

# 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.

## **Grades 6-8**

Look 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. (As noted in the introduction as part of the defining of understand.)

**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 constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

(F1) Explaining that the study of government includes the *structures* and functions of government and the political and civic activity of citizens

(F2) Describing the *structures* 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.

(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.

(D1) Comparing the *structures* and processes of United States government with examples of other forms of government.

(D2) Comparing how laws are made in Maine and at the federal level in the United States.

(D3) Analyzing examples of *democratic ideals* and *constitutional principles* that include the rule of law, legitimate power, and common good.

**Civics & Government 2:** Students understand constitutional and legal *rights, civic duties and responsibilities*, and roles of citizens in a constitutional democracy by:

(F1) Explaining the constitutional and legal status of "citizen" and provide examples of *rights, duties, and responsibilities* of citizens.

(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.

(D1) Analyzing examples of the protection of rights in court cases or from current events.

(D2) Analyzing how people influence government and work for the common good including voting, writing to legislators, 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 *current issues* 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 *current issues* 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.

**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 processes of personal finance by:

(F1) Explaining how scarcity influences choices and relates to the market economy.

(F2) Identifying factors that contribute to spending and savings decisions.

(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. \*

**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:

(F1) Describing the functions of financial institutions.

(F2) Describing the function and process of taxation.

(D1) Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.

**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:** 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 and the geographic influences on life in the past, present, and future by:

(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. \*

(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. \*

(F3) Evaluating a geographic issue of physical, environmental, or cultural importance. \*

(D1) Identifying consequences of geographic influences through inquiry and formulating predictions.

(D2) Describing the impact of change on the physical and cultural environment.

**Geography 2:** Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

(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. \*

**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 major eras, major enduring themes, and *historic* influences in the history of Maine, the United States, and various regions of the world by:

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

(F2) Identifying 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. \*

(F3) Tracing the history of *democratic ideals* and *constitutional principles* and their importance in the history of 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. \*

(D4) Making decisions related to the classroom, school, community, civic organization, Maine, or beyond; applying 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:

(F1) Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

(F2) Identifying 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.

(F3) Identifying 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.

(D1) Explaining how both unity and diversity have played and continue to play important roles in the history of the world

(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.