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STANDARDS

PAGE REFERENCES

SOCIAL STUDIES

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

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

STANDARDS	PAGE REFERENCES
<p>A. <u>Applications of Social Studies Processes, Knowledge, and Skills:</u> Students apply critical thinking, a research process, and <i>discipline-based processes</i> and knowledge from civics/government, economics, geography, and history in <i>authentic contexts</i>.</p>	
<p>A1 Researching and Developing Positions on Current Social Studies Issues</p>	
<p>Students research, select, and present a position on a <i>current social studies issue</i> by proposing and revising research questions, and locating and selecting information from multiple and varied sources.</p>	
<p>a. Propose and revise research questions related to a <i>current social studies issue</i>.</p>	<p>Student Edition: <i>Document-Based Question</i> 685 <i>Linking Past & Present</i> 390, 637 <i>Then and Now</i> 638 <i>Tools of the Historian</i> TOOLS4-TOOLS5 Teacher Wraparound Edition: A TOOLS5; CTA 390; ICA 637; WA 390</p>
<p>b. Determine the nature and extent of information needed.</p>	<p>Student Edition: <i>Skill Builder Handbook</i> 715, 717 <i>Tools of the Historian</i> TOOLS4-TOOLS5 Teacher Wraparound Edition: CLA 649; ICA 637; T 715</p>
<p>c. Locate and access relevant information that includes multiple perspectives from varied sources.</p>	<p>Student Edition: <i>Skill Builder Handbook</i> 713, 715, 721 <i>Tools of the Historian</i> TOOLS4-TOOLS5 Teacher Wraparound Edition: CC TOOLS4; T TOOLS4, 713, 715</p>
<p>d. Demonstrate facility with note-taking, organizing information, and creating bibliographies.</p>	<p>Student Edition: <i>Skill Builder Handbook</i> 710, 711, 712, 715, 717 Teacher Wraparound Edition: PTSA 715; T 710, 711, 717</p>
<p>e. Distinguish between <i>primary and secondary sources</i>.</p>	<p>Student Edition: <i>Primary Sources Library</i> 736-737 <i>Skill Builder Handbook</i> 716 <i>Tools of the Historian</i> TOOLS4-TOOLS5 Teacher Wraparound Edition: T 716; TN 737</p>

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<p>f. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i>.</p>	<p>Student Edition: <i>Primary Sources Library</i> 736-737 <i>Skill Builder Handbook</i> 713, 714, 715, 716, 719 <i>Tools of the Historian</i> TOOLS4-TOOLS5 Teacher Wraparound Edition: PP 736; T 716, 719; TN 736, 737</p>
<p>g. Use additional sources to resolve contradictory information.</p>	<p>Student Edition: <i>Primary Sources Library</i> 736-737 <i>Skill Builder Handbook</i> 713, 714, 716 <i>Tools of the Historian</i> TOOLS1-TOOLS11 Teacher Wraparound Edition: T 714; TN 737</p>
<p>h. Summarize and interpret information found in varied sources and/or from fieldwork, experiments, and interviews.</p>	<p>Student Edition: <i>Skill Builder Handbook</i> 715, 716, 718 <i>Tools of the Historian</i> TOOLS4-TOOLS5 Teacher Wraparound Edition: T 715, 716, 718</p>
<p>i. Select a clear supportable position.</p>	<p>The following page numbers are features that encourage students to chose and support a position on a controversial issue. These references pertain to historical events not a current social studies issue.</p> <p>Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533 Teacher Wraparound Edition: DTI 25, 181, 285, 533</p>
<p>j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a <i>variety of audiences</i>.</p>	<p>The following page numbers listed are features that encourage students to chose and support a position on a controversial issue. These references pertain to historical events not a current social studies issue.</p> <p>Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533 Teacher Wraparound Edition: DTI 25, 181, 285, 533</p>
<p>k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields.</p>	<p>Student Edition: <i>Primary Sources Library</i> 736-737 <i>Skill Builder Handbook</i> 709-725 <i>Tools of the Historian</i> TOOLS1-TOOLS11 Teacher Wraparound Edition: T 711, 715, 724, 725; TN 736, 737</p>

STANDARDS	PAGE REFERENCES
I. Use information ethically and legally	Student Edition: <i>Primary Sources Library</i> 736-737 <i>Skill Builder Handbook</i> 715 Teacher Wraparound Edition: PTSA 715; T 715; TN 736
A2 Making Decisions Using Social Studies Knowledge and Skills	
Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.	
a. Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members.	Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617 Teacher Wraparound Edition: C 616; CLA 649; DTI 25, 181, 285, 533, 617; F 616
b. Make a <i>real or simulated decision</i> related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.	Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617 Teacher Wraparound Edition: C 616; CLA 649; DTI 25, 181, 285, 533, 617; F 616
A3 Taking Action Using Social Studies Knowledge and Skills	
Students select, plan, and implement a <i>civic action</i> or <i>service-learning</i> project based on a school, community, or State asset or need, and analyze the project's effectiveness and civic contribution.	

STANDARDS	PAGE REFERENCES
<p>B. <u>Civics and Government</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 world.</p>	
<p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government</p>	
<p>Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.</p>	
<p>a. Explain that the study of government includes the <i>structures</i> and functions of government and the political and civic activity of citizens.</p>	<p>Student Edition: 45, 122-123, 125-130, 139-140, 145, 170-171, 229, 265-267, 269-273, 325-326, 385, 681-682, 694-700 <i>Biography</i> 141 <i>Comparing Governments</i> 140 <i>Main Idea</i> 122 <i>Photo</i> 699 <i>Primary Source</i> 122, 145, 682, 698 <i>Primary Sources Library</i> 745 <i>Reading Check</i> 123, 130, 140, 682 Teacher Wraparound Edition: CAT 270; CAY 122; CTA 271; E 326, 700; R 123; RS 267; T 125, 269</p>
<p>b. Analyze examples of <i>democratic ideals</i> and <i>constitutional principles</i> that include the rule of law, legitimate power, and common good.</p>	<p>Student Edition: 122-123, 125-130, 139-140, 145, 170-171, 265-267, 269-273, 681-683, 699-700 <i>Biography</i> 141, 172, 683 <i>Comparing Governments</i> 140 <i>Greek Philosophers</i> 170 <i>Primary Source</i> 145, 682 <i>Reading Check</i> 130, 140, 171, 682 Teacher Wraparound Edition: CAY 122; CLA 145; CTA 271; E 700; RS 682; T 683</p>
<p>c. Describe the <i>structures</i> and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.</p>	<p>Student Edition: 694-700 <i>National Geographic</i> 694 <i>Primary Source</i> 698 <i>Primary Source Library</i> 745 Teacher Wraparound Edition: BI 744; CAT 694; CAY 122; E 700</p>

STANDARDS	PAGE REFERENCES
d. Explain 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.	Student Edition: 269-271, 700 Teacher Wraparound Edition: DI 270; T 269
e. Compare how laws are made in Maine and at the federal level in the United States.	Student Edition: 700 Comparison skills are covered on the following pages. <i>Skill Builder Handbook</i> 721 Teacher Wraparound Edition: T 721
f. Compare the <i>structures</i> and processes of United States government with examples of other forms of government.	Student Edition: 122-123, 125-130, 139-140, 145, 170-171, 229, 265-267, 269-273, 325-326, 694-700 <i>Comparing Governments</i> 140 <i>Primary Source</i> 145 <i>Reading Check</i> 140 <i>Section 1 Review</i> 123 #5 <i>Skill Builder Handbook</i> 721 Teacher Wraparound Edition: CAT 270; CAY 122; CTA 271; E 130, 267, 326, 700; R 123; T 721
B2 Rights, Duties, Responsibilities, and Citizen Participation in Government	
Students understand constitutional and legal <i>rights, civic duties and responsibilities</i>, and roles of citizens in a constitutional democracy.	
a. Explain the constitutional and legal status of “citizen” and provide examples of <i>rights, duties, and responsibilities</i> of citizens.	Student Edition: 122-123, 139-140, 145, 265-267, 325-326 <i>Biography</i> 141 <i>History Makers</i> 273 <i>Primary Source</i> 145 <i>Reading Check</i> 140 Teacher Wraparound Edition: CAY 122; E 267, 326; R 123; RS 267

STANDARDS	PAGE REFERENCES
<p>b. Describe 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.</p>	<p>Student Edition: 681-682, 699-700 <i>Primary Source</i> 682 <i>Primary Sources Library</i> 745 <i>Reading Check</i> 700 <i>Section 4 Review</i> 700 #2 Teacher Wraparound Edition: BI 744; CAY 122; E 700; R 123</p>
<p>c. Analyze examples of the protection of rights in court cases or from current events.</p>	<p>This standard can be met through classroom discussion and Internet research of current court cases pertaining to protection of citizen’s rights.</p>
<p>d. Analyze how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>	<p>Student Edition: 122-123, 139-140, 145, 271 <i>Comparing Governments</i> 140 <i>Primary Source</i> 145 <i>Reading Check</i> 140 Teacher Wraparound Edition: CAY 122; CLA 145</p>
<p>B3 Individual, Cultural, International, and Global Connections in Civics and Government</p>	
<p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.</p>	
<p>a. Explain basic constitutional, political, and civic aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.</p>	<p>Student Edition: 122-123, 125-130, 139-140, 229, 265-267, 269-273, 325-326, 694-700 <i>Comparing Governments</i> 140 Teacher Wraparound Edition: ICA 694</p>
<p>b. Describe the <i>political structures</i> and civic responsibilities within diverse cultures, including Maine Native Americans, various <i>historical and recent immigrant groups</i> in the United States, and various cultures in the world.</p>	<p>Student Edition: 122-123, 125-130, 139-140, 229, 265-267, 269-273, 325-326 <i>Comparing Governments</i> 140 <i>Primary Source</i> 145 <i>Reading Check</i> 140 <i>Section 1 Review</i> 123 #5 Teacher Wraparound Edition: CAT 270; CAY 122; CLA 145; CTA 271; E 130, 326; R 123; RS 267</p>

STANDARDS	PAGE REFERENCES
<p>C. Economics: Students draw on concepts and processes from economics to understand issues of <i>personal finance</i> and issues of production, distribution, and consumption in the community, Maine, the United States, and world.</p>	
<p>C1 Economic Knowledge, Concepts, Themes, and Patterns</p>	
<p>Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the <i>economic systems</i> of Maine, the United States, and various regions of the world.</p>	
<p>a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to <i>market economy, entrepreneurship, supply and demand,</i> and <i>personal finance.</i></p>	<p>Student Edition: 15, 43, 319, 386, 410, 503, 528-529, 612-614, 666-669, 692-693 <i>National Geographic</i> 668 <i>Primary Source</i> 320 <i>Reading Check</i> 613, 669 <i>The Way It Was</i> 42-43 Teacher Wraparound Edition: CAT 319; CC 692; TT 692; WA 43</p>
<p>b. Describe the functions of <i>economic institutions</i> and <i>economic processes</i> including financial institutions, businesses, government, taxing, and trade.</p>	<p>Student Edition: 246-249, 319, 386, 503, 528-529, 612-614, 666-669, 692-693, 696-697 <i>National Geographic</i> 246, 667, 668, 695 <i>Reading Check</i> 247, 613, 667, 669 Teacher Wraparound Edition: CAT 319, 667; CAY 246; CC 692; DI 667; RS 666</p>
<p>c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p>	<p>Student Edition: 319, 410, 503, 528-529, 612-614, 666-669, 692-693 <i>Medieval City Life</i> 528-529 <i>Photo</i> 503 <i>Reading Check</i> 613 <i>Skill Builder Handbook</i> 724 Teacher Wraparound Edition: CAT 319; CC 692; DI 667; RS 410; TT 692</p>

STANDARDS	PAGE REFERENCES
C2 Individual, Cultural, International, and Global Connections in Economics	
Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.	
<p>a. Describe factors in <i>economic development</i>, and how states, regions, and nations have worked together to promote economic unity and interdependence.</p>	<p>Student Edition: 15, 43, 319, 386, 410, 503, 528-529, 612-614, 666-669, 692-693 <i>National Geographic</i> 667, 668, 695 <i>Reading Check</i> 613, 667, 669 Teacher Wraparound Edition: CAT 319; CC 692; DI 667; RS 410, 666; TT 692; WA 43</p>
<p>b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p>	<p>Student Edition: 319, 386, 503, 528-529, 612-614, 666-669, 692-693, 696-697 <i>National Geographic</i> 668 <i>Reading Check</i> 613, 667, 669 Teacher Wraparound Edition: CAT 319; CC 692; DI 667; EC 666; RS 666; TT 692</p>
<p>D. <u>Geography:</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 world.</p>	
D1 Geographic Knowledge, Concepts, Themes, and Patterns	
Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.	
<p>a. Explain that geography includes the study of physical, environmental, and cultural features of the State, nation, and various regions of the world to identify consequences of geographic influences and make predictions.</p>	<p>Student Edition: <i>Geography Handbook</i> GH2-GH15 <i>Skill Builder Handbook</i> 722 <i>Tools of the Historian</i> TOOLS6-TOOLS7 Teacher Wraparound Edition: EC GH3; T 722</p>
<p>b. Use the <i>geographic grid</i> and a variety of <i>types of maps</i> to gather geographic information.</p>	<p>Student Edition: <i>Geography Handbook</i> GH3-GH10 <i>National Geographic</i> 117, 445, 513 <i>Reference Atlas</i> R2-R26 Teacher Wraparound Edition: CLA GH8; DI GH10, 446; EC GH7; RS 445; T 117, 445, 513</p>

STANDARDS	PAGE REFERENCES
<p>c. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of <i>geographic tools</i>.</p>	<p>Student Edition: 39-42, 117, 193, 195, 225-226, 263-264, 445-446, 485, 513-514 <i>Comparing Africa to the U.S.</i> 446 <i>Geography Handbook</i> GH5, GH8, GH11-GH13 <i>National Geographic</i> 17, 39, 117, 195, 225, 263, 445, 485, 514 <i>Reading Check</i> 40 <i>Tools of the Historian</i> TOOLS6-TOOLS7 Teacher Wraparound Edition: CAT 41; CC 40; DI 446; RS 226, 263; T 485</p>
<p>d. Describe the impact of change, including technological change, on the physical and cultural environment.</p>	<p>Student Edition: 60, 225-226, 573 <i>Geography Handbook</i> GH3 <i>Linking Past & Present</i> 410 <i>National Geographic</i> 573 <i>The Way It Was</i> 234-235 <i>Tools of the Historian</i> TOOLS6-TOOLS7 Teacher Wraparound Edition: RS 410; T 39</p>
<p>D2 Individual, Cultural, International, and Global Connections in Geography</p>	
<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p>	
<p>a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.</p>	<p>Student Edition: 39-42, 117, 225-226, 263-264, 485, 513-514 <i>Photo</i> 40 <i>Reading Check</i> 117, 514 Teacher Wraparound Edition: RS 263; T 485</p>
<p>b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</p>	<p>Student Edition: 39-42, 225-226, 445-446, 485, 513-514 <i>Photo</i> 40, 485 <i>Primary Source</i> 41 <i>Reading Check</i> 40, 485, 514 Teacher Wraparound Edition: CC 40; CTA 41; RS 225, 226</p>

STANDARDS	PAGE REFERENCES
<p>E. <u>History</u>: Students draw on concepts and processes from history to develop <i>historical</i> perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p>	
<p>E1 Historical Knowledge, Concepts, Themes, and Patterns</p>	
<p>Students understand major eras, major enduring themes, and <i>historic</i> influences in the history of Maine, the United States, and various regions of the world.</p>	
<p>a. Explain that history includes the study of past human experience based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the present and future.</p>	<p>Student Edition: <i>Skill Builder Handbook</i> 711, 713, 714, 715, 716 <i>Tools of the Historian</i> TOOLS1-TOOLS11 <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617</p> <p>Teacher Wraparound Edition: C 616; CTA 693; DTI 25, 181, 285, 533, 617; F 616; T 711, 714</p>
<p>b. Identify and analyze major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.</p>	<p>Student Edition: 9-11, 13-15, 17-23, 27-30, 39-46, 81-85, 108-109, 169-173, 175-179, 183-186, 241-248, 269-276, 278-283, 318-326, 328-334, 343-350, 352-356, 359-364, 374-378, 388-394, 411-415, 424-429, 431-436, 447-453, 492-497, 514-521, 523-531, 535-543, 554-558, 574-581, 583-592, 594-600, 609-615, 619-626, 634-641, 643-650, 659-669, 671-679, 681-689, 691-700</p> <p><i>Biography</i> 22, 346, 376, 427, 556, 622 <i>National Geographic</i> 176, 241, 269, 323, 352, 361, 424, 425, 518, 542, 554, 555, 590, 645, 662-663, 691, 694 <i>Primary Source</i> 537, 621, 685, 693, 698 <i>Reading Check</i> 15, 179, 334, 626, 669, 679, 700 <i>The Way It Was</i> 496 <i>When & Where</i> 8, 34, 76, 194, 224, 262, 372, 522, 568, 658 <i>You Decide</i> 180-181, 284-285, 532-533</p> <p>Teacher Wraparound Edition: C 85, 179, 186, 248, 276, 364, 497, 558, 581, 679, 689; CLA 697; CTA 698; DTI 181; E 248; EC 663; T 269; TLA 108</p>
<p>c. Trace and explain the history of <i>democratic ideals</i> and <i>constitutional principles</i> and their importance in the history of the United States and the world.</p>	<p>Student Edition: 122-123, 125-130, 139-140, 170-171, 265-267, 269-273, 681-683, 694-700</p> <p>Teacher Wraparound Edition: CAY 122; CTA 271; E 700; ICA 694; RS 682; T 683</p>

STANDARDS	PAGE REFERENCES
<p>d. Analyze interpretations of <i>historical</i> events that are based on different perspectives and evidence.</p>	<p>Student Edition: <i>Skill Builder Handbook</i> 713, 714, 716 <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617 Teacher Wraparound Edition: C 616; DTI 25, 181, 285, 533, 617; F 616; T 713</p>
<p>E2 Individual, Cultural, International, and Global Connections in History</p>	
<p>Students understand <i>historical</i> aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p>	
<p>a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.</p>	<p>Student Edition: 45-46, 81-85, 94-102, 183-186, 200-201, 388-394, 474-476, 499-504 <i>Reading Check</i> 117 Teacher Wraparound Edition: C 476, 531; E 46; RS 81; WA 81</p>
<p>b. Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.</p>	<p>Student Edition: 45-46, 49-50, 81-85, 94-102, 155-163, 183-186, 200-201, 214-216, 233-235, 303-310, 388-394, 469-476, 499-504, 526-531, 545-552, 584-592 <i>Primary Source</i> 83 <i>Reading Check</i> 46, 183, 310, 394, 476 <i>Skill Builder Handbook</i> 721 <i>The Way It Was</i> 306, 389, 474, 504 Teacher Wraparound Edition: C 163, 394, 531, 552; CTA 305; DI 304; E 46, 216, 310; HM 528; R 504, 592; RS 155, 235; T 721</p>
<p>c. Describe major turning points and events in the history of Maine Native Americans, various <i>historical and recent immigrant groups</i> in Maine, the United States, and other cultures in the world.</p>	<p>Student Edition: 691-700 <i>National Geographic</i> 691, 694 <i>Primary Source</i> 693, 698 <i>Reading Check</i> 694, 700 <i>The Road to Revolution</i> 696-697 Teacher Wraparound Edition: CLA 697; CTA 698; DI 692; MAA 697; RS 696</p>