

M.S.A.D. #44

Social Studies Curriculum



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MSAD#44
Social Studies
Maine *Learning Results*
Curriculum
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MSAD#44 Social Studies Mission

Students completing the K-12 social studies curriculum in MSAD#44 will demonstrate skills to gather, analyze, and synthesize information from a variety of sources including technology to identify social issues affecting their lives so that they may interact as tolerant citizens, respectful of diversity, in a democratic society.

“The study of the human past with all its triumphs and tragedies is necessary to the understanding of contemporary society and the issues facing humankind.”

Risinger, 1992

The MSAD#44 social studies committee has worked with committees in mathematics, English Language Arts, science and technology, visual and performing arts, career preparation, health and physical education, and modern and classical languages to encourage interdisciplinary units wherever feasible and appropriate.

MSAD#44
Social Studies
Maine Learning Results
Curriculum
Maine Learning Results
Social Studies*

***From the Maine Learning Results, 1997**

The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, considered a strong literacy essential to the preservation of democracy. Each believed that every student must be well versed in the nation's history, the principles which undergird citizenship, and the institutions which 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 a knowledge of the geography and economics of earlier times, history offers only lists of people, events, and dates. Without a knowledge of history, the institutions of American government and the dynamics of today's global economy are difficult to understand.

Important contemporary issues such as health care, education, crime, the environment, and foreign policy are all multidisciplinary in nature. Understanding these issues and developing responses to them requires an integrated social studies education. In such a social studies program, students are actively engaged in inquiry, research, debate, and in-depth learning. Students can further enhance their knowledge of the world around them by using local communities as extended classrooms; they can learn to build on that knowledge and on their knowledge of history to construct insights into the future. A broad understanding of the perspectives central to social studies enables students to develop, practice, and apply the knowledge and experiences required to be contributing participants in a democratic society.

Although social studies curricula vary in their breadth and depth, the Learning Results have adopted a focused definition of this content area whereby government, history, geography, and economics stand as the pillars of the content with other disciplines within the social sciences deemed important, but not essential.

CIVICS AND GOVERNMENT

Students will learn the constitutional principles and the democratic foundations of national, state, and local systems and institutions. Further, students will learn how to exercise the rights and responsibilities of participation in civic life and to analyze and evaluate public policies. This understanding entails insight into political power, how it is distributed and expressed, the types and purposes of governments, and their relationships with the governed. Political relationships among the United States and other nations are also included in this content area.

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and employ the skills of effective civic participation.

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations.

HISTORY

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.

A. CHRONOLOGY

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

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C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

GEOGRAPHY

In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population, interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.

A. SKILLS AND TOOLS

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

B. HUMAN INTERACTION WITH ENVIRONMENTS

Students will understand and analyze the relationships among people and their physical environments.

ECONOMICS

Students will learn and apply basic economic concepts of production, distribution, and consumption to make decisions as effective participants in an international economy. Students will understand the development, principles, institutions, relationships to culture, and change over time of economic systems in the United States and elsewhere. Students will also understand how these concepts apply to individuals, households, businesses, governments, and societies which make decisions based on the availability of resources, as well as on costs and benefits of choices. These concepts also help to explain the patterns and results of trade, interdependence, and distribution of wealth in local, regional, national, and world economies.

A. PERSONAL AND CONSUMER ECONOMICS

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

B. ECONOMIC SYSTEMS OF THE UNITED STATES

Students will understand the economic system of the United States, including its principles, development, and institutions.

C. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time.

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade.

Outcomes on the following pages reflect the numbering of the content standards and performance indicators of the Maine *Learning Results*.
i.e. In Kindergarten, students will

Cluster 1: Civics and Government (Cluster)

A. Rights, Responsibilities and Participation (Standard)

1. Identify and practice classroom rights and responsibilities. (Performance Indicator)

The Maine *Learning Results* are currently in revision. Detailed changes are available at the Department of Education website. An outline of the new social studies standards appears below.

http://www.maine.gov/education/lres/review/revised_mlr_standards.htm

***DRAFT DOCUMENT -- PROPOSED REVISED MAINE
LEARNING RESULTS STANDARDS 9/26/2006***

SOCIAL STUDIES

**OUTLINE OF SOCIAL STUDIES STANDARDS AND
PERFORMANCE INDICATORS**

A. Applications of Social Studies Processes, Knowledge, and Skills

1. Researching and Developing Positions on Current Social Studies Issues
2. Making Decisions Using Social Studies Knowledge and Skills
3. Taking Action Using Social Studies Knowledge and Skills

B. Civics and Government

1. Knowledge, Concepts, Themes and Patterns of Civics/Government
2. Rights, Duties, Responsibilities, and Citizen Participation in Government
3. Individual, Cultural, International, and Global Connections in Civics and Government

C. Economics

1. Economic Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in Economics

D. Geography

1. Geographic Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in Geography

E. History

1. Historical Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in History

Grade Level Interdisciplinary Themes

Kindergarten: A Child's Place in Time and Space

Grade 1: Families Now and Long Ago

Grade 2: Traditions, Monuments, and Celebrations

Grade 3: Communities

Grade 4: US Regions, World Regions, and Maine

Grade 5: Early United States History

Grade 6: Where in the World Are We?

How does the World See Us?

Grade 7: How has Maine become ME?

What Gifts or Legacies have we received from Europe?

Grade 8: What does it mean to be an American?

How did we get here?

Where are we going?

Grade 9: Global Perspectives

Grade 10: The World

Grade 11: History of the United States

Grade 12: United States Contemporary History and Issues

Grade: K

Theme: A Child's Place in Time and Space

Purpose Statement: Students will relate rules, governments, history, geography, and economics to school, family, and self.

Students will:

Unit 1: USA

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

1. Identify and practice classroom rights and responsibilities.

B. Purpose and Types of Government

1. Describe why we need governments.

Cluster 2: History

A. Chronology

1. Place individual and family experiences in historical time and place.

C. Historical Inquiry, Analysis, and Interpretation

1. Use artifacts and documents to gather information about the past.

Cluster 3: Geography

A. Skills and Tools

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

Cluster 4: Economics

A. Personal and Consumer Economics

1. Identify goods and services, giving examples.

B. Economic Systems of the United States

1. Explain the terms consumer and product

Unit 2: Multicultural (Alternate Australia and China)

Cluster 1: Civics and Government:

B. Purpose and Types of Government

1. Describe why we need governments.

D. International Relations

1. Recognize there are other nations with different traditions and practice.

Cluster 2: History:

B. Historical Knowledge, Concepts, and Patterns

2. Demonstrate an understanding of the cultural origins of the customs and beliefs in several places around the world.

C. Historical Inquiry, Analysis, and Interpretation

1. Use artifacts and documents to gather information about the past.

Cluster 3: Geography:

A. Skills and Tools

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

Cluster 4: Economics:

D. International Trade and Global Interdependence

1. Explain where products come from and how we use them.

Considerations:

- Every group of people has a set of rules
- Family is child's frame of reference.
- Each individual has both rights and responsibilities.
- Artifacts help connect belief and practice

See attached pages for activities, vocabulary, assessments, and resources.

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Social Studies
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Curriculum
Kindergarten Social Studies
A Child's Place in Time and Space

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit (order may vary)	USA		Multicultural Alternate: Australia and China	
Strands	Civics and Government History Geography Economics		Civics and Government History Geography Economics	
	http://www.state.me.us/education/lres/ss.htm			
Activities	Establish classroom constitution Holidays activities Native American unit Picture time line of own life Make fire safety map Look at Maine, community, and school maps		Read stories from other culture Videos Guest speakers Multi-cultural fair Connect to ELA activities(reading, writing, speaking, integrated literacy)	
Assessments	Observation Writing prompt: picture of your home(ELA)			
Vocabulary	Constitution Consequences Timeline Holidays Calendar terms Map terms: directions, continents, oceans Mountains, rivers coastline Economics terms: goods, services, wants and needs, consumer, product		Tradition Government Holidays Map terms: directions, continents, oceans Mountains, rivers coastline Economics terms: goods, services, wants and needs, consumer, product	
Resources	<i>Weekly Reader</i> Maine map <i>Time for Kids</i> <i>Scholastic News</i>			

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	<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p>
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Curriculum

Grade: 1

Theme: Families Now and Long Ago

Purpose Statement:

Students will compare life today with life in other times and places.

Students will:

Unit 1: *Living in the USA*

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

1. Identify and practice classroom rights and responsibilities.

B. Purpose and Types of Government

1. Describe why we need governments.

C. Fundamental Principles of Government

1. Understand that the United States has a Constitution

Cluster 2: History:

A. Chronology

1. Place individual and family experiences in historical time and place.
2. Distinguish similarities and differences among historic events.

B. Historical Knowledge, Concepts, and Patterns

2. Demonstrate an understanding of the cultural origins of the customs and beliefs in several places around the world.

C. Historical Inquiry, Analysis, and Interpretation

1. Use artifacts and documents to gather information about the past.

Cluster 3: Geography:

A. Skills and Tools

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape. **

**Key indicators commonly assessed at this grade

Unit 2: *Economics*

Cluster 4: Economics:

A. Personal and Consumer Economics

1. Identify goods and services, giving examples.

B. Economic Systems of the United States

1. Explain the terms consumer and product

D. International Trade and Global Interdependence

1. Explain where products come from and how we use them.

Unit 3: Multicultural Unit: *France*

Cluster 1: Civics and Government:

A. Rights, Responsibilities and Participation

1. Identify and practice classroom rights and responsibilities.

B. Purpose and Types of Government

1. Describe why we need governments.

Cluster 2: History:

B. Historical Knowledge, Concepts, and Patterns

2. Demonstrate an understanding of the cultural origins of the customs and beliefs in several places around the world.

Cluster 3: Geography:

A. Skills and Tools

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

Cluster 4: Economics:

A. Personal and Consumer Economics

1. Identify goods and services, giving examples.

B. Economic Systems of the United States

1. Explain the terms consumer and product

D. International Trade and Global Interdependence

1. Explain where products come from and how we use them.

Unit 4: *Then and Now*

Cluster 2: History:

A. Chronology

1. Place individual and family experiences in historical time and place.
2. Distinguish similarities and differences among historic events.

B. Historical Knowledge, Concepts, and Patterns

1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
2. Demonstrate an understanding of the cultural origins of the customs and beliefs in several places around the world.

C. Historical Inquiry, Analysis, and Interpretation

1. Use artifacts and documents to gather information about the past.

Cluster 3: Geography:

A. Skills and Tools

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

Cluster 4: Economics

A. Personal and Consumer Economics

1. Identify goods and services, giving examples.

See attached page for activities, vocabulary, assessments, and resources for each unit.

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Curriculum
First Grade Social Studies
Families Now and Long Ago

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit	Living in the USA	Economics	Multicultural France	Then and Now
Strands	Civics and Government History Geography	Economics	Civics and Government History, Geography Economics	History Geography Economics
	http://www.state.me.us/education/lres/ss.htm			
Activities	Classroom Constitution US Symbols book Paper plate masks Mayflower timeline Thanksgiving unit Maps and globes Weather graphs Map book Community walk	Pat's Pizza visit Money Bunny Community Unit <i>Oranges and Shoes</i>	Maps Weather comparison Guest speakers	Covered wagon art Read Laura Ingalls Wilder books Read biographies of famous Americans Long Ago mini book
Assessments	Where's the Snowman (Local) A1;B1	<i>Goods and Services</i> (optional) (LAD) A1 http://mainelad.org		
Vocabulary	Constitution Government Consequences Calendar terms Artifact Direction words Continents Atlantic and Pacific Geographic features Weather terms Map symbols	Goods Services Wants Needs Consumer Product	Belief Custom Culture Map terms Geographic terms	Artifact Biography Map terms Geography terms
Resources	<i>Woodrow Mouse</i> books <i>Weekly Reader</i> <i>Scholastic News</i> Jack Dawes pictures Historical societies	CCCS Junior Achievement	Guest speakers Library Maps	Library biographies

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Grade: 2

Theme: Traditions, Monuments, and Celebrations

Purpose Statement:

Students will connect traditions, monuments, and celebrations to their origin and meaning.

Students will:

Unit 1: Geography

Cluster 1: Civics and Government

(Include here at beginning of year)

A. Rights, Responsibilities and Participation

1. Identify and practice classroom rights and responsibilities.

B. Purpose and Types of Government

1. Describe why we need governments.

C. Fundamental Principles of Government and Constitutions

1. Understand that the United States has a Constitution

D. International Relations

1. Recognize there are other nations with different traditions and practice.

Cluster 3: Geography

A. Skills and Tools

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

Unit 2: *Producers and Consumer*

Cluster 4: Economics:

A. Personal and Consumer Economics

1. Identify goods and services, giving examples.

B. Economic Systems of the United States

1. Explain the terms consumer and product

C. Comparative Systems

(None)

D. International Trade and Global Interdependence

1. Explain where products come from and how we use them.

Unit 3: *Multicultural Unit: Africa*

Cluster 1: Civics and Government:

A. Rights, Responsibilities and Participation

1. Identify and practice classroom rights and responsibilities.

B. Purpose and Types of Government

1. Describe why we need governments**.

Cluster 2: History

A. Chronology

2. Distinguish similarities and differences among historic events.

B. Historical Knowledge, Concepts, and Patterns

2. Demonstrate an understanding of the cultural origins of the customs and beliefs in several places around the world.

C. Historical Inquiry, Analysis, and Interpretation

1. Use artifacts and documents to gather information about the past.

Cluster 3: Geography

A. Skills and Tools

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

Cluster 4: Economics

Economics:

A. Personal and Consumer Economics

1. Identify goods and services, giving examples.

B. Economic Systems of the United States

1. Explain the terms consumer and product

D. International Trade and Global Interdependence

1. Explain where products come from and how we use them.

**Key indicators commonly assessed at this grade

Unit 4: *Monuments, Symbols, and, Places*

Cluster 2: History

A. Chronology

1. Place individual and family experiences in historical time and place.
2. Distinguish similarities and differences among historic events.

C. Historical Inquiry, Analysis, and Interpretation

1. Use artifacts and documents to gather information about the past.

Cluster 3: Geography

A. Skills and Tools

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

See attached pages for activities, assessments, vocabulary, and resources associated with these units.

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Grade 2 Social Studies

Traditions, Monuments, and Celebrations

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit (order may vary)	Geography (Classroom rules at start of year)	Producers and Consumers	Multi-cultural Africa	Monuments, Symbols, and Places
Strands	(Civics and government) Geography	Economics Geography	Civics and Government History, Geography Economics	History Geography
http://www.state.me.us/education/lres/ss.htm				
Activities	Set classroom rules: constitution Discuss positive and negative consequences Polar regions unit Rainforest unit Songs to teach directionality and location Paper bag map Plastic bag map Word walls, puzzles	Field trip to Oxford Fair Field trip to sugar shack Consumer Bunny	K-W-L charts Research report Discussions Readings Create and label maps of Africa	Share own history Make life timeline Visit local landmarks/monuments Make holiday vocabulary charts Create local maps Use maps to locate sites on community walk
Assessments	Observation rubrics Locate continents and oceans on map	<i>How Products are Made</i> (MAP) (optional) www.maptasks.org Geography A1 Economics A1C1	<i>Independence Day</i> (LAD) B1,D1 (optional) http://mainelad.org Map test	<i>My Family History</i> (MAP) www.maptasks.org History A1; C1
Vocabulary	Constitution Consequences Government Map terms Geographic feature terms Map symbols Rural/ urban	Goods Services Wants Needs Consumer Product	Custom Belief Culture Continents Oceans Geographic features: savannahs, rainforests, deserts	Artifact, Statue Monument Holiday words Map symbols: compass rose Cardinal and intermediate directions

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Resources	<i>Woodrow Mouse</i> books Guidance <i>Weekly Reader</i> Vocabulary mini books Puzzles Hyper studio Power Point	CCCS Literature Community Helpers Junior Achievement	Reading anthologies Web Quests Guest speakers <i>National Geographic</i> films and articles	<i>Weekly Reader maps</i> Statue of Liberty film Monument pictures and posters <i>National Geographic</i> People Behind our Holidays
<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligned.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p>				

Grade: 3

Theme: Communities

Purpose Statement: Students will relate governments, Constitutions, geography, history, and economics of local and state communities.

Students will:

Unit 1: Two Worlds Meet

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

1. Identify important individual rights (e.g., freedom of religion, speech, ownership of property).
2. Explain why certain responsibilities of democratic society are important.

B. Purpose and Types of Government

1. Describe why we need government (e.g., law and order, defense, roads, schools).

Cluster 2: History

A. Chronology

1. Identify the similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.
2. Place in chronological order significant events, groups, and people in the history of Maine.

B. Historical Knowledge, Concepts, and Patterns

1. Make connections between and among events in their personal lives and those occurring in the community.
2. Demonstrate an awareness of the major events and people in United States and Maine history:
 - Who lives here? And how did they get here? (Immigrants, demographics, ethnic and religious groups).
 - Important people in United States and Maine history
 - Different kinds of communities in Maine, the United States, and selected world regions

C. Historical Inquiry, Analysis, and Interpretation

1. Identify changes currently occurring in their daily lives and compare those changes in daily life during a specific historic era.

Cluster 3: Geography

A. Skills and Tools

1. Construct and compare maps of Maine, the United States and regions of the world to interpret geographical features and draw conclusions about physical patterns.
2. Locate major cities of the world and discuss why they emerged in that particular region.

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B. Human Interaction with Environments

2. Explain ways in which communities reflect the backgrounds of their inhabitants.
3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

Cluster 4: Economics

A. Personal and Consumer Economics

1. Describe barter and money and how each is used in the exchange of resources, goods, and services.

B. Economic Systems of the United States

1. Identify three basic economic questions all economic systems must answer: What to produce? How? And for whom?

C. Comparative Systems

1. Explain how selected cultures or countries meet basic human needs.**

D. International Trade and Global Interdependence

1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

**Key indicators commonly assessed at this grade

Unit 2: *Government/Citizenship in Our Community*

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

1. Identify important individual rights (e.g., freedom of religion, speech, ownership of property).
2. Explain why certain responsibilities of democratic society are important.
3. Identify the functions of government at school, locally and at the state level.

B. Purpose and Types of Government

1. Describe why we need government (e.g., law and order, defense, roads, schools).
2. Describe the basic structure of local and state government.

C. Fundamental Principles of Government and Constitutions

1. Explain how the Constitution protects individual rights (e.g., the Bill of Rights).

Cluster 2: History

A. Chronology

1. Identify the similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.
2. Place in chronological order significant events, groups, and people in the history of Maine.

B. Historical Knowledge, Concepts, and Patterns

1. Make connections between and among events in their personal lives and those occurring in the community.
2. Demonstrate an awareness of the major events and people in United States and Maine history:
 - Who lives here? And how did they get here? (immigrants, demographics, ethnic and religious groups).
 - Important people in United States and Maine history
 - Different kinds of communities in Maine, the United States, and selected world regions

Cluster 3: Geography

A. Skills and Tools

1. Construct and compare maps of Maine, the United States and regions of the world to interpret geographical features and draw conclusions about physical patterns.
2. Locate major cities of the world and discuss why they emerged in that particular region.

B. Human Interaction with Environments

1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.
2. Explain ways in which communities reflect the backgrounds of their inhabitants.
3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

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Cluster 4: Economics

A. Personal and Consumer Economics

1. Describe barter and money and how each is used in the exchange of resources, goods, and services.
2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding how to use an allowance to go to the movies instead of buying a gift for a family member).

B. Economic Systems of the United States

1. Identify three basic economic questions all economic systems must answer: What to produce? How? And for whom?
2. Explain how the economy of Maine affects families and communities.

C. Comparative Systems

1. Explain how selected cultures or countries meet basic human needs.

Unit 3: *Multicultural Unit: Sweden*

Cluster 1: Civics and Government

1. Identify examples of how the United States interacts with other countries (e.g., trade and treaties).
2. Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.

Cluster 2: History

A. Chronology

1. Identify the similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

B. Historical Knowledge, Concepts, and Patterns

2. Demonstrate an awareness of the major events and people in United States and Maine history:

- Who lives here? And how did they get here? (immigrants, demographics, ethnic and religious groups).
- Important people in United States and Maine history
- Different kinds of communities in Maine, the United States, and selected world regions

C. Historical Inquiry, Analysis, and Interpretation

1. Identify changes currently occurring in their daily lives and compare those changes in daily life during a specific historic era.

Cluster 3: Geography

A. Skills and Tools

1. Construct and compare maps of Maine, the United States and regions of the world to interpret geographical features and draw conclusions about physical patterns.
2. Locate major cities of the world and discuss why they emerged in that particular region.

B. Human Interaction with Environments

1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.
2. Explain ways in which communities reflect the backgrounds of their inhabitants.
3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

Cluster 4: Economics

C. Comparative Systems

1. Explain how selected cultures or countries meet basic human needs.

D. International Trade and Global Interdependence

1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

Unit 4: *Innovators and Inventors*

Cluster 1: Civics and Government

C. Fundamental Principles of Government and Constitutions

1. Explain how the Constitution protects individual rights (e.g., the Bill of Rights).

D. International Relations

1. Identify examples of how the United States interacts with other countries (e.g., trade and treaties).
2. Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.

Cluster 2: History

A. Chronology

1. Identify the similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

B. Historical Knowledge, Concepts, and Patterns

1. Make connections between and among events in their personal lives and those occurring in the community.
2. Demonstrate an awareness of the major events and people in United States and Maine history:
 - Who lives here? And how did they get here? (Immigrants, demographics, ethnic and religious groups).
 - Important people in United States and Maine history
 - Different kinds of communities in Maine, the United States, and selected world regions

C. Historical Inquiry, Analysis, and Interpretation

1. Identify changes currently occurring in their daily lives and compare those changes in daily life during a specific historic era.

Cluster 3: Geography

A. Skills and Tools

1. Construct and compare maps of Maine, the United States and regions of the world to interpret geographical features and draw conclusions about physical patterns.
2. Locate major cities of the world and discuss why they emerged in that particular region.

B. Human Interaction with Environments

1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.
3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

Cluster 4: Economics

A. Personal and Consumer Economics

2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding how to use an allowance to go to the movies instead of buying a gift for a family member).

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B. Economic Systems of the United States

1. Identify three basic economic questions all economic systems must answer: What to produce? How? And for whom?

D. International Trade and Global Interdependence

1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

See attached pages for activities, vocabulary, assessments, and resources for each unit.

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Curriculum
Grade 3 Social Studies
Communities

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit (order may vary)	Two Worlds Meet	Government/ Citizenship in Our Community	Multi-Cultural Sweden	Innovators and Inventors
Strands	Civics and Government History Geography Economics	Civics and Government History Geography Economics	Civics and Government History Geography Economics	Civics and Government History Geography Economics
	http://www.state.me.us/education/lres/ss.htm			
Activities	Fort Western Field Trip Columbus Day and Thanksgiving Activities Stories of famous explorers and colonial settlements Create maps of exploration/ settlement	Connections to immigration unit Visit community Fire, police, government offices and businesses Class elections Mock election Find out why family lives here, where they came from Create map of town/ Map of businesses: where parent works	Compare history to own Create maps of geography, resources Cities, etc Compare to US government, economic system, and holiday celebrations and traditions	Research project on inventors Multi-media research and presentations Read biographies of famous inventors Create map to connect innovation to demographics Discuss impact of innovation and invention on history and economics
Assessments	<i>Meeting Basic Needs</i> (LAD) A1; C1 (optional) http://mainelad.org	Individual Rights (LAD) A1;C1 http://mainelad.org		<i>Inventors and Inventions</i> (MAP) A1; C1 www.maptasks.org (Also ELA) (optional)

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Vocabulary	Immigration Freedom of Religion Barter Money Trade Goods and services Resources Geography terms Longitude, latitude Cardinal and intermediate directions	Constitution Bill of Rights Freedom of Speech Citizenship Right to assemble Freedom of Religion Right to Petition Voting (majority/ minority) Democracy Tradition Profit and loss Goods and Services Resources	Tradition Continent: Europe Oceans: North Sea, Atlantic Scandinavia	Innovation Invention
Resources	Ellis Island play Videos Internet research	Local historical societies Local businesses and employers Town officials <i>Weekly Reader</i>	Films Guest speakers Artifacts Games Song Art	
<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p>				

Grade: 4

Theme: US Regions, World Regions, and Maine

Purpose Statement: Students will relate Constitutional liberties, government, history, geography, and economics to Maine, the United States and selected world regions.

Students will:

Unit 1: Regions of the United States

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

3. Identify the functions of government at school, locally and at the state level.

B. Purpose and Types of Government

1. Describe why we need government (e.g., law and order, defense, roads, schools).
2. Describe the basic structure of local and state government.

Cluster 2: History

A. Chronology

1. Identify the similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

B. Historical Knowledge, Concepts, and Patterns

2. Demonstrate an awareness of the major events and people in United States and Maine history:
 - Who lives here? And how did they get here? (Immigrants, demographics, ethnic and religious groups).
 - Important people in United States and Maine history
 - Different kinds of communities in Maine, the United States, and selected world regions

C. Historical Inquiry, Analysis, and Interpretation

1. Identify changes currently occurring in their daily lives and compare those changes in daily life during a specific historic era.

Cluster 3: Geography

A. Skills and Tools

1. Construct and compare maps of Maine, the United States and regions of the world to interpret geographical features and draw conclusions about physical patterns.
2. Locate major cities of the world and discuss why they emerged in that particular region.**

B. Human Interaction with Environments

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1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.
2. Explain ways in which communities reflect the backgrounds of their inhabitants.
3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

Cluster 4: Economics

B. Economic Systems of the United States

1. Identify three basic economic questions all economic systems must answer: What to produce? How? And for whom?

C. Comparative Systems

1. Explain how selected cultures or countries meet basic human needs.

D. International Trade and Global Interdependence

1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

**Key indicators commonly assessed at this grade

Unit 2: *Multicultural Unit/ Brazil*

Cluster 1: Civics and Government

D. International Relations

1. Identify examples of how the United States interacts with other countries (e.g., trade and treaties).
2. Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.

Cluster 2: History

A. Chronology

1. Identify the similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

B. Historical Knowledge, Concepts, and Patterns

1. Make connections between and among events in their personal lives and those occurring in the community.
2. Demonstrate an awareness of the major events and people in United States and Maine history:
 - Who lives here? And how did they get here? (immigrants, demographics, ethnic and religious groups).
 - Different kinds of communities in Maine, the United States, and selected world regions

C. Historical Inquiry, Analysis, and Interpretation

1. Identify changes currently occurring in their daily lives and compare those changes in daily life during a specific historic era.

Cluster 3: Geography

A. Skills and Tools

1. Construct and compare maps of Maine, the United States and regions of the world to interpret geographical features and draw conclusions about physical patterns.
2. Locate major cities of the world and discuss why they emerged in that particular region.

B. Human Interaction with Environments

1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.
2. Explain ways in which communities reflect the backgrounds of their inhabitants.
3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

Cluster 4: Economics A. Personal and Consumer Economics

1. Describe barter and money and how each is used in the exchange of resources, goods, and services.

B. Economic Systems of the United States

1. Identify three basic economic questions all economic systems must answer: What to produce? How? And for whom?

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C. Comparative Systems

1. Explain how selected cultures or countries meet basic human needs.

D. International Trade and Global Interdependence

1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

Unit 3: *Maine Studies*

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

3. Identify the functions of government at school, locally and at the state level.

B. Purpose and Types of Government

2. Describe the basic structure of local and state government.

Cluster 2: History

A. Chronology

1. Identify the similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

2. Place in chronological order significant events, groups, and people in the history of Maine.

B. Historical Knowledge, Concepts, and Patterns

1. Make connections between and among events in their personal lives and those occurring in the community.

2. Demonstrate an awareness of the major events and people in United States and Maine history:

- Who lives here? And how did they get here? (Immigrants, demographics, ethnic and religious groups).
- Important people in United States and Maine history
- Different kinds of communities in Maine, the United States, and selected world regions

C. Historical Inquiry, Analysis, and Interpretation

1. Identify changes currently occurring in their daily lives and compare those changes in daily life during a specific historic era.

Cluster 3: Geography

A. Skills and Tools

1. Construct and compare maps of Maine, the United States and regions of the world to interpret geographical features and draw conclusions about physical patterns.

2. Locate major cities of the world and discuss why they emerged in that particular region.

B. Human Interaction with Environments

1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.

2. Explain ways in which communities reflect the backgrounds of their inhabitants.

3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

Cluster 4: Economics

B. Economic Systems of the United States

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1. Identify three basic economic questions all economic systems must answer: What to produce? How? And for whom?
2. Explain how the economy of Maine affects families and communities.

C. Comparative Systems

1. Explain how selected cultures or countries meet basic human needs.

See attached pages for activities, vocabulary, assessments, and resources.

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Curriculum
US Regions; World Regions; Maine

	Quarter 1 & Quarter 2	Quarter 3	Quarter 4
Unit (order may vary)	Regions of the United States	Multi Cultural Brazil	Maine Studies
Strands	Civics and Government History Geography Economics	Civics and Government History Geography Economics	Civics and Government History Geography Economics
http://www.state.me.us/education/lres/ss.htm			
Activities	Read folk tales, biographies Research and create presentations Create maps Practice naming states and capitals, landforms Relate personal travel experiences Interview people from various regions Construct graphs and charts comparing economics of various regions	Compare US and Brazil Constitutions/ government Create timeline of Brazil history Create maps Create charts to compare people, economics, events Find products made in Brazil	Interview officials Complete graphic organizers of govt Reports on famous Mainers Make mobiles Field trip to Augusta Read Maine biographies and Maine history Research and report on Maine industry
Assessments	Label states, name capitals tests Landforms map test Writing prompt on region	Map test	Branches of Government (Adapted LAD) B2 (optional) Report rubrics Our Maine Facts (ELA assessment) Maine People, Maine Events A-2;B-2 http://mainelad.org
Vocabulary	Federal Six Regions: Northeast Southeast Middle West Southwest Mountain West	South America Atlantic Ocean Caribbean Sea Amazon River Pampas Mountains rainforest	Selectpersons Town manager Legislature, Governor Judicial system Branches of State government Maine cities, counties, and geographic features Tourism , forestry, aquaculture, shipbuilding, etc

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Resources	Library biographies <i>National Geographic</i> Recordings of folk tales Regional art and photography Guest speakers Wall maps and atlases	Map of South America Videos Internet Sources Guest speakers	<i>Maine Sea to Shining Sea</i> Discover ME (web site) Library files Trip to Augusta
<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligned</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p>			

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Social Studies Mission: *Students completing the K-12 social studies curriculum in MSAD#44 will demonstrate skills to gather, analyze, and synthesize information from a variety of sources including technology to identify social issues affecting their lives so that they may interact as tolerant citizens, respectful of diversity, in a democratic society.*

Grade: 5

Theme: Early United States History

Purpose Statement: Students will investigate the people, ideas, and invents that influenced the early history to the United States.

Students will:

Units: Age of Exploration

Cluster 2: History

A. Chronology

1. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)
2. Trace simultaneous events in various parts of the world during a specific era.

B. Historical Knowledge, Concepts, and Patterns

2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).
3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.**

C. Historical Inquiry, Analysis, and Interpretation

5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

**Key indicators commonly assessed at this grade

Cluster 3: Geography

Geography:

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.

B. Human Interaction with Environments

2. Explain patterns of migration throughout the world.

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4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

Economics:

C. Comparative Systems

1. Describe the characteristics of traditional, command, market, and mixed economic systems.
2. Compare how different economies meet basic wants and needs over time.

D. International Trade and Global Interdependence

1. Describe how changes in transportation and communication technologies have affected trade over time.
2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

Unit 2: Colonization

Cluster 1: Civics and Government

C. Fundamental Principles of Government and Constitutions

1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state).

Cluster 2: History

A. Chronology

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.

B. Historical Knowledge, Concepts, and Patterns

1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877.
2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).

C. Historical Inquiry, Analysis, and Interpretation

1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

B. Human Interaction with Environments

1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.
2. Explain patterns of migration throughout the world. .
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

D. International Trade and Global Interdependence

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2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

Unit 3: American Revolution

Cluster 1: Civics and Government

B. Purpose and Types of Government

5. Explain the history and functions of Maine state government including the Constitution of Maine.

C. Fundamental Principles of Government and Constitutions

1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state).

D. International Relations

3. Explain the reason for various alliances with some nations against others (e.g., with France during the American Revolution).

Cluster 2: History

A. Chronology

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.

B. Historical Knowledge, Concepts, and Patterns

1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to:

Declaration of Independence

The Constitution

2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).

C. Historical Inquiry, Analysis, and Interpretation

2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

B. Human Interaction with Environments

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1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.

Cluster 4: Economics

D. International Trade and Global Interdependence

2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

See attached page for activities, vocabulary, assessments, and resources for each unit.

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Curriculum
Fifth Grade Social Studies
Early United States History

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit	Age of Exploration	Colonization		American Revolution
Strands	History Geography Economics	Civics and Government History Geography Economics		Civics and Government History Geography Economics
	http://www.state.me.us/education/lres/ss.htm			
Activities	Readings Read and create maps Web quests	Read and discuss origins of American government/ ideas Create timelines Read fiction and non fiction accounts of colonial life Research local history Read and research famous people		Read text, fiction, and non-fiction accounts Create timelines Research biographies Create maps Discuss war and revolution Field trip to Boston
Assessments	Marco Polo Assessment (Local) Economics D1	Geography A1, 2		France and the American Revolution (Local) Civics and Government D3
Vocabulary	Trade Settlement Mercantilism	Rule of law Representation Checks and balances Separation of church and state Independence		
Resources	Text Maps Library Web sites	Text Historical societies Library Discover Me website Primary documents: Mayflower Compact; Declaration of Independence; Constitution; Bill of Rights		
	http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics. http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span. http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards. http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by			

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subjects/topics and also by grade span.

http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.

www.unitedstreaming.com

Grade: 6

Theme: *Where in the World Are We?*
How does the World see US?

Purpose Statement:

Students will explore four world regions (Latin America, Canada, Asia, and Africa), learn about their history, economics, geography, and governments and connect these to the United States and to their own lives.

Students will:

Unit 1: Latin America

Cluster 1: Civics and Government

B. Purpose and Types of Government

1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.

D. International Relations

2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).
3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).

Cluster 2: History

A. Chronology

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)
3. Trace simultaneous events in various parts of the world during a specific era.

B. Historical Knowledge, Concepts, and Patterns

3. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

C. Historical Inquiry, Analysis, and Interpretation

2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

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1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

B. Human Interaction with Environments

1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.
2. Explain patterns of migration throughout the world.
3. Explain how cultures differ in their use of similar environments and resources.
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

A. Personal and Consumer Economics

B. Economic Systems of the United States

C. Comparative Systems

1. Describe the characteristics of traditional, command, market, and mixed economic systems.

2. Compare how different economies meet basic wants and needs over time.

D. International Trade and Global Interdependence

1. Describe how changes in transportation and communication technologies have affected trade over time.
2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.
3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).

Unit 2: Canada

Cluster 1: Civics and Government

B. Purpose and Types of Government

1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.

D. International Relations

2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).
3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).

Cluster 2: History

A. Chronology

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)
3. Trace simultaneous events in various parts of the world during a specific era.

B. Historical Knowledge, Concepts, and Patterns

1. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

C. Historical Inquiry, Analysis, and Interpretation

2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

B. Human Interaction with Environments

1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.
2. Explain patterns of migration throughout the world.
3. Explain how cultures differ in their use of similar environments and resources.
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

A. Personal and Consumer Economics

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B. Economic Systems of the United States

C. Comparative Systems

1. Describe the characteristics of traditional, command, market, and mixed economic systems.

2. Compare how different economies meet basic wants and needs over time.

D. International Trade and Global Interdependence

1. Describe how changes in transportation and communication technologies have affected trade over time.

2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).

Unit 3: Asia

Cluster 1: Civics and Government

B. Purpose and Types of Government

1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.

D. International Relations

2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).
3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).

Cluster 2: History

A. Chronology

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)
3. Trace simultaneous events in various parts of the world during a specific era.

B. Historical Knowledge, Concepts, and Patterns

1. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

C. Historical Inquiry, Analysis, and Interpretation

2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

B. Human Interaction with Environments

1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.
2. Explain patterns of migration throughout the world.
3. Explain how cultures differ in their use of similar environments and resources.
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

A. Personal and Consumer Economics

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Curriculum

B. Economic Systems of the United States

C. Comparative Systems

1. Describe the characteristics of traditional, command, market, and mixed economic systems.

2. Compare how different economies meet basic wants and needs over time.

D. International Trade and Global Interdependence

1. Describe how changes in transportation and communication technologies have affected trade over time.

2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).

4. Unit 4: Africa

Cluster 1: Civics and Government

B. Purpose and Types of Government

1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.

D. International Relations

2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).
3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).

Cluster 2: History

A. Chronology

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)
3. Trace simultaneous events in various parts of the world during a specific era.

B. Historical Knowledge, Concepts, and Patterns

3. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

C. Historical Inquiry, Analysis, and Interpretation

2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

B. Human Interaction with Environments

1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.
2. Explain patterns of migration throughout the world.
3. Explain how cultures differ in their use of similar environments and resources.
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

A. Personal and Consumer Economics

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B. Economic Systems of the United States

C. Comparative Systems

1. Describe the characteristics of traditional, command, market, and mixed economic systems.

2. Compare how different economies meet basic wants and needs over time.

D. International Trade and Global Interdependence

1. Describe how changes in transportation and communication technologies have affected trade over time.

2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).

See attached template for specific activities, assessments, vocabulary, and resources associated with each unit.

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 Curriculum
Sixth Grade Social Studies
Where are we in the world?
How does the world see US?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit (order may vary)	Latin America	Canada	Asia	Africa
Strands	Geography History Civics and Government Economics	Geography History Civics and Government Economics	Geography History Civics and Government Economics	Geography History Civics and Government Economics
	http://www.state.me.us/education/lres/ss.htm			
Activities	Novel (Secrets of the Andes) Videos Vocab Bingo Maps Dictator Venn diagram Inca, Maya, Aztec research Read Biography Sheets Video “Max is Missing” Columbus Play “Inca Day” Video Viewing Sheets	Canada Comics Canada/US National Anthems Maps Make Notebooks Explorer Timeline Videos Video Viewing Sheets	Perry Play Confucius – choose your own adventure Videos Maps Biography Sheets Video “Empire of the Sun” EOS Project Video Viewing Sheets	“Africa Day” (cooking, games, etc.) Make Notebooks Videos Maps Film Strips/Note Taking Video “Cheetah” Video Viewing Sheets
Assessments	Inca Project Map Quizzes Neighborhood Map “Dictatorship” C & G, B-1	Map Quizzes Unit Test “Timelines” Geography A-2	“Empire of the Sun” project Map Quizzes	Map Quizzes Unit Test “World Maps” Geography A-1

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Vocabulary	Colonist Colony Mother Country Dictator Conquistador Longitude Latitude Equator Prime Meridian	Province Acadians Loyalists Inuits Commonwealth Mosaic Bilingual Multicultural	Typhoon Shintoism Buddhism Literacy Internment Origami Famine Barbarians Communists	Bride wealth Animism Savanna Ethnic Polygyny Federal Apartheid
Resources	<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p> <p>www.unitedstreaming.com</p>			

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Westward Expansion

Industrialization

Civil War

2. Demonstrate an understanding of selected themes **in Maine**, United States, and world history (e.g., revolution, technological innovation, migration).

4. Demonstrate an understanding of selected twentieth century issues and events in United States and **in Maine history including "modern" Maine history (1945 to present).**

C. Historical Inquiry, Analysis, and Interpretation

1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.
2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.

B. Human Interaction with Environments

1. Analyze how technology shapes the physical and human characteristics of places and regions, **including Maine**.
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

B. Economic Systems of the United States

4. Explain the impact that major events and technological advancements have had on the **Maine economy** and predict future economic trends and career opportunities.

Unit 2: Early Mediterranean Civilizations

Cluster 1: Civics and Government

B. Purpose and Types of Government

5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).

Cluster 2: History

A. Chronology

1. Describe the effects of historical changes on daily life.

B. Historical Knowledge, Concepts, and Patterns

3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.

C. Historical Inquiry, Analysis, and Interpretation

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1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.
2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
 - a. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.

B. Human Interaction with Environments

1. Analyze how technology shapes the physical and human characteristics of places and regions.
2. Explain patterns of migration throughout the world.
3. Explain how cultures differ in their use of similar environments and resources.
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

B. Economic Systems of the United States

1. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.
2. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how? and for whom?

C. Comparative Systems

1. Compare how different economies meet basic wants and needs over time.

D. International Trade and Global Interdependence

2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

Maine studies requirement met at grade 7

Unit 3: Medieval Civilizations

Cluster 1: Civics and Government

B. Purpose and Types of Government

5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).

Cluster 2: History

A. Chronology

3. Describe the effects of historical changes on daily life.

B. Historical Knowledge, Concepts, and Patterns

3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past. (Optional assessment)**

C. Historical Inquiry, Analysis, and Interpretation

1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.

2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.

3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.

4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.

5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.

2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.

B. Human Interaction with Environments

1. Analyze how technology shapes the physical and human characteristics of places and regions.

2. Explain patterns of migration throughout the world.

3. Explain how cultures differ in their use of similar environments and resources.

4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

B. Economic Systems of the United States

3. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.

4. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how? and for whom?

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C. Comparative Systems

1. Compare how different economies meet basic wants and needs over time.

D. International Trade and Global Interdependence

2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

See attached pages for suggested activities, vocabulary, assessments, and resources for each unit.

****Key indicators commonly assessed at this grade**

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Seventh Grade Social Studies

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit (order may vary)	Maine Studies		Ancient Mediterranean Civilization	Medieval Civilizations
Strands	History/Geography Civics & Government Economics		History/Geography Civics & Government Economics	History/Geography Civics & Government Economics
	http://www.state.me.us/education/lres/ss.htm			
Activities	Wabanaki History and Culture Focus on 5 Towns Community Research and Production Geography of Western Maine		Mesopotamia Egyptian Society Pyramids Mummies Greece – “mythology” Clash of the Titans Ulysses – Poster Project Rome – Society Roman Government Roman Empire	Castles and Machines Structures of Medieval Society New Thinking in Literature Art and Science Shakespeare Connection Medieval Fair
Assessments	Research related topics ELA H-1,2,6,8,9, SS H – C5 State of Maine Handbook C/G: B6; H:A-2 http://mainelad.org Branches of Maine Government/ G – B4**		Mythology Poster ELA – B6	SS Crusades, Turning Points ELA E2, H – B3

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Vocabulary	Primary Source Cite Site Artifact Catalog Preservation Society Archeology Living History	Culture Polytheism, Monotheism Legion, Republic, Empire Conflict Tolerance Citizen Trade Democracy	Feudalism Chivalry Nobility Peasant Clergy Fealty Humanism Guild Christendom
	Resources	<p> http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics. http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span. http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards. http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span. http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic. http://www.maine.gov http://www.state.me.us http://www.boondocksnet.com/gallery/nclc/loc_maine.html Lewis Hine Child Labor http://www.mainememory.net www.unitedstreaming.com Books "Ulysses" – Bernard Evslin "Catherine Called Birdy" - Cushman </p>	

Grade: 8

Theme: *What does it mean to be an American?*

How did we get here? Where are we going?

Purpose Statement:

Students will know the characteristics of being “American,” their historical origins, and their growth and change over time through a sequential study of American history and government.

Units: Origins of American Government; Civil War and Westward Expansion; Twentieth Century

Students will:

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

1. Identify the characteristics of an effective citizen.
2. Evaluate and defend positions on current issues regarding individual rights and judicial protection.
3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.
4. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.
5. Explain the functions of and relationships among local, state, and national governments.

B. Purpose and Types of Government

2. Compare and contrast the structures of local, state, and national government.
4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the **United States** government.
5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).

C. Fundamental Principles of Government and Constitutions

1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state).
2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.
3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state).
4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.

D. International Relations

1. Explain the foreign policy powers which the Constitution gives to the branches of the government.

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2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).
3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).

Cluster 2: History

A. Chronology

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the **United States**, and selected world civilizations. (See suggested list below in "Secondary Grades".)
3. Trace simultaneous events in various parts of the world during a specific era.

B. Historical Knowledge, Concepts, and Patterns

1. Demonstrate an understanding of the causes and effects of major events in **United States history** and the connections to Maine history with an emphasis on events up to 1877, including but not limited to:
Declaration of Independence The Constitution
Westward Expansion Industrialization Civil War
2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).
4. Demonstrate an understanding of selected twentieth century issues and events in United States and in Maine history including "modern" Maine history (1945 to present).

C. Historical Inquiry, Analysis, and Interpretation

1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.
2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Cluster 3: Geography

A. Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

B. Human Interaction with Environments

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1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.
2. Explain patterns of migration throughout the world.
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Cluster 4: Economics

B. Economic Systems of the United States

1. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.
2. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how? and for whom?
3. Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision making.
5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).

D. International Trade and Global Interdependence

1. Describe how changes in transportation and communication technologies have affected trade over time.

Outcomes are the same for all four units. The teacher should decide which to emphasize in each unit.

See the attached template for suggested activities, assessments, vocabulary, and resources.

****Key indicators commonly assessed at this grade**

Indicators relate to United States

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Eighth Grade Social Studies

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit (order may vary)	Origin of American Government	America Civil War and Westward Expansion		Twentieth Century America
Strands	History Geography Civics & Government Economics http://www.state.me.us/education/lres/ss.htm	History Geography Civics & Government Economics		History Economics Civics and Government Economics
Activities	Novel "Sarah Bishop" Point of view Colonist vs. British M+M "Unfair Taxes" Declaration of Independence Internet Constitution Presidential biographies Movie "Johnny Tremain" Note taking, from video, class discussions, etc.	Novel "Slope of War" Louisiana Purchase – mapping editorial Videos –Oregon Trail, Civil War, Louis & Clark, Transcontinental Railroad, Native American Tribes Presidential biographies Movie Gettysburg		World Wars research Videos – WWI, WWII Presidential biographies
Assessments	Point of View Letter: His C-3 Amendment Project C&G: C-2: C-3 Bill of Rights	Teacher made tests		Representatives C& G: B-4 Decode Presentation Pop Up Project
Vocabulary	Revolution Preamble Bill of Rights	Constitution Amendment Democracy Republic Executive Legislative Judicial Manifest Destiny Immigration Emigration Migration		Trenches Lusitania

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Resources	<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p> <p>www.videostreaming.com</p>
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Eighth Grade Social Studies w/ELA

What does it mean to be American?

How did we get here and where are we going?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit (order may vary)	Origin of American Government	America Civil War and Westward Expansion		Twentieth Century America
Strands	Reading & Viewing Writing & Speaking	Writing & Speaking Reading & Viewing Research		Reading & Viewing
Activities	Witch of Blackbird Pond -conflicts Essay Prompt: "What Does It Mean To Be An American?" Constructed Response Practice Great Books "We The People"	Literature Circles w/Civil War novels Unsung Heroes Research Time Period, People, Places, Things Debate an issue Writing Reflection "Into The West"		Web research on Tom Sawyer Time Period Time Period Poetry to go along with decades?
Assessments	MEA Rubric Scoring for Essay "We The People"	Reader Journal Research Paper Debate Rubric		Web Quest Tom Project Poem Rubric
Vocabulary	Loyalists Charter Rebel Quaker			
Resources	See social studies and ELA			

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<http://www.econedlink.org/> This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.
<http://www.nationalgeographic.com/xpeditions/> This site is aligned with the standards and it allows you to search by grade span.
<http://edsitement.neh.gov/> This site has history and social studies. Aligns with standards.
<http://www.lessonplanspage.com/SS.htm> lots of lesson plans organized by subjects/topics and also by grade span.
http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.

Witch of Blackbird Pond
National Geographic – Salem Witch Trials
MEA Essay Rubric

Across Five Aprils
Roll of Thunder, Hear My Cry
Harriet Tubman
Uncle Tom's Cabin
Into The West – Video/DVD
School Database searching

add websites for Webquest

Grade: 9

Theme: *Global Perspectives*

Purpose Statement:

Students will examine various civilizations of the past in order to gain a better understanding and knowledge of the today's world and the United States' role and position.

Units: Prehistoric Peoples; Classical Early Civilizations; World Religions; Enduring Themes

Students will:

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience.

B. Purpose and Types of Government

3. Analyze the major arguments for and against representative government as distinguished from direct democracy.

C. Fundamental Principles of Government and Constitutions

1. Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).

4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.

5. Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, Gulf of Tonkin Resolution, Watergate).

D. International Relations

2. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming)

4. Evaluate the benefits and difficulties of international cooperation, using specific examples.

Cluster 2: History

A. Chronology

1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history.

B. Historical Knowledge, Concepts, and Patterns

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2. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.

3. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

4. Explain how different ways of knowing and believing have influenced human history and culture.

5. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).

6. Explain the benefits and conflicts resulting from encounters among cultures.

C. Historical Inquiry, Analysis, and Interpretation

1. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.

2. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.

3. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.

4. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.

Cluster 3: Geography

A. Skills and Tools

1. Use mapping to answer complex geographic and environmental problems.

2. Appraise the ways in which maps reflect economic, social, and political policy decision making.

3. Understand how cultural and technological features can link or divide regions.

B. Human Interaction with Environments

1. Explain factors which shape places and regions over time (e.g., physical and cultural factors).

2. Analyze the cultural characteristics that make specific regions of the world distinctive.

3. Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.

4. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

Cluster 4: Economics

A. Personal and Consumer Economics

1. Conduct a cost benefit analysis of a personal or business decision.

B. Economic Systems of the United States

1. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.

4. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity).

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C. Comparative Systems

1. Explain the impact of cultural values on economic decisions, using at least two examples.
2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth

D. International Trade and Global Interdependence

1. Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner

****Key indicators commonly assessed at this grade**

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 Curriculum
Ninth Grade Social Studies
Global Perspectives I and II

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit (order will vary)	Prehistoric People River Valley Civilizations	Asian Empires Classical Greece	Roman Republic Roman Empire	The Middle Ages in Europe The Rise of Islam
Strands	Civics and Government History Geography Economics http://www.state.me.us/education/lres/ss.htm			
Activities	<ul style="list-style-type: none"> - <i>Walking with Cavemen</i> - Comparisons of Nile, Mesopotamian, Indus, and Yellow River Valley Civilizations - Abraham Finds Three Religions - Phoenician Alphabet 	<ul style="list-style-type: none"> - The Silk Road - Life of a Spartan - Athenian Government – Oligarchy to Democracy - Struggles for Greek Unity - Alexander and the Blending of Cultures - Greek Columns 	<ul style="list-style-type: none"> - The Roman Republic and the U.S. Government - Hannibal to Caesar - The Monarch Augustus is ‘Not a King’ - Few In-betweens: Good and Bad Emperors 	<ul style="list-style-type: none"> - Barbarians Through the Gates - Charlemagne is crowned - The Power of One Church - The Benefits of the Black Death - The Crusades: Two Views - The Invention of Banking - Pillars of Islam
Assessments	Tyrian Purple Economics A-1; D-1	Thematic Map Geography A-1	Roman Republic Civics and Government B-1	People/Event History A-1
Vocabulary	Monarchy Monotheism Polytheism	Aristocracy Democracy Oligarchy	Republic Heresy Veto	Capital Vassal

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Resources	<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p> <p><u>Prentice Hall World History: Connections to Today</u>, by Elisabeth Ellis and Anthony Esler</p> <p><u>The Western Heritage</u>, by Donald Kagan</p>
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Grade: 10

Theme: *The World*

World Studies/ International Relations/ AP World History

Purpose Statement:

Students will examine various world societies, past and present, in order to gain a better understanding and knowledge of the today's world and the United States' role and position.

Units: (vary by course)

Students will:

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience.

3. Describe the circumstances under which civil disobedience might be justified.

B. Purpose and Types of Government

1. Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories.

3. Analyze the major arguments for and against representative government as distinguished from direct democracy.

4. Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels.

C. Fundamental Principles of Government and Constitutions

1. Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).

4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.

D. International Relations

1. Analyze the processes used to develop foreign policy.

2. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming).

3. Demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples.

Cluster 2: History

A. Chronology

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1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history.

2. Distinguish similarities and differences among historical events.

B. Historical Knowledge, Concepts, and Patterns

2. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.

3. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

4. Explain how different ways of knowing and believing have influenced human history and culture.

5. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).

6. Explain the benefits and conflicts resulting from encounters among cultures.

C. Historical Inquiry, Analysis, and Interpretation

5. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.

6. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.

7. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.

8. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.

Cluster 3: Geography

A. Skills and Tools

1. Use mapping to answer complex geographic and environmental problems.

2. Appraise the ways in which maps reflect economic, social, and political policy decision making.

3. Understand how cultural and technological features can link or divide regions.

B. Human Interaction with Environments

5. Explain factors which shape places and regions over time (e.g., physical and cultural factors).

6. Analyze the cultural characteristics that make specific regions of the world distinctive.

7. Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.

8. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

Cluster 4: Economics

A. Personal and Consumer Economics

(None)

B. Economic Systems of the United States

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1. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.
2. Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates, regulatory policy).
3. Explain the positive and the negative impacts of advertising techniques on consumer behavior.
4. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity).

EXAMPLE


C. Comparative Systems

1. Explain the impact of cultural values on economic decisions, using at least two examples.
2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth

D. International Trade and Global Interdependence

1. Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.
2. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).

**Key indicators commonly assessed at this grade



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Tenth Grade Social Studies
World Studies
Semester Course

	First Nine Weeks	Second Nine Weeks
Units	The British Are A Mixture Of Many Peoples England Pursues Justice And Self-Government	“The Sun Never Sets On The British Empire” The Russian People And Their Political Legacy
Strands	Economics Geography History Civics and Government http://www.state.me.us/education/lres/ss.htm	
Activities	<ul style="list-style-type: none"> *“What Is An Englishman?” (Stereotypes) *“The Trigger Effect” (Technology & Hsy) *“Physics In History” (Stonehenge) *”Le Morte d’Arthur” (Arthurian Themes) * Alfred The Great (Essay Writing & Shape) <ul style="list-style-type: none"> *“Hastings: England’s Most Famous Battle” (Change and Continuity) *Conflict Card (Historical Interpretation) *”Ivanhoe” (Culture & Conflict) *Parliamentary Government (Structure & Comparison to U.S.) 	<ul style="list-style-type: none"> *”The Superbowl Of The Stuarts” (Revolution And/Or Reform) *Industrial Revolution (Technology And Reform) *”Gin Lane” by William Hogarth (Art & History) *“From Empire To Commonwealth” (Change & Continuity) *Winston Churchill (Great Person & Great Events) *Nicholas & Alexandra – (Changes In Government) *”The Communist Manifesto” – Karl Marx *Communist Revolution – (Civil Disobedience)
Assessments	<ul style="list-style-type: none"> *History B-3 (Alfred The Great) *Civics & Government A-3 (Wallace, Tyndale, Luther) *Geography B-4 (Angevin Empire) *Civics & Government B-1 (Parliamentary Government) 	<ul style="list-style-type: none"> *Economics D-2 (Mercantilism) *Geography A-1 (British Empire) *History A-1 (Lenin & Communist Revolution) *Economics C-1 (Capitalism v. Communism)

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Vocabulary	Anachronism, Animism, Trilithon, Archimedes & Lever, Chivalry, Grail, Transcend, Fryd, Shire, Beowulf, Vernacular, Parliament, Legislative, Executive, Judicial, Regent, Prime Minister, Woolsack, Hedonism	Puritanism, Cavaliers & Roundheads, Textile, Laissez-faire, Capitalism, Imperialism, Mercantilism, Tariff, Self-Governing Dominion, Rasputin, Bolshevik & Menshevik, Purge,
Resources	<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p> <p>Basal Text: <i>The Story of Nations</i> by Rogers, Adams & Brown <i>Connections</i> by James Burke <i>Secrets of Lost Empires: Stonehenge</i> <i>History of Britain</i> by Simon Schama <i>Battles That Changed History: Norse Terror</i> <i>Ivanhoe</i> by Sir Walter Scott <i>Sarum: A Novel of England</i> by Edward Rutherford <i>Braveheart</i> by Randall Wallace <i>The Hawk That Dare Not Hunt By Day</i> by Scott O'Dell <i>Year Of Wonders</i> by Geraldine Brooks A Wanderers' Guide To The Medieval Ages – LCA Production 1381 The Peasant Revolt - LCA Production Land of the Tsars – A History Channel Production The Russian Revolution – NY Times Production Winston Churchill – Guidance Associates, Inc. <i>The Day The Universe Changed</i> by James Burke http://www.thehistorynet.com/ This site has articles from British Heritage, British History Illustrated, and Military History.</p>	

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Tenth Grade Social Studies
International Relations

	Quarter 1	Quarter 2
Units:	International Relations examines many areas of the world that are of interest to the United States: Afghanistan, Australia, Africa and India.	
Strands	Civics and Government History Geography Economics http://www.state.me.us/education/lres/ss.htm	
Activities	International Relations examines many areas of the world that are of interest to the United States. Students will demonstrate geographic skills; learn about political and economic systems; and show an awareness of and appreciation for the cultures of these areas. Special attention is given to how the United States relates to these various cultures and how they developed.	
Assessments	<p>(1) History A2: Identify and analyze major events and people that characterize each of the significant eras in the United States and world history.</p> <p>(2) Civics & Government A3: Describe the circumstances under which civil disobedience might be justified.</p> <p>(3) Geography A1: Use mapping to answer complex geographic and environmental problems.</p>	
Vocabulary		
Resources	<p>Novels, pamphlets, maps, photographs, short stories, news articles, filmstrips, audiotapes and videos</p> <p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p>	

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Tenth Grade Social Studies
Advanced Placement World History
Year Course

	Unit 1A	Unit 1B
Scope & Sequence	Philosophy Of World History And Foundations 8000 B.C.E. to 600 C.E.	Foundations Classical Cultures & Empires 1000 B.C.E. to 600 C.E.
Strands	Civics and Government History Geography Economics http://www.state.me.us/education/lres/ss.htm	
Themes	<p style="text-align: center;"><i>Advanced Placement World History Themes</i></p> <p style="text-align: center;"><i>(1) Impact of Interaction among major societies (trade, systems of exchange, war, diplomacy, etc.)</i></p> <p style="text-align: center;"><i>(2) The relationship of Change and Continuity.</i></p> <p style="text-align: center;"><i>(3) Impact of Technology and Demography on people and the environment (growth and decline, disease, manufacturing, migrations, agriculture, weaponry).</i></p> <p style="text-align: center;"><i>(4) Systems of Social structure and Gender structure.</i></p> <p style="text-align: center;"><i>(5) Cultural and Intellectual developments.</i></p> <p style="text-align: center;"><i>(6) Changes in functions and structures of states and Political identities.</i></p>	
Activities	<ul style="list-style-type: none"> *"Apple Slicing" (Human Interaction With the Environment) *"Explosion" (World Population through Hsy) *"The Trigger Effect" (Technology & Hsy) *"My Grandfather's Text" (Defining Civilization) *"Africa Today" (Map Activity) *Supplementary Review (Literary Analysis) *"Who were the Greeks (DBQ) *"Guns, Germs & Steel" (Ind. Invention vs. 	<ul style="list-style-type: none"> *"Why Don't Empires Last?" (Imperial Parallels) *Christianity, Hinduism, Buddhism, Jainism" (Belief Systems) *"Systems of Trade" (Economics &

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	<p>Diffusion) *”Catastrophe” (Interaction of geography and climate with development of human society)</p>	<p>Geography) *”Bantu Migration” (Change & Continuity) *”Augustus, Siddartha Gautama” (Great Person) *”Justifying Authority” – (Changes In Government COT) *<i>Gladiator by Dewey Gram</i> (Historical Novel)</p>
Assessments	<p>*Geography A-1 (Eurasia c. 100 C.E.) *Civics & Government B-1 (Han China & Rome Empire)</p>	<p>*Economics D-2 (Silk Road) *Geography A-1 (India) *History B-3 (Great Person)</p>
Vocabulary	<p>Anachronism, Metaphysics, Civilization, Polis, Cauldera, Avars, Yurt, Diffusion, Independent Invention, Miscegnation</p>	<p>Polytheism, Dualism, Monism, Dharma, Karma, Favorable Balance Of Trade, Great Traditions vs. Small Traditions, Sahel, Pax Romana, “Third-Century Crisis”, Xiongnu</p>



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	Unit 2	Unit 3
Scope & Sequence	Emergence of New Empires And Political Systems: Dar al-Islam, China’s Internal And External Expansion, New World Cultures, Mongol Impact 600 C.E. – 1450 C.E.	Rise of Nation States: Europe And Asia, Columbian Exchange, Slave Systems, Scientific Revolution and Enlightenment 1450 C.E. – 1750 C.E.
Strands And Themes	<p><i>MSLR Strands</i></p> <p style="text-align: center;">Civics and Government History Geography Economics</p> <p style="text-align: center;">http://www.state.me.us/education/lres/ss.htm</p> <p><i>Advanced Placement World History Themes</i></p> <p style="text-align: center;"><i>(1)Impact of Interaction among major societies (trade, systems of exchange, war, diplomacy, etc.)</i></p> <p style="text-align: center;"><i>(2)The relationship of Change and Continuity.</i></p> <p style="text-align: center;"><i>(3)Impact of Technology and Demography on people and the environment (growth and decline, disease, manufacturing, migrations, agriculture, weaponry).</i></p> <p style="text-align: center;"><i>(4)Systems of Social structure and Gender structure.</i></p> <p style="text-align: center;"><i>(5)Cultural and Intellectual developments.</i></p> <p style="text-align: center;"><i>(6)Changes in functions and structures of states and Political identities.</i></p>	
Activities	<p>*"Middle East Today" (Map Activity)</p> <p>*"Rise of Islam"</p> <p>*"Feudalism In Europe & Japan" (A Comparison)</p> <p>*Charlemagne (Great Person)</p> <p>*"Impact of the Mongols" (Interaction)</p> <p>*"New World Peoples" (Maya, Aztec, Inca)</p> <p>*Zheng He (Historical Interpretation)</p> <p>*<i>Braveheart</i> by Randall Wallace (Historical Novel)</p> <p>*<i>The Walking Drum</i> by Louis L-Amour (Historical Novel)</p>	<p>*"Asia Today" (Map Activity)</p> <p>*"To Be Enlightened!" (Cultural & Intellectual)</p> <p>*"The Colombian Exchange" (Interaction)</p> <p>*"Queen Sugar" (Slavery &</p>

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		<p>Plantations)</p> <p>*"Revolutions" (English, French, Haitian, Russian, Chinese, Cuban, Iranian)</p> <p><i>*Year of Wonders by Geraldine Brooks</i> (Historical Novel)</p> <p><i>*The Kitchen Boy by Robert Alexander</i> (Historical Novel)</p> <p><i>*Colors Of The Mountain by Da Chen</i> (Autobiography)</p>
<p>Assessments</p>	<p>*History B-3 (Genghis Khan) *Geography B-4 (Mongol Empire) *Civics & Government B-1 (Origins of Parliamentary Government)</p>	<p>*Economics D-2 (Mercantilism) *Geography A-1 (British Empire c. 1750) *History A-1 (Leonardo Da Vinci & Scientific Revolution) **Advanced Placement World History National Examination in May each year</p>
<p>Vocabulary</p>	<p>Sciltron, Quitar, Shi'ite, Sunni, Umma, Caliphate, Quran, Mamluk, Hejira, Vassal, Schism, Monasticism, Tributary System, Bubonic Plague, Shamanism, Shogunate, Chinampas, Mit'a, Nomadism, IL-Khan, Tsar, Kamikaze,</p>	<p>Scholasticism, Renaissance, Guild, Astrolabe, Caravel, Conquistadors, Reformation, Deforestation, Little Ice Age, Absolutism, Joint-Stock Company, Encomienda, Coureurs de bois, Potosi,, Capitalism, Mercantilism, Middle Passage, Ottomans, Mughals</p>

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Resources	<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p> <p>Basal Text: <i>The Earth And Its Peoples</i> by Richard Bulliet</p> <p>Connections by James Burke – BBC Production</p> <p>World Population</p> <p>Guns, Germs & Steel by Jared Diamond – National Geographic Production</p> <p>Norse Terror: Battles That Changed History</p> <p><i>Gladiator</i> by Dewey Gram</p> <p><i>The Walking Drum</i> by Louis L'Amour</p> <p><i>Sarum: A Novel of England</i> by Edward Rutherfurd</p> <p><i>Braveheart</i> by Randall Wallace</p> <p><i>Color of The Mountains</i> by Da Chen</p> <p><i>Year Of Wonders</i> by Geraldine Brooks</p> <p><i>The Kitchen Boy</i> by Robert Alexander</p> <p>A Wanderer's Guide To The Medieval Ages – LCA Production</p> <p>Rome: The Power & The Glory – PBS Production</p> <p>The Day The Universe Changed by James Burke</p> <p>Mysteries of Asia – The Learning Channel 3-Part Documentary</p> <p>The World: A Television History (26 Episodes)– Selected Episodes</p> <p>Islam: Empire of Faith – PBS Production</p> <p>The Wonders of Africa by Dr. Louis Gates – PBS production (Selected Episodes)</p> <p>History's Turning Points series (Selected Episodes)</p> <p>http://www.historychannel.com This site has sources for the reading and viewing of history.</p> <p>http://www.thehistorynet.com This site has British Heritage, British History Illustrated and Military History as well as other materials.</p> <p>Crucible of the Millennium – PBS Production</p> <p>Land of the Tsars – A History Channel Production</p> <p><i>Personalities And Problems</i> Vol. 1 & 2 by Ken Wolf.</p> <p><i>The Way Of The World</i> by David Fromkin</p> <p><i>"Myth of Continents"</i> by Martin Lewis & Karen Wigen.</p> <p><i>The Human Drama</i> by Jean and Donald Johnson.</p> <p><i>Discovering The Global Past Vol. 1 & 2</i> by Weisner and Wheeler.</p> <p><i>Worlds of History Vol. 1 & 2</i> by Kevin Reilly</p> <p><i>The Human Record Vol. 1 & 2</i> by Andrea & Overfield.</p> <p><i>Before European Hegemony: The World System A.D. 1250-1350</i> by Janet Abu-Lughod.</p> <p><i>The World And A Very Small Place In Africa</i> by Donald R. Wright.</p> <p><i>Makers of World History Vol. 1 & 2</i> by J. Kelley Sowards.</p> <p><i>The World And Trade That Made It</i> by Pomeranz and Topic</p> <p><i>Nathaniel's Nutmeg</i> by Giles Milton</p>
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United States History @ Telstar High School

Scope and Sequence

Created by W. Morton, 2004

Note Units offered to Advanced Placement only**

**Unit 1A – Pre-Columbian Native American

**Unit 1B – Colonial America to 1763

**Unit 2 – The Birth of Nation (1763 – 1789)

**Unit 3 – Inventing A Nation (1789 – 1824)

Unit 4 – Jacksonian Democracy And Reform (1820 – 1860)

Unit 5 – Manifest Destiny, Slavery And Sectionalism (1820 – 1848)

Unit 6 - Civil War And Reconstruction (1848 –1877)

Unit 7 - Industrial Revolution And The Gilded Age (1865 – 1900)

Unit 8 - Progressivism, Theodore Roosevelt And The Turn of The Century (1898 - 1914)

Unit 9 – Woodrow Wilson, The Great War And The Roaring Twenties (1912 – 1929)

Unit 10 – Depression, Franklin D. Roosevelt And A World At War (1929 – 1945)

Unit 11 – Eisenhower, The 1950s, And John F. Kennedy (1945 – 1963)

Unit 12 – The 1960s, Vietnam, And Richard Nixon (1963 – 1974)

Unit 13 – The 1980s And The Reagan Revolution (1974 – 1992)

Unit 14 – Bill Clinton, The New Left and A New Century (1992 -

Grade: 11

Theme: *History of the United States*

United States History 1 and United States History 2: AP US (year 1)

Purpose Statement:

Students will examine events, institutions, and people that shaped the United States. US 1 includes the dates 1848-1900 and US 2 1900-1938. **Units: United States 1:** Manifest Destiny/slavery question; Civil War and Reconstruction: Industrial Growth and Expansion
United States 2: Progressive Era; World War 1; 20's and 30's
AP US is a two year survey of United States history from 1492-1990's)

Students will:

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

1. Develop and defend a position on a public policy issue within our democracy.
2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience.
3. Describe the circumstances under which civil disobedience might be justified.
4. Demonstrate an understanding of the processes of voter registration and voter participation.

B. Purpose and Types of Government

2. Assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.
4. Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels.
5. Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion.

C. Fundamental Principles of Government and Constitutions

3. Evaluate the effectiveness of the Constitution as a vehicle for change.
4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.
5. Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power
6. Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights.
7. Examine civil rights issues related to well-known Supreme Court decisions.

D. International Relations

1. Analyze the processes used to develop foreign policy.

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4. Evaluate the benefits and difficulties of international cooperation, using specific examples.

Cluster 2: History

A. Chronology

1. Identify and analyze major events and people that characterize each of the significant eras in the United States in the following eras:

- The Expanding Nation, 1815-1850
- Civil War and Reconstruction, 1850-1877
- Development of the Industrial United States, 1865-1914
- The Progressive Era, 1890-1914
- Emergence of the United States as a World Power, 1890-1920
- The '20's: Prosperity and Problems
- Depression and The New Deal, 1929-1941

(AP will also include:

- The Americas to 1600
- The Colonial Era, 1500-1754
- The Revolutionary Era, 1754-1783
- Nation Building, 1783-1815
- World War II and Post War United States, 1939-1961
- Contemporary United States, 1961-Present)

B. Historical Knowledge, Concepts, and Patterns

1. Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to:

Industrialization WWI The Great Depression

2. Demonstrate an understanding of selected major events in [ancient and] modern world history and their connection to United States history.

3. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.

4. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

5. Explain how different ways of knowing and believing have influenced human history and culture.

6. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).

7. Explain the benefits and conflicts resulting from encounters among cultures.

C. Historical Inquiry, Analysis, and Interpretation

9. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.

10. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.

11. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.

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12. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.

Cluster 3: Geography

A. Skills and Tools

1. Use mapping to answer complex geographic and environmental problems.
2. Appraise the ways in which maps reflect economic, social, and political policy decision making.
3. Understand how cultural and technological features can link or divide regions.

B. Human Interaction with Environments

9. Explain factors which shape places and regions over time (e.g., physical and cultural factors).
10. Analyze the cultural characteristics that make specific regions of the world distinctive.
11. Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.
12. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

Cluster 4: Economics

A. Personal and Consumer Economics

(None)

B. Economic Systems of the United States

1. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.
4. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity).

C. Comparative Systems

1. Explain the impact of cultural values on economic decisions, using at least two examples.
2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth

D. International Trade and Global Interdependence

1. Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner
2. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).

**Key indicators commonly assessed at this grade

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Eleventh Grade Social Studies
United States History
Two Semester Courses

	Unit 5 & 6 Manifest Destiny, Slavery & Sectionalism Civil War & Reconstruction	Unit 7 Industrial Revolution And The Gilded Age
Scope & Sequence	1848 to 1877	1865 to 1900
Strands And Themes	<p><i>MSLR Strands</i></p> <p>Civics and Government History Geography Economics</p> <p>http://www.state.me.us/education/lres/ss.htm</p> <p>United States History Manifest Destiny And The Growth of Slavery Civil War And Reconstruction Industrial Revolution And the Gilded Age Imperialism And Spanish-American War Progressivism And Reform</p>	
Activities	<p>Territorial Growth Map of the United States Map of Texan War For Independence President Polk’s War Message “The Mexican War” Documentary Southern Justification of Slavery “Slavery In America” Filmstrip Student Role Play – Compromise of 1850 Abraham Lincoln – “Man of Our Redemption” by Stephen Oates “John Brown’s War” Film “Moral Dilemma: Abraham Lincoln” Filmstrip “Lincoln’s First And Second Inaugural” Selected Segments from Ken Burns Documentary “The Civil War” Novel – “Killer Angels” by Michael Shaara “Abraham & Mary: A House Divided” PBS Documentary Selected Segment from “The Warriors” by</p>	<p>“Fit To Rule” from James Burke’s series titled <i>The Day The Universe Changed</i></p> <p>Novel “Dances With Wolves” by Michael Blake</p> <p>“The Gilded Age” Filmstrip</p> <p>“The Gospel of Wealth” by Andrew Carnegie</p>

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	<p>John Jakes Selected Segment from “Centennial” by James Michener “The Politics of Assassination” by James Clarke “Rebuilding The American Nation” Filmstrip</p>	<p>Selected Segments from Ken Burns “The West”</p> <p>“Transcontinental Railroad” a PBS Film</p> <p>“I Will Fight No More Forever” – A Dramatization of Chief Joseph and the Nez Perce</p> <p>Selected Segments from “Chicago” a PBS Film</p> <p>Novel “The Jungle” by Upton Sinclair</p> <p>“A Fight For Dignity: The American Labor Movement” Filmstrip</p> <p>Selected Segment from “The Lawless” by John Jakes “How The Other Half Lived” by Paige Smith</p> <p>“W.E.B. Dubois And Me” by Dudley Randall</p> <p>“The Wizard of Oz: A Parable of Populism” by Henry Littlefield</p>
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		Selected Episodes from “America” by Alistair Cooke
Assessments	*Geography A-1 (Manifest Destiny.) *Civics & Government A-3 (Henry David Thoreau) *Civics & Government C-7 (Dred Scott Decision)	*Economics C-1 (The Jungle) *History B-3 (Great Person)
Vocabulary	Anachronism, Transcendentalism, Secession, Abolitionism, Reconstruction, Gettysburg, Annexation, Cession, Segregation,	Laissez-Faire, Monopoly, Trust, Populism, Jim Crow, Credit Mobilier, Unionism, Social Darwinism, Imperialism



	Unit 8 & 9 Progressivism, Theodore Roosevelt And The Turn of the Century Woodrow Wilson, World War I And The Roaring Twenties	Unit 10 Depression, Franklin Roosevelt And World War II
Scope & Sequence	1898 – 1929	1929 - 1945
Strands And Themes	<p><i>MSLR Strands</i></p> <p style="text-align: center;">Civics and Government History Geography Economics</p> <p style="text-align: center;">http://www.state.me.us/education/lres/ss.htm</p> <p style="text-align: center;">Progressivism, Theodore Roosevelt, And The Turn Of The Century</p> <p style="text-align: center;">Woodrow Wilson, World War I And The Roaring Twenties</p>	
	“A Man, A Plan, A Canal, Panama” –	Student Role Play – The League of Nations

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<p>Activities</p>	<p>NOVA Film</p> <p>“A Night To Remember” by Walter Lord</p> <p>“The Muckrakers”</p> <p>“The Age of Theodore Roosevelt” Filmstrip</p> <p>“All Quiet On The Western Front” by Erich Remarque</p> <p>“World War I And The Shaping Of the 20th Century” a PBS Film</p> <p>Novel - “No Promises In The Wind” by Irene Hunt</p> <p>Novel - “Pretty Boy Floyd” by Larry McMurtry</p> <p>“Margaret Sanger’s Crusade” by Nancy Woloch</p> <p>“Kaiser Bill” by Brenda Ralph Lewis</p> <p>“The Arming of The Earth” : Bill Moyers</p> <p>“The Reckless Years” Filmstrip</p> <p>“An Hour Before Daylight: Autobiography of Jimmy Carter</p>	
<p>Assessments</p>	<p>To Be Determined</p> <p>*History B-3</p>	
<p>Vocabulary</p>		<p>Scholasticism, Renaissance, Guild, Astrolabe, Caravel, Conquistadors, Reformation, Deforestation, Little Ice Age, Absolutism, Joint-Stock Company, Encomienda, Coureurs de bois, Potosi., Capitalism, Mercantilism, Middle Passage, Ottomans, Mughals</p>

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Eleventh Grade Social Studies
Advanced Placement United States (2 year course)
Year 1

Units	Pre-Colombian America - 1588	Colonial America to 1763	<i>The Birth of A Nation (1763-1789)</i>	The Federalist Era And Jeffersonian Democracy (1789-1824)	Jacksonian Democracy and Reform	Expansion and Slavery (1820-1848)
Strands	Civics and Government History Geography Economics http://www.state.me.us/education/lres/ss.htm					
Activities						
Assessments						
Vocabulary						
Resources	http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics. http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span. http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards. http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span. http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.					

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Social Studies Mission: *Students completing the K-12 social studies curriculum in MSAD#44 will demonstrate skills to gather, analyze, and synthesize information from a variety of sources including technology to identify social issues affecting their lives so that they may interact as tolerant citizens, respectful of diversity, in a democratic society.*

Grade: 12

Theme: United States History 3 (1938-present)
Year 2 of AP United States History

Purpose Statement:

Students will examine events, institutions, and people that shaped the United States.

Units: US 3: World War II; New Deal; Cold War; Civil Rights: music and political campaigns

AP US: Civil War and Reconstruction: Progressivism, Imperialism, WWI, Boom/Bust; WWII; Modern America

Students will:

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

1. Develop and defend a position on a public policy issue within our democracy.
2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience.
3. Describe the circumstances under which civil disobedience may be justified.

B. Purpose and Types of Government

1. Compare and contrast the purpose and structure of the United States government with other governments with respect to ideology, values, and histories.
2. Assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.
4. Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels.
5. Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion

C. Fundamental Principles of Government and Constitutions

3. Evaluate the effectiveness of the Constitution as a vehicle for change.
4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.

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5. Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, Gulf of Tonkin Resolution, Watergate).

7. Examine civil rights issues related to well-known Supreme Court decisions.

D. International Relations

1. Analyze the processes used to develop foreign policy.
2. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming).
3. Demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples.
4. Evaluate the benefits and difficulties of international cooperation, using specific examples.

Cluster 2: History

A. Chronology

1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history.

- World War II and Post War United States, 1939-1961
- Contemporary United States, 1961-Present

B. Historical Knowledge, Concepts, and Patterns

1. Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to:

The Cold War (and its ending)	WWII
The Vietnam Era	Civil Rights Movement
Watergate	

2. Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history.

3. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.

4. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

5. Explain how different ways of knowing and believing have influenced human history and culture.

6. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).

7. Explain the benefits and conflicts resulting from encounters among cultures.

C. Historical Inquiry, Analysis, and Interpretation

13. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.

14. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.

15. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.

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16. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.

Cluster 3: Geography

A. Skills and Tools

1. Use mapping to answer complex geographic and environmental problems.
2. Appraise the ways in which maps reflect economic, social, and political policy decision making.
3. Understand how cultural and technological features can link or divide regions.

B. Human Interaction with Environments

13. Explain factors which shape places and regions over time (e.g., physical and cultural factors).
14. Analyze the cultural characteristics that make specific regions of the world distinctive.
15. Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.
16. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

Cluster 4: Economics

A. Personal and Consumer Economics

(None)

B. Economic Systems of the United States

5. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.
6. Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates, regulatory policy).
7. Explain the positive and the negative impacts of advertising techniques on consumer behavior.
8. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity).

C. Comparative Systems

1. Explain the impact of cultural values on economic decisions, using at least two examples.
2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth

D. International Trade and Global Interdependence

1. Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.
2. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).

**Key indicators commonly assessed at this grade

TWELFTH GRADE SOCIAL STUDIES
United States History 3 (1941-present); One-Semester Course
Designed by Valerie Forman

Additional Honors requirements:

Required additional summer reading for "honors" course currently includes: "1984" by George Orwell; "Hiroshima" by John Hersey. Assessments will be given on these novels during the school year. The scope of this course is more intense than that of U.S. 3. Also, assessments will be graded on a richer, deeper scale than in U.S. 3.]

UNITS

First Nine Weeks: World War II; Cold War; Postwar; JFK & Camelot

Second Nine Weeks: LBJ & the Great Society; Civil Rights; Vietnam; Watergate

STRANDS

*** Civics & Government * History * Geography * Economics**

(<http://www.state.me.us/education/lres/ss.htm>)

ACTIVITIES

- * *Point/Counterpoint:* "Was it Right to Drop the A Bomb?"
written response (p. 791 text)
- * Hoola Hoop Challenge with hoola hoops
- * Space Race Pie Chart Written Activity (NASA expenses vs. geographical distribution)
- * Written Compare/Contrast, Brown v. Board of Education with Plessy v. Ferguson
- * Buddhist monk self-burning: photojournalism, written response (p. 940 text)
- * Classroom discussions to "Check for New Learning" and "Build on Previous Knowledge"
- * Listen to recording of JFK's inaugural address
- * Listen to a variety of 1960s and 1970s music
- * G.I. Bill of Rights Internet "Scavenger Hunt"
- * Variety of "Information Challenges" on the Internet
(For instance, How many years does the President serve in office?)
- * Various short essays to check for deeper meaning of a topic

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ASSESSMENTS

- * *Terms & Names Definitions (following each reading assignment)*
- * Classroom Participation (in-class individual and group assignments)
- * Notebook (class notes, miscellaneous handouts, etc.)
- * Homework Assignments
- * Great Event/Person Paper (History A1)
- * Songs of Significance Project (History B3, A1; or Civics & Government C3 or

C7)

- * Economic Readjustment, Wartime Economy, Peacetime Economy, Postwar Inflation Assessment (Economics D2)
- * Korean Map compass points (Geography A1)
- * Vietnam compass points (Geography A1)
- * Korematsu v. Board of Education Assessment (Civics & Government C7)
- * Brown v. Board of Education Assessment (Civics & Government C7)
- * Kent State University/Freedom Riders Assessment (Civics & Government A3)
- * 1960-1968 Event & People Recall Assessment (History A1)

VOCABULARY

First Nine Weeks:

WWII, The Atomic Bomb (the A-Bomb), Pacific Arena, Pearl Harbor, Zoot-Suits, “Relocation” Centers, G.I. Bill of Rights, Battle of the Bulge, Hiroshima and Nagasaki, War Production Board, Fair Deal, Women’s Auxiliary Army Corps (WAAC), Manhattan Project, Jesse Owens, Joe Louis, U.S. presidents from Franklin D. Roosevelt to the present, D-Day, V-E Day, Allies, Axis powers, George Patton, Douglas MacArthur, Chester Nimitz, kamikaze, J. Robert Oppenheimer, Iwo Jima, Nuremberg trials, Rosie the Riveter, Congress of Racial Equality (CORE), James Farmer, Korematsu v. U.S. (1944), Cold War, Senator Joseph McCarthy, McCarthyism, NATO, the Hydrogen Bomb (the H-Bomb), Rosenbergs, U-2, Francis Gary Powers, United Nations, Winston Churchill, the 38th parallel, Fidel Castro, Joseph Stalin, the Iron Curtain, the Marshall Plan, the Truman Doctrine, Chiang Kai-shek, Mao Zedong, Korean War, Hollywood Ten, blacklist, Warsaw Pact, Nikita Khrushchev, nuclear holocaust, bomb shelters, Jackie Robinson, Alan Freed, rock ‘n’ roll, Brown v. Board of Education (1954), Plessy v. Ferguson (1896), NASA, Communism, Civil Rights, economic readjustment, wartime economy, peacetime economy, postwar inflation, “Checker’s” speech, Dixiecrat, franchise, consumerism, planned obsolescence, Baby Boom, Dr. Jonas Salk, urban, suburban, FCC, mass media, the beat movement, Jack Kerouac, jazz, American Bandstand, urban renewal, Bay of Pigs, Cuban Missile Crisis, John Glen, Vietnam, Thurgood Marshall, Camelot, Lee Harvey Oswald, Jack Ruby, Robert Kennedy, Dr. Martin Luther King, Jr., Sirhan-Sirhan, thalidomide, Indira and Mohandas Gandhi, Warsaw Pact, Berlin Wall, Peace Corps, VISTA, Space Race, Warren Commission.

Second Nine Weeks:

The Great Society, Appalachia, Medicare, Medicaid, Warren Court, Immigration Act of 1965, poverty, discrimination, segregation, red-lining, forced busing, bus boycotts, riots,

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peaceful/violent demonstrations, moon walk, Suez Canal, Nelson Mandela, Tet Offensive, Rosa Parks, Freedom Riders, sit-ins, hippies, Southern Christian Leadership Conference, James Meredith, 16th Street Baptist Church, Black Panthers, affirmative action, Stokely Carmichael, 14th Amendment, 15th Amendment, Kent State University, Vietcong, V.C., Mr. Charles, Charlie, Ferdinand Marcos, Ho Chi Minh, the DMZ, domino theory, French Indochina, Geneva Accords, Tonkin Gulf Resolution, William Westmoreland, napalm, Agent Orange, search-and-destroy missions, land minds, the Draft, Doves, Hawks, Green Berets, SDS, HHH, Eugene McCarthy, George Wallace, Henry Kissinger, Marilyn Monroe, My Lai, Kent State University, Watergate. Pentagon Papers, silent majority, Gloria Steinem, ERA, Roe v. Wade (1973), Andy Warhol, the Beatles, Bob Dylan, Woodstock, 9-1-1.

RESOURCES

Textbooks, Recordings, Newspapers, Tapes, CDs, Magazines, Props, Novels:

- * Primary text: “The Americans” by McDougal Littell
- * Publisher’s overhead images, which are used in conjunction with the primary text
- * “The Constitution of the United States”
- * “Hiroshima” by John Hersey
- * “1984” by George Orwell
- * “Profiles in Courage” by John F. Kennedy
- * The Presidential Speeches of JFK—a vinyl record album
- * “U.S. News & World Report” magazine
- * “Life” magazine
- * “Time” magazine
- * Miscellaneous record albums from the 1960s and 1970s
- * Several vintage newspapers from the 1940s and 1960s
- * “Let the Trumpet Sound—The Life of MLK, Jr.” by Stephen B. Oates
- * “The Life and Death of Martin Luther King, Jr.” by James Haskins
- * “Coming of Age in Mississippi” by Anne Moody
- * “Selected Poems” of Gwendolyn Brooks
- * “The Invisible Man” by Ralph Ellison
- * “The Color Purple” by Toni Morrison
- * “White Man, Listen” by Richard Wright
- * Miscellaneous literature of Ernest Hemingway, Margaret Mitchell, Eugene O’Neil
- * “The Evidence of Things Not Seen” by James Baldwin
- * The poetry of Robert Frost
- * “On the Road” by Jack Kerouac
- * “McCarthy” by Roy Cohn
- * “Woodstock Nation” by Abbie Hoffman
- * “I Gave Them a Sword” Richard Nixon interviews by David Frost
- * “All the President’s Men” by Carl Bernstein and Bob Woodward
- * “A Heartbeat Away—The Resignation of Agnew” by Richard Cohen & Jules Witcover
- * “The Curse of the Bambino” by Dan Shaughnessy

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- * “The Century” by Peter Jennings and Todd Brewster
- * “Billy Joel Greatest Hits Volume III” CD (“Leningrad” & “We Didn’t Start the Fire”)
- * “MacArthur” starring Gregory Peck
- * “Dear America—Letters Home from Vietnam”
- * “The Children’s March” by Teaching Tolerance (about the bombings of Birmingham)
- * “Twentieth Century Turning Points in U.S. History” Ambrose Video/CD
- * “Watergate Plus 30—Shadow of History” PBS Home Video
- * “Give ‘Em Hell, Harry” a play by Samuel Gallu, starring James Whitmore
- * “1960-1964—History of the 20th Century”
- * “Forrest Gump” excerpts, starring Tom Hanks

Internet Resources:

www.classzone.com This is a website that aligns with the course text.

www.thehistorynet.com This is a resource for general historical information.

www.gov.com This is a starting point for general governmental information.

www.historychannel.com This is a resource for timelines, speeches, maps.

www.state.gov This site is the U.S. Department of State site and allows you to search for up-to-date historical and governmental information on all the countries of the world.

www.pbs.org This site allows you to search a variety of history and social studies topics by grade span or topic.

www.nationalgeographic.com/xpeditions This site is aligned with the standards and it allows you to search by grade span.

www.econedlink.org/ This site allows you to select grade plans and then it gives you a standard and a lesson. It’s a good resource for economics.

www.edsite.neh.gov This site has history and social studies information. It aligns with the standards.

www.lessonplanspage.com/SS.htm Several lesson plans organized by subjects/topics and also by grade span.

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Twelfth Grade Social Studies
Advanced Placement US (2 year course)
Year 2

Units	Civil War And Reconstructi on (1848-1877)	Industrial Revolution and The Gilded Age	Progressivism , T.R. and the Turn of the Century	Woodrow Wilson, The Great War and the 20's (1912-1929)	FDR, The Great Depression and World War II (1929-1945)	Modern America
Strands	Civics and Government History Geography Economics http://www.state.me.us/education/lres/ss.htm					
Activities						
Assessments						
Vocabulary						
Resources	<p>http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics.</p> <p>http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span.</p> <p>http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards.</p> <p>http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span.</p> <p>http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p>					

Grade: 12

Theme: *Sociological Discussion*

Purpose Statement:

Students will examine current issues in school, local, state, and national news.

Students will learn the art of respectful debate and have the opportunity to ponder more than one side of an issue.

Units: Possible: politics, religion, economics, war, high school life

Students will:

Cluster 1: Civics and Government

A. Rights, Responsibilities and Participation

1. Develop and defend a position on a public policy issue within our democracy.
2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience.
3. Describe the circumstances under which civil disobedience might be justified.
4. Demonstrate an understanding of the processes of voter registration and voter participation.

B. Purpose and Types of Government

1. Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories.
2. Assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.
3. Analyze the major arguments for and against representative government as distinguished from direct democracy.
4. Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels.
5. Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion.

C. Fundamental Principles of Government and Constitutions

3. Evaluate the effectiveness of the Constitution as a vehicle for change.
4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.
5. Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, Gulf of Tonkin Resolution, Watergate).
6. Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights.
7. Examine civil rights issues related to well-known Supreme Court decisions.

D. International Relations

4. Analyze the processes used to develop foreign policy.

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5. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming).
6. Demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples.
7. Evaluate the benefits and difficulties of international cooperation, using specific examples.

Cluster 2: History

A. Chronology (as background of issues)

B. Historical Knowledge, Concepts, and Patterns

3. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).
4. Explain how different ways of knowing and believing have influenced human history and culture.
5. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).
6. Explain the benefits and conflicts resulting from encounters among cultures.

C. Historical Inquiry, Analysis, and Interpretation

17. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.
18. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.
19. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.
20. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.

Cluster 3: Geography

A. Skills and Tools

1. Use mapping to answer complex geographic and environmental problems.
2. Appraise the ways in which maps reflect economic, social, and political policy decision making.
3. Understand how cultural and technological features can link or divide regions.

B. Human Interaction with Environments

17. Explain factors which shape places and regions over time (e.g., physical and cultural factors).
18. Analyze the cultural characteristics that make specific regions of the world distinctive.
19. Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.
20. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

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Cluster 4: Economics

A. Personal and Consumer Economics

B. Economic Systems of the United States

9. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.
10. Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates, regulatory policy).
11. Explain the positive and the negative impacts of advertising techniques on consumer behavior.
12. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity).

C. Comparative Systems

1. Explain the impact of cultural values on economic decisions, using at least two examples.
2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth

D. International Trade and Global Interdependence

3. Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.
4. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).

****Key indicators commonly assessed at this grade**

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Twelfth Grade Social Studies
Sociological Discussions
(Elective)

	Quarter 1	Quarter 2
Unit (order may vary)	Possible topics: Politics, religion, sociology of high school life, economics, war, any current event	
Strands	Civics and Government History Geography Economics http://www.state.me.us/education/lres/ss.htm	
Activities	<ol style="list-style-type: none"> (1) Daily, silently read from the Lewiston “Sun Journal” newspaper for the first 30 minutes of class. (2) Read all front-page stories in their entirety, the editorial cartoon, the editorials, the front-page stories of the Oxford Hills section, and the Sports section headlines and highlights. Scan the rest of the newspaper. (3) Students will write down three suggested stories to discuss. (4) The class will discuss what is in the day’s headlines. (5) The class may select one, or several, topics from the daily newspaper, school issues, your neighborhood or town issues, or general/political/science/literature issues of the day. 	
Assessments	Assessment is based on daily class participation (with emphasis on the ability to listen to others, as well as debate; with emphasis on the ability to see others’ sides of an issue n; with an emphasis on the ability to articulate a debate issue—both pro and con), a written project , and a written semester examination .	
Vocabulary	Varies	

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Resources	<p><i>Lewiston Sun Journal</i> ,television, magazines, other news sources, school events http://www.econedlink.org/ This site allows you to select grade spans and then it gives you a standard and a lesson. It's basically about economics. http://www.nationalgeographic.com/xpeditions/ This site is aligned with the standards and it allows you to search by grade span. http://edsitement.neh.gov/ This site has history and social studies. Aligns with standards. http://www.lessonplanspage.com/SS.htm lots of lesson plans organized by subjects/topics and also by grade span. http://www.pbs.org/teachersource/soc_stud.htm This site allows you to search by grade span or topic.</p>
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