

PK-2 Social Studies Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Civics and Political Institutions	<ul style="list-style-type: none"> ❖ Knowledge, Concepts, Themes and patterns of Civics and Government ❖ Civic and Political Institutions ❖ Rights, duties, Responsibilities and Citizen Participation in Government ❖ Individual, Cultural, International and Global Connections in Civics and Government 	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe roles and responsibilities of people in authority. <input type="checkbox"/> I can explain the need for and purpose of rules in various settings inside school. I can explain the need for and purpose of rules outside of school. <input type="checkbox"/> I can explain what governments are and some of their functions <input type="checkbox"/> I can describe how communities work together to accomplish common tasks, establish responsibilities and fulfill roles of authority <input type="checkbox"/> I can explain how all people, not just official leaders, play important roles in a community <input type="checkbox"/> I can explain how people can work together to make decisions in a classroom.
Economic Decision Making	<ul style="list-style-type: none"> ❖ Economic knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in economics 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain how scarcity necessitates decision making. <input type="checkbox"/> I can explain why people save. <input type="checkbox"/> I can identify the benefits and costs of making various personal decisions. <input type="checkbox"/> I can describe examples of capital goods and human capital. <input type="checkbox"/> I can describe the skills and knowledge required to produce certain goods and services. <input type="checkbox"/> I can describe examples of costs of production. <input type="checkbox"/> I can explain how people earn income. <input type="checkbox"/> I can describe examples of the goods and services that governments provide. <input type="checkbox"/> I can describe why people in one country trade goods and services with people in other countries. <input type="checkbox"/> I can describe products that are produced abroad and

		<p>sold domestically and products that are produced domestically and sold abroad.</p> <ul style="list-style-type: none"><input type="checkbox"/> I can describe goods and services that people in the local community produce and those that are produced in other communities.<input type="checkbox"/> I can identify prices of products in a local market.
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<p>Geography</p>	<ul style="list-style-type: none"> ❖ Geographic knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in geography 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain how weather, climate and other environmental characteristics affect people's' lives in a place or region <input type="checkbox"/> I can construct maps, graphs, and other representations of familiar places <input type="checkbox"/> I can use maps, graphs photographs and other representations to describe places and the relationships and interactions that shape them <input type="checkbox"/> I can describe the connections between the physical environment of a place and the economic activities found there <input type="checkbox"/> I can compare how people in different types of communities use local and distant environments to meet their daily needs. <input type="checkbox"/> I can use maps, globes and oher simple geographic models to identify cultural and environmental characteristics of place <input type="checkbox"/> I can describe how human activities affect the cultural and environmental characteristics of places or regions <input type="checkbox"/> I can identify some cultural and environmental characteristics of specific places <input type="checkbox"/> I can explain why and how people, goods and ideas move from place to place
<p>History</p>	<ul style="list-style-type: none"> ❖ Historical knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in history 	<ul style="list-style-type: none"> <input type="checkbox"/> I can create a chronological sequence of multiple events <input type="checkbox"/> I can compare life in the past to today <input type="checkbox"/> I can generate questions about individuals and groups

		<p>who have shaped a significant historical change</p> <ul style="list-style-type: none"><input type="checkbox"/> I can compare perspectives of people in the past to those people in the present<input type="checkbox"/> I can compare different accounts of the same historical event<input type="checkbox"/> I can identify different kinds of historical sources<input type="checkbox"/> I can explain how historical sources can be used to study the past<input type="checkbox"/> I can identify the maker, date, and place of origin for a historical source from information within the source<input type="checkbox"/> I can generate questions about a particular historical source as it relates to a particular historical event or development
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Grades 3-5 Social Studies Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Civics and Political Institutions	<ul style="list-style-type: none"> ❖ Knowledge, Concepts, Themes and patterns of Civics and Government ❖ Civic and Political Institutions ❖ Rights, duties, Responsibilities and Citizen Participation in Government ❖ Individual, Cultural, International and Global Connections in Civics and Government 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain how a democracy relies on people’s responsible participation and draw implications for how individuals should participate. <input type="checkbox"/> I can explain how groups of people make rules to create responsibilities and protect freedoms. <input type="checkbox"/> I can describe ways in which people benefit from and are challenged by working together. <input type="checkbox"/> I can compare procedures for making decisions in a variety of settings including classrooms. <input type="checkbox"/> I can distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places <input type="checkbox"/> I can examine the origins and purpose of rules, laws and key US constitutional provisions <input type="checkbox"/> I can explain the origins, functions and structures of different systems of government, including those created by the US and state constitutions <input type="checkbox"/> I can explain how rules and laws change society and how people change rules and laws <input type="checkbox"/> I can explain how policies are developed to address public problems <input type="checkbox"/> I can illustrate historical and contemporary means of changing society
Economic Decision Making	<ul style="list-style-type: none"> ❖ Economic knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in economics 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify examples of the variety of resources that are used to produce goods and services <input type="checkbox"/> I can explain the role of money in making exchange easier <input type="checkbox"/> I can describe the role of banks and other financial institutions in an economy <input type="checkbox"/> I can explain what interest rates are

		<ul style="list-style-type: none"><input type="checkbox"/> I can explain the meaning of inflation, deflation, and unemployment<input type="checkbox"/> I can identify examples of external benefits and costs<input type="checkbox"/> I can explain the relationship between investment in human capital, productivity and future incomes<input type="checkbox"/> I can explain how profits influence sellers in markets<input type="checkbox"/> I can explain the ways in which the government pays for the goods and services it provides<input type="checkbox"/> I can explain why individuals and businesses specialize and trade<input type="checkbox"/> I can describe ways people can increase productivity by using improved capital goods and improving their human capital<input type="checkbox"/> I can explain the effects of increasing economic interdependence on different groups within participating nations<input type="checkbox"/> I can compare the benefits and costs of individual choices<input type="checkbox"/> I can identify positive and negative incentives that influence the decisions people make
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<p>Geography</p>	<ul style="list-style-type: none"> ❖ Geographic knowledge, concepts, themes and patterns ❖ Individual, cultural, international and global connections in geography 	<ul style="list-style-type: none"> <input type="checkbox"/> I can construct maps and other graphic representations of both familiar and unfamiliar places <input type="checkbox"/> I can use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions and their environmental characteristics <input type="checkbox"/> I can use maps of different scales to describe locations of cultural and environmental characteristics. <input type="checkbox"/> I can describe how environmental and cultural characteristics influence population distribution in specific places or regions <input type="checkbox"/> I can explain how human settlements and movements relate to the locations and use of various natural resources <input type="checkbox"/> I can explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas <input type="checkbox"/> I can explain how culture influences the way people modify and adapt to their environments
<p>History</p>	<ul style="list-style-type: none"> ❖ Historical knowledge, concepts, themes and patterns ❖ Individual, cultural, international and global connections in history 	<ul style="list-style-type: none"> <input type="checkbox"/> I can create and use a chronological sequence of related events to compare developments that happened at the same time <input type="checkbox"/> I can compare life in specific historical periods to today <input type="checkbox"/> I can generate questions about individuals and groups who have shaped significant historical changes and continuities <input type="checkbox"/> I can explain why individuals and groups have shaped significant historical changes and continuities <input type="checkbox"/> I can explain why individuals and groups, during the same historical period, differed in their perspectives <input type="checkbox"/> I can explain connections among historical contexts and people's perspectives at the time <input type="checkbox"/> I can describe how people's perspectives shape the historical sources they created <input type="checkbox"/> I can summarize how different kinds of historical

		<p>sources are used to explain events in the past</p> <ul style="list-style-type: none"><input type="checkbox"/> I can infer the intended audience and purpose of a historical source from information within the source itself<input type="checkbox"/> I can generate questions about multiple historical sources and their relationships to particular historical events and developments<input type="checkbox"/> I can use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic<input type="checkbox"/> I can explain probable cause and effects of events and developments<input type="checkbox"/> I can use evidence to develop a claim about the past<input type="checkbox"/> I can summarize the central claim in a secondary work of history
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Grades 6-8 Social Studies Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Civics and Political Institutions	<ul style="list-style-type: none"> ❖ Knowledge, Concepts, Themes and patterns of Civics and Government ❖ Civic and Political Institutions ❖ Rights, duties, Responsibilities and Citizen Participation in Government ❖ Individual, Cultural, International and Global Connections in Civics and Government 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain that the study of government includes the structures and functions of government and the political and civic activity of citizens. <input type="checkbox"/> I can analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power and common good <input type="checkbox"/> I can describe the structures and processes of the U.S.Government and Maine government and how these are framed by the US constitution and the Maine constitution and other primary sources. <input type="checkbox"/> I can explain the concepts of federalism and checks and balances and the role of these concepts play in the US and Maine governments as framed by the constitution and other primary sources. <input type="checkbox"/> I can compare how laws are made locally, in Maine and at the federal level in the US <input type="checkbox"/> I can compare the structures and processes of the US government with examples of other forms of government. <input type="checkbox"/> I can explain the constitutional and legal status of citizens and provide examples of rights, duties, and responsibilities of citizens. <input type="checkbox"/> I can describe how the powers of government are limited to protect individual rights and minority rights. <input type="checkbox"/> I can analyze examples of the protection of rights in court cases or from current events. <input type="checkbox"/> I can analyze how people influence government and work for the common good including voting, writing to legislators, performing community service and engaging in civil disobedience <input type="checkbox"/> I can explain basic constitutional, political, and civic

		<p>aspects of historical and/or current issues that involve unity and diversity in Maine, the US and other nations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe the political structures and civic responsibilities within diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the US and various cultures in the world.
<p>Economic Decision Making</p>	<ul style="list-style-type: none"> ❖ Economic knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in economics 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain that economics is the study of how scarcity requires choices about what, how and for whom and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand and personal finance. <input type="checkbox"/> I can describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing and trade <input type="checkbox"/> I can identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices. <input type="checkbox"/> I can describe factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence <input type="checkbox"/> I can describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the US and various cultures in the world.
<p>Geography</p>	<ul style="list-style-type: none"> ❖ Geographic knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in geography 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain that geography includes the study of physical, environmental, and cultural features of the State, nation and various regions of the world to identify consequences of geographic influences and to make predictions. <input type="checkbox"/> I can use the geographic grid and a variety of types of maps to gather geographic info <input type="checkbox"/> I can identify the major regions of the Earth and their

		<p>major physical features and political boundaries using a variety of geographical tools.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe the impact of change, including technological change, on the physical and cultural environment.
<p>History</p>	<ul style="list-style-type: none"> ❖ Historical knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in history 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain that history includes the study of past human experience based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the present and the future. <input type="checkbox"/> I can identify and analyze major historical eras, major enduring themes, turning points, events, consequences and people in the history of Maine, the US and various regions of the world. <input type="checkbox"/> I can trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the US and the world <input type="checkbox"/> I can analyze interpretations of historical events that are based on different perspectives and evidence. <input type="checkbox"/> I can explain how both unity and diversity have had an important role in the history of Maine, the US and other nations. <input type="checkbox"/> I can identify and compare a variety of cultures through time, including comparisons of native and immigrant groups IN the US and eastern and western societies in the world. <input type="checkbox"/> I can describe major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the US and other cultures in the world.

Grades 9-12 Social Studies Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Application of Social Studies Process, Knowledge and Skills	<ul style="list-style-type: none"> ❖ Researching and developing positions on current social studies issues ❖ Making Decisions using social studies knowledge and skills ❖ Taking Action using social studies knowledge and skills 	<ul style="list-style-type: none"> <input type="checkbox"/> I can develop research questions related to a current social studies issue. <input type="checkbox"/> I can make judgements about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. <input type="checkbox"/> I can synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives <input type="checkbox"/> I can create and present a coherent set of findings that integrate paraphrasing, quotations, and citations <input type="checkbox"/> I can develop a clear and well-supported position <input type="checkbox"/> I can access and present information ethically and legally. <input type="checkbox"/> I can develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others and sharing information in an attempt to sway the opinions of others. <input type="checkbox"/> I can select, plan and implement a civic action or service learning project, based on a community, school, State, national or international asset or need, and evaluate the project's effectiveness and civic contribution.
Civics and Government	<ul style="list-style-type: none"> ❖ Knowledge, Concepts, Themes and patterns of Civics and Government ❖ Civic and Political Institutions ❖ Rights, duties, Responsibilities and Citizen Participation in Government 	<ul style="list-style-type: none"> <input type="checkbox"/> I can evaluate current issues by applying the democratic documents and constitutional principles of the US government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time.

	<ul style="list-style-type: none"> ❖ Individual, Cultural, International and Global Connections in Civics and Government 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy. <input type="checkbox"/> I can evaluate the relationship between the government and the individual as evident in the US Constitution, Bill of Rights And landmark court cases <input type="checkbox"/> I can analyze the constitutional principles and the roles of the citizen and the government in major laws or cases. <input type="checkbox"/> I can compare the rights, duties and responsibilities of US citizens with those of citizens of other nations. <input type="checkbox"/> I can evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service and engaging in civil disobedience <input type="checkbox"/> I can analyze the constitutional, political and civic aspect of historical and/or current issues that involve unity and diversity in Maine, the US and other nations. <input type="checkbox"/> I can use examples of historical or current issues, analyze the political structures, power and perspectives of diverse cultures including Maine Native Americans, various historical and recent immigrant groups in Maine and the US , and various cultures in the world
<p>Economic Decision Making</p>	<ul style="list-style-type: none"> ❖ Economic knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in economics 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain and analyze the role of financial institutions, the stock market, and government including fiscal, monetary and trade policies in a personal, business and national economies. <input type="checkbox"/> I can evaluate the different strategies of money management, and the positive and negative impacts that credit can have on personal finances,

		<p>using economic reasoning.</p> <ul style="list-style-type: none">❑ I can explain and apply the concepts of specialization, economic interdependence, and comparative advantage and supply and demand as they relate to economic conditions or issues.❑ I can compare different economic systems in a variety of regions and groups including Maine, Maine Native Americans, the US and various regions of the world, explain the relationship between the region's economic system and its government and the resulting costs and benefits.
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<p>Geography</p>	<ul style="list-style-type: none"> ❖ Geographic knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in geography 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain that geography includes the study of physical, environmental, and cultural features at the local, state, national and global levels and helps people to better predict and evaluate consequences of geographic influences. <input type="checkbox"/> I can describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. <input type="checkbox"/> I can analyze local, national and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. <input type="checkbox"/> I can evaluate the impact of change, including technological change on the physical and cultural environment. <input type="checkbox"/> I can analyze geographic features that have impacted unity and diversity in the US and other nations and describe their effects <input type="checkbox"/> I can evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, including Native Americans in Maine, influence the division and control of the Earth's surface historically and in the present.
<p>History</p>	<ul style="list-style-type: none"> ❖ Historical knowledge, concepts, themes and patterns ❖ Individual cultural international and global connections in history 	<ul style="list-style-type: none"> <input type="checkbox"/> I can select and organize evidence from primary and secondary sources to support an historical interpretation or argument <input type="checkbox"/> I can analyze and critique major historical eras, major enduring themes, turning points, events, consequences and people in the history of the US and the world and the implications for the present and future. <input type="checkbox"/> I can trace and evaluate the development of

		<p>democratic ideals, the persistence of enduring themes, and their impact on societal issues, trends and events.</p> <ul style="list-style-type: none"><input type="checkbox"/> I can analyze and critique varying interpretations of historic people.
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