



# Exploring Our World

People, Places, and Cultures

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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><b>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>.</b></p>	
<p><b>A1 Researching and Developing Positions on Current Social Studies Issues</b></p>	
<p><b>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.</b></p>	
<p>a. Propose and revise research questions related to a <i>current social studies issue</i>.</p>	<p><b>Student Edition:</b>  <i>You Be the Geographer</i> 91 #3, 143 #3, 217 #3, 305 #3, 377 #3  <i>You Decide</i> 90-91, 142-143, 216-217, 304-305, 376-377  <b>Teacher Wraparound Edition:</b>  A 305; ACWUS 91</p>
<p>b. Determine the nature and extent of information needed.</p>	<p><b>Student Edition:</b>  <i>You Be the Geographer</i> 91 #3, 143 #3, 305 #3, 467 #3, 537 #3  <b>Teacher Wraparound Edition:</b>  A 217, 305; ACWUS 91, 537; C 143</p>
<p>c. Locate and access relevant information that includes multiple perspectives from varied sources.</p>	<p><b>Student Edition:</b>  <i>Skills Handbook</i> 839, 840, 841, 844  <i>You Be the Geographer</i> 537 #3  <b>Teacher Wraparound Edition:</b>  A 467; ACWUS 91; C 839; R 839; R2 844</p>
<p>d. Demonstrate facility with note-taking, organizing information, and creating bibliographies.</p>	<p><b>Student Edition:</b>  <i>Skills Handbook</i> 845  <b>Teacher Wraparound Edition:</b>  CVD 785; D 845; O 195; R 840; T 90, 142, 216, 304, 376, 780</p>
<p>e. Distinguish between <i>primary and secondary sources</i>.</p>	<p><b>Student Edition:</b>  <i>Document-Based Questions</i> 41, 69, 99  <i>Skills Handbook</i> 839, 842  <i>World Literature</i> 51  <b>Teacher Wraparound Edition:</b>  C 781, 842; R 839; S 732, 842</p>
<p>f. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i>.</p>	<p><b>Student Edition:</b>  <i>Reading Social Studies</i> 606-607  <i>Skills Handbook</i> 843  <b>Teacher Wraparound Edition:</b>  AI 607; C1 843; C2 843; RS 607; TT 212</p>

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g. Use additional sources to resolve contradictory information.	<p>This standard can be met during classroom discussion and execution of the following page references.</p> <p><b>Student Edition:</b> <i>Writing About Geography</i> 202, 215, 394</p> <p><b>Teacher Wraparound Edition:</b> A 781; ACWUS 91, 659; D 201; DI 309, 732; HCP 211; W 88</p>
h. Summarize and interpret information found in varied sources and/or from fieldwork, experiments, and interviews.	<p>This standard can be met during classroom expansion of the following page references.</p> <p><b>Student Edition:</b> <i>You Be the Geographer</i> 91 #3, 143 #3, 217 #3, 305 #3, 377 #3 <i>You Decide</i> 90-91, 142-143, 216-217, 304-305, 376-377</p> <p><b>Teacher Wraparound Edition:</b> A 305; ACWUS 91</p>
i. Select a clear supportable position.	<p><b>Student Edition:</b> <i>You Be the Geographer</i> 91 #3, 143 #3, 217 #3, 305 #3, 377 #3, 467 #3, 537 #3, 659 #3</p> <p><b>Teacher Wraparound Edition:</b> T 466, 536</p>
j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a <i>variety of audiences</i> .	<p><b>Student Edition:</b> <i>Critical Thinking</i> 657 #6, 720 #6, 733 #5 <i>Writing About Geography</i> 465</p> <p><b>Teacher Wraparound Edition:</b> AS 464; DI 719, 732; HCP 730, 738; W 656, 718</p>
k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields.	<p><b>Student Edition:</b> <i>Skills Handbook</i> 838, 839, 840, 841, 842, 843, 844, 845, 846</p> <p><b>Teacher Wraparound Edition:</b> C 839; R 839</p>
l. Use information ethically and legally	<p>This standard can be met during classroom expansion of the following page references.</p> <p><b>Student Edition:</b> <i>You Be the Geographer</i> 91 #3, 143 #3, 217 #3, 305 #3, 377 #3 <i>You Decide</i> 90-91, 142-143, 216-217, 304-305, 376-377</p> <p><b>Teacher Wraparound Edition:</b> A 305; ACWUS 91</p>

STANDARDS	PAGE REFERENCES
<p><b>A2 Making Decisions Using Social Studies Knowledge and Skills</b></p>	
<p><b>Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.</b></p>	
<p>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.</p>	<p><b>Teacher Wraparound Edition:</b> AS 137, 212, 300, 630; C 172; D 551; HCP 94, 170, 211; RAA 181; VS 173</p>
<p>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.</p>	<p>This standard can be met during classroom expansion of the following page references. <b>Student Edition:</b> <i>You Be the Geographer</i> 91 #3, 143 #3, 217 #3, 305 #3, 377 #3, 467 #3, 537 #3, 659 #3 <b>Teacher Wraparound Edition:</b> T 466, 536</p>
<p><b>A3 Taking Action Using Social Studies Knowledge and Skills</b></p>	
<p><b>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.</b></p>	
<p><b>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.</b></p>	
<p><b>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government</b></p>	
<p><b>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.</b></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>This standard can be met during classroom discussion of the following page references. <b>Student Edition:</b> 85-86 <b>Teacher Wraparound Edition:</b> R 86</p>

STANDARDS	PAGE REFERENCES
<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>This standard can be met during classroom discussion of the following page references.</p> <p><b>Student Edition:</b> 85-86, 140-141 <i>Main Idea</i> 140 <i>Section Review</i> 141 #4, #6, #7</p> <p><b>Teacher Wraparound Edition:</b> C 140; D 141; R 86; W 140</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><b>Student Edition:</b> 140-141</p> <p><b>Teacher Wraparound Edition:</b> C 140</p>
<p>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.</p>	<p><b>Student Edition:</b> 85-86, 140-141 <i>Reading Check</i> 141</p> <p><b>Teacher Wraparound Edition:</b> C 140; W 140</p>
<p>e. Compare how laws are made in Maine and at the federal level in the United States.</p>	<p>This standard can be met during classroom discussion.</p>
<p>f. Compare the <i>structures</i> and processes of United States government with examples of other forms of government.</p>	<p>This standard can be met during classroom comparison of the following page references.</p> <p><b>Student Edition:</b> 140-141, 212-213, 295, 296, 301, 553-555, 662 <i>Section Review</i> 141 #4, 555 #4, #6</p> <p><b>Teacher Wraparound Edition:</b> AS 212; CI 141</p>
<p><b>B2 Rights, Duties, Responsibilities, and Citizen Participation in Government</b></p>	
<p><b>Students understand constitutional and legal <i>rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy.</i></b></p>	
<p>a. Explain the constitutional and legal status of “citizen” and provide examples of <i>rights, duties, and responsibilities</i> of citizens.</p>	<p>This standard can be met during classroom discussion of the following page references.</p> <p><b>Student Edition:</b> 137, 140-141, 630-631 <i>National Geographic</i> 140 <i>Section Review</i> 141 #6, 632 #5, #6</p> <p><b>Teacher Wraparound Edition:</b> AS 137; C 140; W 631</p>

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<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>This standard can be met during classroom discussion of the following page references.  <b>Student Edition:</b>            140-141  <b>Teacher Wraparound Edition:</b>            C 140; D 141</p>
<p>c. Analyze examples of the protection of rights in court cases or from current events.</p>	<p>This standard can be met during classroom discussion of the following page references.  <b>Student Edition:</b>  <i>Writing About Geography</i> 141  <b>Teacher Wraparound Edition:</b>            D 141</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><b>Student Edition:</b>            137, 140-141, 630-631  <i>National Geographic</i> 140  <i>Section Review</i> 141 #6, 632 #5, #6  <b>Teacher Wraparound Edition:</b>            AS 137; C 140; W 631</p>
<p><b>B3 Individual, Cultural, International, and Global Connections in Civics and Government</b></p>	
<p><b>Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.</b></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>This standard can be met during classroom discussion of the following page references.  <b>Student Edition:</b>  <i>You Be the Geographer</i> 91 #3, 143 #3, 217 #3, 305 #3, 377 #3  <i>You Decide</i> 90-91, 142-143, 216-217, 304-305, 376-377  <b>Teacher Wraparound Edition:</b>            ACWUS 217</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>This standard can be met during classroom discussion of the following page references.  <b>Student Edition:</b>            212-213, 214-215, 301, 552-555  <i>Section Review</i> 303 #6, #7, 555 #6  <i>You Decide</i> 142-143  <b>Teacher Wraparound Edition:</b>            AS 212; C 143; HCP 74, 94, 97</p>

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<p><b>C. <u>Economics</u>:</b> 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><b>C1 Economic Knowledge, Concepts, Themes, and Patterns</b></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, and personal finance</i>.</p>	<p>This standard can be met during classroom discussion of the following page references.  <b>Student Edition:</b>  86, 94-96, 159  <i>Section Review</i> 96 #2  <i>Writing About Geography</i> 96  <b>Teacher Wraparound Edition:</b>  C 94; R 94, 95, 159; W 95</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>This standard can be met during classroom discussion of the following page references.  <b>Student Edition:</b>  94-96, 169-170  <i>Section Review</i> 162 #2, 172 #2, #4  <i>Writing About Geography</i> 172  <b>Teacher Wraparound Edition:</b>  C 169, 170; D 169, 214; R 159, 170</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>This standard can be met during classroom discussion.</p>
<p><b>C2 Individual, Cultural, International, and Global Connections in Economics</b></p>	
<p>Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p>	
<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>This standard can be met during classroom discussion of the following page references.  <b>Student Edition:</b>  94-96, 214-215  <i>National Geographic</i> 85  <i>Section Review</i> 96 #4, #5, 215 #5  <b>Teacher Wraparound Edition:</b>  C 94; R 94, 95; W 95</p>

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<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><b>Student Edition:</b> 303 <i>National Geographic</i> 332 <i>Section Review</i> 162 #3, #4, #6, 252 #4, 337 #4 <i>Writing About Geography</i> 162, 215</p> <p><b>Teacher Wraparound Edition:</b> AS 333; HCP 159</p>
<p><b>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.</b></p>	
<p><b>D1 Geographic Knowledge, Concepts, Themes, and Patterns</b></p>	
<p><b>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.</b></p>	
<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>This standard can be met during classroom discussion of the following page references.</p> <p><b>Student Edition:</b> 15, 16-17 <i>Geography Skills Handbook</i> 18-33 <i>Section Review</i> 17 #2, #3, #6 <i>Writing About Geography</i> 17</p> <p><b>Teacher Wraparound Edition:</b> DI 17; FF 18; GSA 18, 20</p>
<p>b. Use the <i>geographic grid</i> and a variety of <i>types of maps</i> to gather geographic information.</p>	<p>This standard can be met during classroom discussion of the following page references.</p> <p><b>Student Edition:</b> 16-17 <i>Geography Skills Handbook</i> 23, 24, 28-31 <i>Section Review</i> 17 #4</p> <p><b>Teacher Wraparound Edition:</b> AEMP 23; AUG 24; AUMP 22; C 15; GSA 22; HCP 15; R 17</p>
<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><b>Student Edition:</b> 50-54, 56-61 <i>National Geographic</i> 45 <i>Section Review</i> 54 #7, 61 #2, #3, #4, #5, #6 <i>World Climate Zones</i> 60</p> <p><b>Teacher Wraparound Edition:</b> AS 60; HCP 45</p>

STANDARDS	PAGE REFERENCES
<p>d. Describe the impact of change, including technological change, on the physical and cultural environment.</p>	<p><b>Student Edition:</b> 61, 63-66 <i>Geography &amp; History</i> 62 <i>National Geographic</i> 15 <i>Section Review</i> 66 #2, #3, #6 <b>Teacher Wraparound Edition:</b> AGE 19; AS 62; C 54; R 15; R1 62</p>
<p><b>D2 Individual, Cultural, International, and Global Connections in Geography</b></p>	
<p><b>Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</b></p>	
<p>a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.</p>	<p>This standard can be met during classroom discussion of the following page references. <b>Student Edition:</b> <i>Critical Thinking</i> 196 #5, #6, 202 #4 <i>Essential Question</i> 190 <i>Main Idea</i> 194, 195 <i>Visual Summary</i> 203 <b>Teacher Wraparound Edition:</b> AGT 178; FF 179; RAA 181, 183</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><b>Student Edition:</b> 279-280 <i>National Geographic</i> 277 <i>Section Review</i> 280 #6 <b>Teacher Wraparound Edition:</b> AS 197; BLC 260; D 201; HCP 193; RAA 260, 263; W 195, 197</p>
<p><b>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.</b></p>	
<p><b>E1 Historical Knowledge, Concepts, Themes, and Patterns</b></p>	
<p><b>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.</b></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>This standard can be met during classroom discussion of the following page reference. <b>Student Edition:</b> 84</p>

STANDARDS	PAGE REFERENCES
<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>This standard can be met during classroom discussion of the following page references.</p> <p><b>Student Edition:</b> 135-139, 140-141 <i>History at a Glance</i> 136-137 <i>Reading Check</i> 150 <i>Section Review</i> 141 #2, #3</p> <p><b>Teacher Wraparound Edition:</b> C 137; HCP 146; R 137; S 136</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>This standard can be met during classroom discussion of the following page references.</p> <p><b>Student Edition:</b> 85-86, 140-141 <i>Main Idea</i> 140 <i>Section Review</i> 141 #4, #6, #7</p> <p><b>Teacher Wraparound Edition:</b> C 140; D 141; R 86; W 140</p>
<p>d. Analyze interpretations of <i>historical</i> events that are based on different perspectives and evidence.</p>	<p>This standard can be met during classroom interpretation of the following page references.</p> <p><b>Student Edition:</b> <i>Geography &amp; History</i> 62, 197, 281, 489</p> <p><b>Teacher Wraparound Edition:</b> AS 62, 123, 197, 281, 489; C 281; R1 62</p>
<p><b>E2 Individual, Cultural, International, and Global Connections in History</b></p>	
<p><b>Students understand <i>historical</i> aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</b></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>This standard can be met during classroom discussion of the following page references.</p> <p><b>Student Edition:</b> 145-147, 149-150 <i>Section Review</i> 150 #3, #4, #5 <i>World Literature</i> 148</p> <p><b>Teacher Wraparound Edition:</b> ACWUS 139; AS 489; C 150; D 146; R 146; W 147</p>

STANDARDS	PAGE REFERENCES
<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>This standard can be met during classroom discussion and comparison of the following page references.</p> <p><b>Student Edition:</b> 75-76, 136-137, 145-146, 813-814 <i>National Geographic</i> 75 <i>Section Review</i> 76 #6</p> <p><b>Teacher Wraparound Edition:</b> C 814; D 815; R 75, 138; W 76, 815</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>This standard can be met during classroom discussion of the following page references.</p> <p><b>Student Edition:</b> 135, 138-139, 145-146, 149-150 <i>Geography &amp; History</i> 489 <i>National Geographic</i> 139 <i>Reading Check</i> 150</p> <p><b>Teacher Wraparound Edition:</b> AS 489; C 150; D 146; S, 489</p>