# 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 nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples. \*

**Geography 2**: Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.

# **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 the nature of history by describing history as stories of the past and identifying questions related to social studies. \*

**History 2**: Students understand the nature of history as well as the key foundation of ideas by applying terms such as "before" and "after" in sequencing events.

**History 3:** Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.

Social Studies Curriculum Map	Standards-K

#### Grade 1

#### 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 key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government. Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the

explaining the purpose of scholardassroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.

Civics & Government 3: Students understand Maine Native Americans by explaining their traditions and customs.

# **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 nature of personal finance as well as key foundational ideas by describing how spending, saving, and sharing are ways to use money.

**Economics**: Students understand the nature of economics as well as key foundational ideas explaining and making decisions about how to use scarce resources to meet their needs and wants. \*

**Global Connections:** Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by identifying how individuals, families, and communities are influenced by economic factors.

# 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 nature and basic ideas of geography by gathering information about their immediate neighborhood and community, including maps, photographs, charts and graphs, and then create visual representations of their findings. \*

**Geography 2**: Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.

#### Strand: History

<u>Standard:</u> 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 the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.

History 2: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including

Maine Native Americans by values, and beliefs through a developmentally appropriate <b>History 3</b> : Students underst Maine Native Americans, by	stories, traditions, religion, c manner and share gathere and historical aspects of the describing traditions of Mai	elebrations, or the arts. Stud d information using oral and a uniqueness and commonal	dents organize findings at a visual examples * ity of individuals and group	os, including	
groups and traditions comm	on to all.				

# Grade 2

#### 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 key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of democratic ideals

Civics & Government 2: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government. Civics & Government 3: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic

**Civics & Government 4:** Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.

#### 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 nature of personal finance as well as key foundational ideas by describing how planning for the future is important to managing money.

**Economics:** Students understand the nature of economics as well as key foundational ideas by explaining how people make choices about how to use scarce resources and make individual and collaborative plans to meet their own needs and wants. \*

**Global Connections:** Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.

#### Strand: Geography

**<u>Standard:</u>** 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 nature and basic ideas of geography by using basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.

**Geography 2:** Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.

#### 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 the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level\* and identifying a few key figures and events from personal history, and the history of the community, the state, and the United States, especially those associated with historically-

 based traditions.  History 2: Students understand account about family, the local maps, charts, graphs, artifacts, History 3: Students understand Maine Native Americans, by degroups and traditions common	d the nature of history as we community, or the nation by photographs*, or stories of d historical aspects of the ur escribing traditions of Maine	Il as the key foundation of ic locating and collecting info the past. iqueness and commonality	deas by creating a brief histo mation from sources including of individuals and groups, in	rical ng cluding	

#### Grade 3

#### Strand: Civics & Government

<u>Standard:</u> 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 that the study of government includes how governments are organized and how citizens participate.

Civics & Government 2: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining how leaders are elected and how laws are made and implemented.

Civics & Government 3: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying the rights, duties, and responsibilities of citizens within the class, school, or community. Civics & Government 4: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators.

**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 (sameness) and diversity (variety).

Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of Maine Native

Americans and other various cultures in Maine by describing civic beliefs and activities in the daily life of diverse cultures
of Maine.

# Strand: Personal Finance and Economics

<u>Standard:</u> 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 nature of personal finance as well as key foundational ideas by describing situations in which personal choices are related to the use of money.

**Economics:** Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about what goods and services are produced and for whom they are produced.

Global Connections: Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by describing economic similarities and differences within the community, Maine, and the United States.

#### Strand: Geograph

**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 explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

**Geography 2**: Students understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities. \*

# 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 explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. \* Students make real or simulated decisions related to the local community or civic organizations by 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, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources\*, and describing examples in the history of the United States of diverse and shared values and traditions.

		Grade 4				
		Oldde 4				
	Strand: Civics & Government					
	<u>Standard:</u> Students draw on concept governance, civic ideals and practice					
	Performance Expectation:	es, and the role of cluzens in the	ne community, Maine, the Oi	lited States, and the world.		
	Civics & Government 1: Stu	dents understand the basic ide	eals, purposes, principles, st	ructures, and processes of		
	democratic government in Ma			mples of democratic ideals a	and	
	constitutional principles to incl					
	Civics & Government 2: Stud				tivo	
	democratic government in Ma executive, and judicial branch			ructures including the legisla	uve,	
	Civics & Government 3: Stu			ructures, and processes of		
	democratic government in Ma					
_	documents, including the Con					
	Civics & Government 4: Stu				ludina	
	democratic republic by providi selecting, planning, and partic					
	community asset or need, and					
	Civics & Government 5: Stu	dents understand civic aspect	s of unity and diversity in the	daily life of various cultures	in	
_	Maine and the United States t		ty and diversity in the United	States that relate to how lav	VS	
	protect individuals or groups to			alon he le localitation	to an o	
	Civics & Government 6: Stur United States by describing ci				in the	
	ormod outco by dood loning of	The Bolloto und deuvideo in ute	daily into or divorso saltaros			
	which financial institution	udents draw from concepts at munity, Maine, the United Stat udents understand the principl ons can be used to manage m	nd processes in economics tes, and the world.  les and process of personal noney.	o understand issues of prodi	ons in	
	Economics: Students	understand economics and the	ne basis of the economies of	the community, Maine, the	United	
					I	
		States, and various region	ons of the world by explainin	g how of scarcity leads to ch	oices about how goods and	
		services are consumed a	and distributed, and by maki	ng a real or simulated decisi	on related to scarcity. *	
					sity in the community, Maine	
					nmunities by identifying econ ve Americans and various cu	
		in the United States and		ionos relateu to Maine Nati	ve Americans and various CC	iituro3
		= Olatos dila	occionada Tolonia			
	Strand: Geogra			TOTAL OF TO TOTAL AND	9788 G 110 W	
		d: Students draw on concepts			volving people, places, and	
		nents in the community, Maine erformance Expectation:	e, the Officea States, and the	world.		
		eography 1: Students unders	stand the geography of the c	ommunity, Maine, the United	States, and various regions	of
	th	ne world by communicating the	eir findings by creating visua	representations of the world		
		f the geographic grid, including				
		eography 2: Students unders	and the second of the state of the second se	ika na ndiga ndibungi kilana na kitabana ng ika na nana na nasilit da na	and the property of the proper	
		ne world by describing impacts orld.	s or geographic teatures on t	ne ually lile of various culture	es in the United States and t	ne

perspective and understa  Performance Exp  History 1: Student identifying major h in the history of the Students make rea relevant social stu distinguish betwee  History 2: Student American commun	on concepts and processes and issues of continuity and cectation: is understand various major eistorical eras, major enduring ecommunity, the state, and tall or simulated decisions relations knowledge and skills, min facts and opinions/interpress understand historical aspetities, and the United States I rious historical and recent im	hange in the community, Nerras in the history of the co the themes, turning points, even the United States. ted to the state of Maine or cluding research skills, and tations in sources. * cts of unity and diversity in by describing various cultures.	Maine, the United States, and mmunity, Maine, and the Urivents, consequences, persor civic organizations by apply a other relevant information. The community, the state, Maral traditions and contribution	d world.  nited States by ns, and timeframes, ring appropriate and * Students laine Native	

Grade 5	
<del></del>	
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 that the structures and processes of government are	
derivocate government in Maine and the Officer States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States.	
Civics & Government 2: Students understand the basic ideals, purposes, principles, structures, and processes of	
democratic government in Maine and the United States by explaining and giving examples of governmental structures	
including the legislative, executive, and judicial branches at national levels of government.  Civics & Government 3: Students understand the basic rights, duties, responsibilities, and roles of citizens in a	
democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that	
establish government and protect the rights of the individual United States citizen.	
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	
engaging in civil disobedience.	
Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in the	
world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.	
Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of various cultures of the	
world by describing civic beliefs and activities in the daily life of diverse cultures.	
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.	
<u>Performance Expectation:</u> Personal Finance: Students understand the principles and process of personal finance by describing situations in	
which choices are related to the use of financial resources and financial institutions.	
Economics: Students understand the basis of the economies of the community, Maine, the United States, and	
various regions of the world by examining different ways producers of goods and services help satisfy the wants	
<u> </u>	
and needs of consumers in a market economy by using entrepreneurship, natural, human, and capital resources,	
as well as collaborating to make a decision. *  Global Connections: Students understand economic aspects of unity and diversity in the community, Maine, and	
regions of the United States and the world, including Maine Native American communities, by explaining economic	
processes, economic institutions, and economic influences related to Maine Native Americans and various cultures	
in the United States and the world.	
Strand: 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 identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers	
using a variety of <i>geographic tools</i> including digital mapping tools; and explaining examples of changes in the Earth's	
physical features and their impact on communities and regions.  Geography 2: 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, by identifying examples through inquiry of	
how geographic features unify communities and regions as well as support diversity using print and non-print sources. *	

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Ctro	nd: History	
Sua		
	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	
	tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and	
	traditions important in the community, Maine and the United States.	
	Students make real or simulated decisions related to the United States, world, or civic organizations by applying	
	appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. *	
	Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate	
	appropriate citation. *	
	History 2: Students understand historical aspects of unity and diversity in the community, the state, including Maine	
	Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and	
	other cultural groups within the United States.	

### 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 (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 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 of States and the world. * (F4) Proposing and revising (D1) Analyzing interpretation secondary sources. * (D2) Analyzing major history of Maine, the United (D3) Explaining the history of Maine, the United States and the world (D4) Making decisions related appropriate and relevant so History 2: Students understory 2: Students understory 2: Students understory 2: Mative American community (F1) Explaining how both understory 3: Maine, (F2) Identifying a variety of States, and eastern and we (F3) Identifying major turnin immigrant groups in Maine, (D1) Explaining how both understory 3: Maine, (D3) Describing major turning recent immigrant groups in Maine, (D4) Describing major turning recent immigrant groups in Maine, (D4) Describin	g research questions relains of historical events the rical eras, major enduring I States and various regic of democratic ideals and it.*  ted to the classroom, schocial studies knowledge a stand historical aspects of ies, and the United States inity and diversity have placetures through time, income the united States of the work of points and events in the the United States, and on inity and diversity have placetures through time, in the United States, and on inity and diversity have placetures through time, in the states occidies in the work on points and events in the work on points and events in the work on the states of the work	ted to a current social stat are based on different themes, turning points, one of the world. * constitutional principles tool, community, civic on and skills, including reservant and diversity in the servant of the culture of the culture of the world and continue to place the properties of the properties of the cultures in the world and continue to place the properties of the culture of the world and continue to place the properties of the	tudies issue. * It perspectives and evidence events, consequences, ar and their importance in the ganization, Maine, or beyo arch skills, and other releva- tie community, the state, including important roles in the his mative and immigrant group we Americans and various I did any important roles in the his finative and immigrant group ve Americans and various I for a time and immigrant group ve Americans and various I for a time and immigrant group ve Americans and various	ce from primary and and people in the se history of the sond; applying ant information. * cluding Maine story of Maine and sps in the United thistorical and recent sistory of the world ups in the United	

Social Studies Curriculum Map Standards-9-Diploma

Strand: Personal Finance and Economics  Standard: Students draw from concepts and processaving, investing, credit, and debt, students draw from distribution, consumption in the community, Maine, Performance Expectation:  Personal Finance: Students underst (F1) Explaining how personal finance managing money.  (F2) Identifying factors that impact co (D1) Evaluating ways credit can be used (D2) Evaluating different strategies for Economics: Students understand the economic system of the United States decisions in the present and future by (F1) Analyzing the role of financial instand trade policies.  (F2) Identifying and explaining various activity.  (D1) Analyzing economic activities are sustainability.  (D2) Explaining and applying the contadvantage.  (D3) Proposing a solution to a problem Global Connections: Students under and the world, including Maine Native	agement, es of production,  ing, and  markets, the serves to inform eal, monetary, economic ty, growth, and earative	

Social Studies Curriculum Map Standards-9-Diploma

	sources and how history can help one better understand and make in	formed decisions about the present	and future. *		
	(F2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.				
	(F3) Tracing and critiquing the roots and evolution of democratic ideal	s and constitutional principles in the	e history of the		
	United States using historical sources.  (F4) Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. *				
	(D1) Analyzing and critiquing varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence from				
	(D2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and				
	people in the history of the world and the implications for the present and future.				
	(D3) Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the				
	world using historical sources.	8 9	<u> </u>		
	(D4) Making a decision related to the classroom, school, community,				
	international entity by applying appropriate and relevant social studies	knowledge and skills, including res	search skills,		
	ethical reasoning skills, and other relevant information. *				
	History 2: Students understand historical aspects of unity and diversi	ty in the United States, the world, ar	nd Native		
	American communities by:				
	/EA) Identification and militarian increase about the size of the court discour	in in the binds of the Heider of Canada			
	(F1) Identifying and critiquing issues characterized by unity and divers	sity in the history of the United State	es and describing		
	their effects, using primary and secondary sources. *		#39		
		nistory of Native Americans and vari	#39		

their effects using primary and secondary sources \*

Social Studies Curriculum Map Standards-9-Diploma

their effects, using primary and secondary sources. * (D2) Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups. *		