Bank, IAEA, and WHO. |

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| market economy | An economic system in which economic decisions and the pricing of goods and services are guided by the aggregate (collective) interactions of a country's citizens and businesses. This is the opposite of a centrally planned economy, in which government decisions drive most aspects of a country's economic activity. Market economies work on the assumption that market forces such as supply and demand are the best determinants of what is right for a nation's well being. |
| natural, human, and capital resources | <p>Natural resources are “gifts of nature”; they are present without human intervention, for example wind, sun, minerals.</p> <p>Human resources represent the quantity and quality of human effort directed toward producing goods and services.</p> <p>Capital resources include financial capital (money) and economic capital (resources) used to produce goods and services.</p> |
| non-print sources | Information supplied through visual texts (e.g., illustrations, diagrams, graphics, hypertexts, pictures, videos, etc.). |
| organizational features | Aspects of written texts that aid readers in locating and comprehending information (e.g., titles, tables of contents, etc.). |
| personal finance | The aspects of individuals or family life that involve earning and spending money; often includes making budget choices, savings and investing, the use of credit, and managing risk and insurance. |
| place and location | In geography, place refers to locations having distinctive characteristics which gives it meaning and distinguishes it from other locations. Absolute location refers to a specific location of a point on Earth's surface which can be expressed in latitude and longitude. Relative location refers to the location of a place or region in relation to other places or regions. |

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| political structures of cultures | The structures a culture uses in making decisions on behalf of the community or society. For example, some Native American nations use tribal councils to make decisions and some use elders or spiritual leaders to make decisions for the community. |
| primary and secondary sources | Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. Secondary sources are accounts of the past created by people writing about events sometime after they happened; secondary sources are texts based on primary sources or other secondary sources. |
| print sources | Information conveyed in written format often following a linear sequence of organization (e.g., books, magazines, newspapers, etc.). |
| real or simulated decision | In the context of social studies, “real” decisions include students making collective decisions about rules, projects or proposals to improve the school or community. “Simulated” decisions include decisions made by students in inauthentic or artificial settings such as a mock legislative body (town council, state legislature, congress, UN), local committee, non-profit board or jury. |

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| rights, duties, and responsibilities in the United States [civic, or of citizens] | <p>Rights include those guarantees in founding documents and state constitutions. These include:</p> <ul style="list-style-type: none"> • Personal rights (association, religion, expression, movement/travel/residence, privacy, etc.) • Political rights (to vote, petition, assembly, freedom of press, speech, etc.) • Economic rights (to own property, join labor unions, copyright and patent, enter lawful contracts, etc.) <p>Duties include fulfilling obligations such as those outlined in “responsibilities”.</p> <p>Responsibilities include understanding the basic values and principles in founding documents, monitoring the performance of political leaders and government agencies, and monitoring one’s own behavior to foster the common or civic good. More specific civic responsibilities include obeying the law, paying taxes, being informed and attentive to public issues, voting, and serving as a juror.</p> |
| scarce resources | Those resources that are desirable and not in great supply at a given time. |
| service-learning | Service-learning is a teaching strategy through which students identify, research and address real community challenges, using knowledge and skills learned in the classroom . Through service-learning, students meet local curricula and State learning standards. Service-learning should not be confused with community service. |
| specialization | When an individual, company or nation produce a more narrow range of goods and services than they consume. |

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| supply and demand | <p>Supply is the amount of a good or service that producers are willing and able to offer for sale (at all possible prices during a period of time).</p> <p>Demand is the amount of a good or service that consumers are willing and able to buy (at all possible prices during a period of time).</p> <p>The relationship of supply and demand influences the prices and quantity of goods and services sold in competitive markets; generally the lower the price of something, the more of it will be purchased and vice versa.</p> |
| text features | <p>Visual presentation of information designed to facilitate comprehension of the information by the reader. Text features are varied and have different purposes such as to present an overview of the information (e.g., table of contents), to assist in locating information (e.g., index), to show connections or relationships among ideas (e.g., diagrams, flow charts, maps, time lines), to emphasize certain points or ideas (e.g., bullets, boldface font, headings), to show how information is organized (e.g., webs, tree diagrams), to define terms (e.g., glossary), to explain for deeper understanding (e.g., cross section, cutaways, close-ups, descriptions connected to a graphic representations) etc.</p> |
| types of maps | <p>Kinds of maps that include political, physical, topographic, and ecological, maps.</p> |
| unity and diversity | <p>Unity – common bonds based on the values, processes, and institutions that support a way of life.</p> <p>Diversity – unique traditions, perspectives, experiences, and values that set various groups apart from a larger culture; in a historical sense, diversity may be cultural, ethnic, economic or social (class).</p> |

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| variety of audiences | In the context of social studies, an audience for student presentations might include the teacher, classmates, parents, other students and teachers in the school unit, and community members. For middle and high school students, an audience might include adults from outside the school, and thus significantly increase the sense of importance of the presentation for students. |
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MAJOR ENDURING THEMES IN SOCIAL STUDIES

Major Enduring Themes refer to general topics or issues that have been relevant over a long period of time. Educators should consider enduring themes when planning curriculum and instruction. Themes provide an opportunity to transfer knowledge and understanding across learning experiences. A consistent set of themes can serve as a framework within which other concepts, topics, and facts can be organized. The four options below allow schools and school systems to select the set that best matches the philosophical and instructional needs of their students and teachers. Each option offers different emphases. Schools and (preferably) school systems should take a comprehensive, K-12 approach to selecting and using any one set of enduring themes.

In addition to transferring understanding across learning experiences, themes can be used:

- as a set of concepts that, like standards and performance indicators, represent content to be learned within a class or course;
- for discussion, lectures, writing assignments, and projects within a class or course; and
- as a framework to guide the selection of content for a unit, class or course.

MAJOR ENDURING THEMES – OPTION #1

This set of themes was developed by the National Council for the Social Studies. It is perhaps the most comprehensive list of themes that span the breadth and K-12 scope of social studies. Many of the themes provide opportunity for cross-content curriculum and instruction. This set of major enduring themes is appropriate for K-12 social studies curriculum and instruction with the possibility of integration with other content areas at some or all grade spans.

National Council for the Social Studies: Ten Thematic Strands

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

For more information, in-depth descriptions, and professional resources go to:
<http://www.socialstudies.org/standards/strands/>

MAJOR ENDURING THEMES – OPTION #2

The Comprehensive Social Studies Assessment Project (CSSAP) developed the set of themes below. Phase I of the CSSAP project engaged 25 states in developing a framework and assessments for civics, economics, geography, and history at the elementary, middle, and high school levels. The themes are specific to social studies and are best utilized in a curriculum that is driven by individual units, classes or courses in civics and government, economics, geography and history. While some themes transfer among the larger content area of social studies (for example, principles and ideals of democracy in the U.S. may be appropriate for civics, economics or history), this list is more subject specific and offers fewer options for cross-content connections.

CSSAP Consensus Framework: Themes

Civics

1. Civic life, politics, and governance systems
2. Purpose, structure and functions, of governments in the U.S.
3. Principles and ideals of democracy in the U.S.
4. Roles, rights, privileges, and responsibilities of citizens in the U.S.
5. Relationships among governments and people that cross national boundaries

Economics

1. Limited resources and choice
2. Markets
3. Economic systems
4. Economic interdependence

Geography

1. Places, regions, locations
2. Physical systems (spatial perspective)
3. Human systems (spatial perspective)
4. Environment and society (spatial perspective)

History

1. Change and continuity in political systems
2. Interactions of people, cultures, and ideas
3. Economic and technological changes
4. Comparative history of major developments

For more information and in-depth descriptions go to::

<http://members.ncss.org/se/6306/630610.html>

<http://www.ccsso.org/projects/SCASS/Projects/Comprehensive%5FSocial%5FStudies%5FAssessment%5FProject/1911.cfm>

MAJOR ENDURING THEMES – OPTION #3

The third set of major enduring themes is more conceptual but the themes fit the definition of being “relevant over a long period of time” (*Learning Results: Parameters for Essential Instruction*, 2007). H. Lynn Erickson is well published in the area of curriculum integration, the structure of learning, and the transfer of knowledge. Her concepts are timeless, universal, and share common attributes among content areas. Note that many transfer to the content areas of science, literature, mathematics, and the arts. This set – and Erickson’s larger body of work – are an option for K-12 social studies curriculum, cross-content curriculum, and building level curriculum integration.

H. Lynn Erickson’s Social Studies Concepts

Conflict/ Cooperation
Patterns
Population
Systems
Change/ Continuity
Culture
Evolution
Civilization
Migration/ Immigration
Interdependence

For more information please see:

Erickson, H. L. (2007). *Stirring the head, heart, and soul: Redefining curriculum and instruction*. Thousand Oaks, CA: Corwin Press.

Erickson, H. L. (2002). *Concept based curriculum instruction: Teaching beyond the facts*. Thousand Oaks, CA: Corwin Press.

MAJOR ENDURING THEMES – OPTION #4

Within the framework offered by the Partnership for 21st Century Skills, mastery of core subjects and 21st century themes are essential for all students. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

It is interesting to note that four of the nine core subjects are traditionally assigned to social studies. In addition to these subjects, schools move beyond a basic competency in core subjects to promote in-depth understanding of academic content by weaving 21st century interdisciplinary themes into core subjects. The first three themes below are central to social and civic education and make them good choices for K-12 social studies curriculum and instruction. The set of themes is highly interdisciplinary and would work well for a K-12 social studies curriculum or for building and/or system content and social expectations, if all four themes are used. They are highly recommended for a high school environment.

Partnership for 21st Century Skills: 21st Century Themes

Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

Health Literacy (optional for Social Studies)

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

For more information, in-depth descriptions, and professional resources go to:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=57&Itemid=120

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

<http://www.21stcenturyskills.org/>