

MSAD #34

**Social Studies
Curriculum**

K-12

Adopted June 22, 2004

MSAD #34
From the Maine Learning Results
Social Studies

"History is the witness that testifies to the passing of time; it illumines reality, vitalizes memory, provides guidance in daily life, and brings us tidings of antiquity."

Marcus Tilius Cicero (Pro Publio Sestio - circa 50 B.C.)

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 enable s 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, CONCENTS, AND PATTERNS

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

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.

MSAD #34

**Social Studies
Curriculum**

K-5

GOALS AND OBJECTIVES

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A. **CIVICS & GOVERNMENT**

Goal:

- Objective 1. The learner will understand classroom rules as an example of a “constitution”.
- Objective 2. The learner will identify their school and community leaders.
- Objective 3. The learner will identify examples of “goods” and “services” as it relates to “consumers” and “products” in their classrooms.
- Objective 4. The learner will create a classroom map.

MLR: Civics & Government A-1, B-1, C-1
Geography A-1
Economics A-1, B-1

B. **HISTORY (Individual)**

Goal:

- Objective 1. The learner will understand the terms “past”, “present”, and “future” as it relates to themselves.
- Objective 2. The learner will understand that there are different seasonal customs and traditions around the world.

MLR: Civics & Government D-1
History A-1, A-2, B-1, B-2, C-1

C. **GEOGRAPHY (Australia, Antarctica)**

Goal:

- Objective 1. The learner will understand and compare these traditions and practices on the continents to their own.
- Objective 2. The learner will understand and compare the daily life of children in Australia with their own.
- Objective 3. The learner will identify “goods” and “services” and how basic needs (food, clothing, shelter) are met in Australia and Antarctica.

MLR: Civics & Government D-1
History B-1, B-2, C-1
Geography A-1, B-1
Economics A-1, B-1, D-1

GOALS AND OBJECTIVES

GRADE 1

A. CIVICS AND GOVERNMENT (SCHOOL)

Goal:

- Objective 1. The learner will understand and create classroom and school rules as an example of a “constitution”.
- Objective 2. The learner will identify state leaders in government (governor).
- Objective 3. The learner will compare and contrast school and state government.
- Objective 4. The learner will identify examples of goods and services as it relates to “consumers” and “products” in their school.
- Objective 5. The learner will create a school map.

MLR: Civics & Government A-1, B-1, C-1
Economics A-1, B- 1
Geography A-1

B. HISTORY (Individual/Pilgrims)

Goal:

- Objective 1. The learner will develop a personal timeline.
- Objective 2. The learner will compare and contrast their lives to the lives of the Pilgrims.
- Objective 3. The learner will create a map showing the Pilgrims’ journey to the New World.

MLR: History A-1, A-2, B-1, B-2, C-1
Geography A-1, B-1

C. GEOGRAPHY (North America)

Goal:

- Objective 1. The learner will compare and contrast traditions and practices among the cultures of North America (Mexico, US, Canada)
- Objective 2. The learner will use and create maps of North America
- Objective 3. The learner will identify examples of “goods” and “services” “produced” and “consumed” in North America.
- Objective 4. The learner will identify how basic needs (food, clothing, shelter) are met in the different countries/regions of North America.

MLR: Civics & Government A-1, B-1
Economics A-1, B-1, D-1
History B-1, B-2, C-1

GOALS AND OBJECTIVES

Grade 2

A. CIVICS AND GOVERNMENT (Community)

Goals:

- Objective 1. The learner will compare and contrast community rules with their classroom “constitution”.
- Objective 2. The learner will identify national and state leaders (governor, president and vice-president).
- Objective 3. The learner will identify examples of “goods” and “services” as it relates to “consumers” and “products” in their community.
- Objective 4. The learner will create and use maps of their community.

MLR: Civics & Government A-1, B-1, C-1
Geography A-1
Economics A-1, B-1

B. HISTORY (Family/Pioneers)

Goals:

- Objective 1. The learner will create a family timeline.
- Objective 2. The learner will compare and contrast Pioneer family life to their own family.
- Objective 3. The learner will create a map showing the Pioneer’s journey across North America.

MLR: Geography A-1, B-1
History A-1, A-2, B-1, B-2, C-1

C. GEOGRAPHY (South America)

Goals:

- Objective 1. The learner will compare and contrast the traditions and practices among the cultures of South America and themselves.
- Objective 2. The learner will use and create maps of South America
- Objective 3. The learner will identify examples of “goods” and “services” “produced” and “consumed” in South America.
- Objective 4. The learner will identify how basic needs (food, clothing, shelter) are met in the different countries/cultures in South America.

MLR: Civics & Government D-1, B-1, B-2, C-1
Geography A-1, B-1
Economics A-1, B-1

GOALS AND OBJECTIVES

Grade 3

A. CIVICS AND GOVERNMENT (Local)

Goals:

- Objective 1. The learner will understand the structure and purpose of local government as it relates to their individual rights (Bill of Rights)
 - Objective 2. The learner will identify goods, services and resources in their local area and describe how people obtain them (money system, barter).
 - Objective 3. The learner will use and create various Maine maps, showing how their geographical location effects the way of life.
 - Objective 4. The learner will compare maps of Maine interpreting geographical features and drawing conclusion about physical patterns.
- MLR: Civics & Government A-1, A-2, A-3, B-1, B-2
Economics A-1, A-2, B-1
Geography A-1, B-2, B-3

B. HISTORY (Local History/Maine Explorers/Native Maine Americans)

Goals:

- Objective 1. The learner will create a timeline depicting local community history (including explorers and Native Americans).
 - Objective 2. The learner will identify similarities and differences in the characteristics of individuals in that timeline.
 - Objective 3. The learner will compare their daily life to that of local Maine Native Americans.
 - Objective 4. The learner will use and create maps identifying locations and travel routes of explorers and Native Americans.
- MLR: History A-1, B-1, B-2, C-1
Geography A-1, A-2, B-1, B-2, B-3

C. GEOGRAPHY (Africa)

Goals:

- Objective 1. The learner will understand and compare the traditions and practices of African cultures to their own.
 - Objective 2. The learner will understand and compare the trade and treaties of African cultures to the US.
 - Objective 3. The learner will identify how basic needs (food, clothing, shelter) are met in different African cultures.
 - Objective 4. The learner will understand how the exchange of goods and services helps to create economic interdependence between people in Africa and US.
 - Objective 5. The learner will create and use various maps of Africa, interpreting geographical features and drawing conclusions about physical patterns.
 - Objective 6. The learner will locate major cities in Africa and why they immersed there.
- MLR: Civics & Government D-1, D-2
Economics D-1, C-1
Geography A-1, A-2, B-1, B-2, B-3

GOALS AND OBJECTIVES

Grade 4

A. CIVICS AND GOVERNMENT (State of Maine)

Goals:

- Objective 1. The learner will understand the structure and purpose of Maine government as it relates to their individual rights (Bill of Rights).
- Objective 2. The learner will identify goods, services, and resources in the state (what is produced, how, and for whom).
- Objective 3. The learner will develop a timeline of events in Maine history.

MLR: Civics & Government A-1, A-2, A-3, B-1, B-2, C-1
Economics A-1
History A-2, B-2

B. HISTORY (United States)

Goals:

- Objective 1. The learner will demonstrate an awareness of major events and people in the United States during the Colonial period and during the American Revolution.
- Objective 2. The learner will understand Regions of the US (when and why settled and by whom).
- Objective 3. The learner will create US maps (regions, states, capitols).
- Objective 4. The learner will understand why certain areas of the US are more densely populated than others.

MLR: History A-1, B-2
Geography A-1, A-2, B-1

C. GEOGRAPHY (Asia)

Goals:

- Objective 1. The learner will understand and compare traditions, practices and relationships in Asia to those in the United States.
- Objective 2. The learner will identify how the United States interacts with Asia (trade treaties).
- Objective 3. The learner will identify how basic needs (food, clothing, shelter) are met in Asia.
- Objective 4. The learner will create a map of Asia including the major cities and population areas.
- Objective 5. The learner will understand that goods and services are exchanged between Asia and the United States.

MLR: Civics & Government D-1, D-2
Geography B-1, A-1, A-2, B-2, B-3
Economics D-1

GOALS AND OBJECTIVES

Grade 5

A. CIVICS AND GOVERNMENT (National)

Goals:

- Objective 1. The learner will understand the structure and purpose of national government as it relates to their individual rights (Bill of Rights/Constitution).
- Objective 2. The learner will identify the characteristics of an effective citizen.
- Objective 3. The learner will compare and contrast the relationships among local, state and national governments.
- Objective 4. The learner will identify national government leaders (legislators, judges, cabinet).
- Objective 5. The learner will analyze how scarcity affects decisions about production and consumption of goods and services.
- Objective 6. The learner will understand concepts of supply and demand, price, the role of money, and profit and loss.

MLR: Civics and Government A-1, A-2, A-3, A-5, B-2, B-4, C-1, C-2, C-3
Economics A-1, B-1

B. HISTORY (Maine People/Westward Expansion/Civil War)

Goals:

- Objective 1. The learner will describe the effects of historical changes on daily life (westward expansion and Civil War).
- Objective 2. The learner will create a timeline of the people in the history of Maine.
- Objective 3. The learner will understand the causes and effects of Westward Expansion and the Civil War and their connection to Maine history.
- Objective 4. The learner will compare and contrast historical perspectives presented in different accounts.

MLR: History A-1, A-2, B-1, C-2

C. GEOGRAPHY (Europe)

Goals:

- Objective 1. The learner will use and create world maps to identify settlements, physical features and political divisions as they relate to Europe.
- Objective 2. The learner will explain patterns of migration from Europe to the rest of the world.
- Objective 3. The learner will compare and contrast traditions, practices and relationships in European countries to those in the US.
- Objective 4. The learner will identify how basic needs (food, clothing, and shelter) are met in European countries.

- Objective 5. The learner will explain how cultures differ in their use of similar environment and resources.
- Objective 6. The learner will describe how changes in transportation and communication affect trade between Europe and the US.
- Objective 7. The learner will explain reasons for alliances with some European nations.

MLR: History B-2, K-2
Geography A-1, A-2, B-2, B-3
Economics C-2, D-1, D-2, D-3
Civics/Government D-3