

# 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.

## 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.

*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:**

**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 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 Justice
- Conflict and Compromise
- Technology and Innovation
- Unity and Diversity
- Continuity and Change Over Time
- Supply and Demand

**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:

<b>Eras in United States History*</b>	<b>Eras in World History*</b>
<p><b>1. Beginnings to 1607:</b> Migration, contact, and exchange between Native Americans, Africans, and Europeans.</p> <p><b>2. 1607 to 1754:</b> Conflict and competition -- Europeans and Native Americans; emergence of distinctive Colonial and Native societies.</p> <p><b>3. 1754 to 1800:</b> Social, political, and economic tensions -- Revolution and the Early National Period.</p> <p><b>4. 1800 to 1848:</b> Defining and extending democratic ideals during rapid economic, territorial, and demographic changes.</p> <p><b>5. 1844 to 1877:</b> Regional tensions and civil war.</p> <p><b>6. 1865 to 1898:</b> Move from agricultural to industrialized society.</p> <p><b>7. 1890 to 1945:</b> Domestic and global challenges; debate over Government’s role and the role of the US in the world.</p> <p><b>8. 1945 to 1980:</b> Challenges with prosperity, living up to ideals, and unfamiliar international responsibilities.</p> <p><b>9. 1980 to present:</b> Cultural debates, adaptation to economic globalization and revolutionary changes in science and technology.</p> <p><i>*All eras are circa.</i></p>	<p><b>1. Beginnings to 600 BCE:</b> Technological and environmental transformations.</p> <p><b>2. 600 BCE to 600 CE:</b> Organization and reorganization of human societies.</p> <p><b>3. 600 to 1450:</b> Regional and interregional interactions.</p> <p><b>4. 1450 to 1750:</b> Political, social, economic and global interactions led to revolutions.</p> <p><b>5. 1750 to 1900:</b> Industrialization and global integration.</p> <p><b>6. 1900 to present:</b> Accelerating global change and realignments.</p>

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

## **Maine Statutes Related to Social Studies**

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

1. Minimum instructional requirements. A comprehensive program of instruction must include a minimum 4-year program that meets the curriculum requirements established by this chapter and any other instructional requirements established by the commissioner and the school board. [2009, c. 313, §15 (AMD).]
2. Required subjects. Courses in the following subjects shall be provided in separate or integrated study programs to all students and required for a high school diploma: .... Social studies and history, including American history, government, civics and personal finance--2 years; [2013, c. 244, §1 (AMD).]

Title 20-A MRSA §4706, 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 Americans** - The phrase “Maine Native Americans” refers to the four Maine Native American tribes – the Penobscot, the Passamaquoddy, the Micmac, and the Maliseet.

## Grade 4

### Strand: Civics & Government

**Standard:** 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 the world.

#### Performance Expectation:

**Civics & Government 1:** 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 *democratic ideals* and *constitutional principles* to include the rule of law, legitimate power, and common good.

**Civics & Government 2:** Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of *governmental structures* including the legislative, executive, and judicial branches and the local and State levels of government.

**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.

**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.\*

**Civics & Government 5:** Students understand civic aspects of unity and 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.

**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.

### Strand: Personal Finance and Economics

**Standard:** Students draw from concepts and processes in personal finance to understand issues of 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.

#### Performance Expectation:

**Personal Finance:** Students understand the principles and process of personal finance by describing situations in which 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 of 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.

**Strand:** Geography

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

**Performance Expectation:**

**Geography 1:** Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the *geographic grid*, including the equator and prime meridian. \*

**Geography 2:** 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.

**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 world.

**Performance Expectation:**

**History 1:** Students understand various major eras in the history of the community, Maine, 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, and the United States.

Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. \* Students distinguish between facts and opinions/interpretations in sources. \*

**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.