



**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.



<p><b>Grade 1</b></p> <p><b>Strand:</b> Civics &amp; Government</p> <p><b>Standard:</b> 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.</p> <p><b>Performance Expectation:</b></p> <p><b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of <i>rights, duties, responsibilities</i>, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><b>Civics &amp; Government 3:</b> Students understand Maine Native Americans by explaining their traditions and customs.</p> <p><b>Strand:</b> Personal Finance and Economics</p> <p><b>Standard:</b> 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.</p> <p><b>Performance Expectation:</b></p> <p><b>Personal Finance:</b> 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.</p> <p><b>Economics:</b> 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. *</p> <p><b>Global Connections:</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by identifying how individuals, families, and communities are influenced by economic factors.</p>
<p><b>Strand:</b> Geography</p> <p><b>Standard:</b> 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.</p> <p><b>Performance Expectation:</b></p> <p><b>Geography 1:</b> 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. *</p> <p><b>Geography 2:</b> Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.</p> <p><b>Strand:</b> History</p> <p><b>Standard:</b> 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.</p> <p><b>Performance Expectation:</b></p> <p><b>History 1:</b> 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.</p> <p><b>History 2:</b> Students understand historical aspects of the uniqueness and commonality of individuals and groups, including</p>



<b>Grade 2</b>			
<b>Strand:</b> Civics & Government			
<b>Standard:</b> 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.			
<b>Performance Expectation:</b>			
<b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of <i>democratic ideals</i>			
<b>Civics &amp; Government 2:</b> 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.			
<b>Civics &amp; Government 3:</b> Students understand the concepts of <i>rights, duties, responsibilities</i> , 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 <i>civic action</i> or <i>service-learning</i> project based on a classroom or school asset or need, and describing the project's potential civic contribution. *			
<b>Civics &amp; Government 4:</b> Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.			
<b>Strand:</b> Personal Finance and Economics			
<b>Standard:</b> 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.			
<b>Performance Expectation:</b>			
<b>Personal Finance:</b> 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.			
<b>Economics:</b> 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. *			
<b>Global Connections:</b> 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.			
<b>Strand:</b> Geography			
<b>Standard:</b> 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.			
<b>Performance Expectation:</b>			
<b>Geography 1:</b> Students understand the nature and basic ideas of geography by using 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.			
<b>Geography 2:</b> 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.			
<b>Strand:</b> History			
<b>Standard:</b> 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.			
<b>Performance Expectation:</b>			
<b>History 1:</b> 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-			



**Grade 3**

**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 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

**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 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:** 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 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.



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.

<b>Grade 4</b>			
<b>Strand:</b> Civics & Government			
<b>Standard:</b> 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.			
<b>Performance Expectation:</b>			
<b>Civics &amp; Government 1:</b> 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 <i>democratic ideals</i> and <i>constitutional principles</i> to include the rule of law, legitimate power, and common good.			
<b>Civics &amp; Government 2:</b> Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of <i>governmental structures</i> including the legislative, executive, and judicial branches and the local and State levels of government.			
<b>Civics &amp; Government 3:</b> Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the <i>structures</i> and processes of <i>government</i> are described in documents, including the Constitution of Maine.			
<b>Civics &amp; Government 4:</b> Students understand the basic <i>rights, duties, responsibilities, and roles</i> 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 <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.*			
<b>Civics &amp; Government 5:</b> 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.			
<b>Civics &amp; Government 6:</b> 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.			
<b>Strand:</b> Personal Finance and Economics			
<b>Standard:</b> 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.			
<b>Performance Expectation:</b>			
<b>Personal Finance:</b> Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.			
<b>Economics:</b> 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. *			
<b>Global Connections:</b> 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.			
<b>Strand:</b> Geography			
<b>Standard:</b> 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.			
<b>Performance Expectation:</b>			
<b>Geography 1:</b> 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 <i>geographic grid</i> , including the equator and prime meridian. *			
<b>Geography 2:</b> 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.			



**Grade 5**

**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 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.

**Performance Expectation:**

**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

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 *geographic tools* 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. \*



**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.







**Grades 9-Diploma**

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 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 by:

- (F1) Explaining that the study of government includes the *structures*, functions, institutions, and forms of government.
- (F2) Explaining how and why democratic institutions and interpretations of *democratic ideals* and *constitutional principles* change over time.
- (F3) Describing the purpose, structures, and processes of the *American political system*.
- (D1) Evaluating and comparing the relationship of citizens with government in the United States and other regions of the world.
- (D2) Evaluating *current issues* by applying *democratic ideals* and *constitutional principles* of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in *founding documents*.
- (D3) Comparing the *American political system* with examples of political systems from other parts of the world.

**Civics & Government 2:** Students understand the constitutional and legal *rights*, the *civic duties and responsibilities*, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world by:

- (F1) Explaining the relationship between constitutional and legal *rights*, and *civic duties and responsibilities* in a constitutional democracy.
- (F2) Evaluating the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.
- (F3) Evaluating how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.
- (D1) Comparing the *rights, duties, and responsibilities* of United States citizens with those of citizens from other nations.
- (D2) Analyzing the *constitutional principles* and the roles of the citizen and the government in major laws or cases.

**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) Analyzing constitutional and political aspects of historical and/or *current issues* that involve unity and diversity in Maine, the United States, and other nations through selecting, planning, and implementing a *civic action or service-learning* project based on a community, school, state, national, or international asset or need, and evaluate the project’s effectiveness and civic contribution \*





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*. \*
