

MSAD #56

SOCIAL STUDIES CURRICULUM

K-12

Board Approved

February 27, 2007

World History Grade 11 – Board Approved May 22, 2007

MSAD #56 Social Studies Curriculum Committee,
Teachers, and Principals who contributed

This curriculum was based on the work of the MSAD #56 District Social Studies Committee, teachers and principals who spent two years reviewing, aligning, and identifying the Essential Learnings, Content/Standards, and Skills/Processes for each grade level.

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Overview of Social Studies Curriculum K-12

Kindergarten

- Concept of Time – past, present, future.
 - Personal past and past of their families
- Travels the Continent – one country in North America and one in Asia
 - Culture
 - Climate
- Explore Your Community
 - Our role in families and their school community
 - Rules

Grade 1

- Concept of Time
 - Community changes in Stockton Springs, Searsport, and Frankfort
 - Terms of past, present, and future
- Travels the Continent
 - Explore 3 countries (one in Africa, Europe, and Asia) – Culture, climate, and influences of climate on how people live.
- Explore Your Community
 - Communities and how they are different
 - Community helpers
 - Rules for safety and how to get along
 - How people earn money and the role of money

Grade 2

- Concept of Time
 - Family life at another time in history
 - Transportation and communication over the years
 - Community and state in the past
- Travels the Continent
 - Explore 3 countries (Australia, one in South America, and one from another continent)
 - Climate and its influences on how people live
 - Culture and way of life
- Explore Your Community
 - Communities and law made by community, state, and national government
 - Role of money
 - State and national capitols
 - Present Government and President
 - Special features of our State

Grade 3

- Native Americans
 - Difference between tribes and nations
 - Four major tribes of Maine – MicMac, Passamaquoddy, Penobscot, and Maliseet
 - Region of U.S. (NE, SE, NW, SW) – and how environment affected the Native American daily life
- Early Explorers
 - Identification of the personal and societal motivations that caused exploration to the New Worlds.
- Colonial America
 - Identification of the personal and societal motivations that caused people to colonize. Results of that colonization.
 - Regions of colonies

Grade 4

- Maine Studies
 - Maine Geography
 - Maine Economics
 - Maine Civics & Government
 - Maine History
- U.S. Geography – Regions:
 - New England
 - Middle Atlantic
 - South East
 - Mississippi Valley
 - Northern Plain
 - Southern Plain
 - Rocky Mountain
 - West Coast
 - Alaska
 - Hawaii
- Know the 50 states of the United States

Grade 5

- Revolutionary War
 - Why citizens revolt against their own established government
 - Disagreements leading to wars – Major influences – people/group
 - Major Battles and events
 - Effects on U.S. history
- U.S. Constitution
 - Purpose and impact of Constitution
 - ◆ Major problems facing the writers
 - ◆ Influential people
 - ◆ Vocabulary terms
 - ◆ Purpose of constitution
 - ◆ Bill of Rights

- The Westward Movement
 - Motivating factors that cause people to explore and settle new lands
 - ◆ Wilderness Road
 - ◆ Louisiana Purchase
 - ◆ Major influences – people and events
- The Civil War
 - Why civil wars occur?
 - Impact of a Civil War on a country
 - ◆ Economic and cultural differences that caused civil war
 - ◆ Major influences – people and events
 - ◆ Changes in the U.S. after the Civil War

Grade 6

- Middle Ages (Western Europe) – ¼ year
- Global Studies – Geography – ¾ year

Grade 7 – Teachers of Maine Studies are required to attend the Annual UMO Maine History Conference (October of each year)

- Ancient Civilization (hunters and gatherers to Basically Rome)- Byzantine (Rome)/Muslim (in to Ancient Civilization) – ½ year
- Maine Studies (Government, Economy, and Native Americans) – ½ year

Grade 8

- US Government and Citizenship
- Comparative Governments
- Economics and the Consumer

Grade 9

- U.S. and World Geography – first semester
- U.S. History through Civil War – second semester

Grade 10

- Modern US History (from Reconstruction to present day)

Grade 11

- Modern World History (year long course)

Grade 12

- Economics (first semester)
- U.S. Government (second semester)

Grade 12 – Electives offered (one semester each)

- Psychology
- Sociology

Kindergarten Social Studies **Once Upon a Time**

Essential Questions:

- How has family life changed over time?
- How has technology changed the way we live?
- What is the past?

Content:

Concept of time - What life was like during a certain time?

- Introduction of terms past, present, future and long ago
- Family life at another time in history, including technology that existed.
- Students' personal past and the past of their families – What was the technology like during that time period?

Skills/Processes:

- Use of timelines (i.e. class birthdays, school events and calendar work, and/or personal timelines)
- Use of calendar – Everyday Mathematics integration – Past, present, and future
- Compare two or three aspects of present-day life (chores, school, transportation, homes, clothing, entertainment, communication, etc.) to life in another time

Suggested Activities:

Old MLR

- **History A1** – Place individual and family experiences in historical time and place.
- **History A2** – Distinguish similarities and differences among historical events.
- **History B1** – Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
- **History C1** – Use artifacts and documents to gather information about the past

Proposed MLR

E1

- Students understand the nature of history as well as key foundation ideas
- Students identify a few key figures and events from their own personal history, and the history of the community, Maine, and nation especially those associated with historically based traditions
- Students identify past, present, or future in a story, picture, poem, song, or video
- Students apply terms such as before and after in sequencing events
- Students create a brief historical account about their family, the local community, or the nation by using artifacts, photographs, or stories.

Assessments:

Kindergarten Social Studies

Travel the Continents of the World

Essential Questions:

- How are people's lives alike and different around the globe?
- How does the land and/or climate of an area influence the way people live?

Content:

Kindergarten children will learn about two countries, one in North America and one in Asia

- foods, grown or eaten, in the country
- stories and/or poems from the country
- language, crafts, music, art, holidays, and/or dance of the country
- sports and/or games played in the country
- famous places and/or land forms of the country
- climate of the country
- how climate influences clothing, homes, and/or free-time activities

Skills/Processes:

- locate the country studied on a map or globe
- name the continent on which the country is located
- recognize the flag of the country
- compare and contrast some aspects of culture of the countries studied
- What does compare & contrast mean?

Suggested Activities:

Old MLR

- **Civics and Government B.1** – Understand that all nations have governments
- **Civics and Government D.1** – Recognize that there are other nations with different traditions and practices.
- **History B.2** – Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.
- **Geography A.1** – Use and construct maps and other visuals to describe geographic location, direction, size, and shape.
- **Economics C.1** – Explain how selected cultures or countries meet basic needs.
- **Economics D.1** – Explain where products come from and how we use them.

Proposed MLR

Applications of social studies processes, knowledge, and skills

- **A1** – Students locate, use, and document appropriate resources related to current social studies issues.
- **A4** – Students record and share information gathered
- **A5** – Students use appropriate tools, methods, and sources from government, history, geography, economics, and related fields.
- **Civics and Government B3** – Students understand the political and civic aspects of classroom traditions and decisions, and the traditions and holidays of diverse cultures
- **Civics and Government b** – Students compare traditions and holidays that are similar across the nation that differ in various cultural groups
- **Geography D1** – Students understand the nature of geography and key foundation ideas
- **Geography c** – Students identify local and distant PLACES and LOCATIONS, directions including N, S, E, W, and BASIC PHYSICAL, ENVIRONMENTAL, AND CULTURAL FEATURES using BASIC MAPS AND GLOBES
- **Geography D2** – Students understand the influence of geography on people in the United States and other nations
- **History E2** – Students understand the HISTORIC aspects of uniqueness and commonality among people over time
- **History a** – Students explain how families, communities, and nations share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts.

Assessments: -

Kindergarten Social Studies
Explore Your Community

Essential Questions:

- What is our role in our families, at school and with our friends?
- Why do we have rules?
- Who helps us at school and home?
- What things do we all need to live?

Content:

Kindergarten children will learn about families and their school community.

- families are different
- some family members live far away
- rules are meant to keep us safe and healthy and to help us get along with each other
- people who help us at school and at home; (principal, teacher, secretary, custodian, cook, bus driver, guidance counselor, nurse, librarian)
- things we all need: food, water, air, homes

Skills/Processes:

- Participation in groups
- taking turns
- respecting the rights of others
- learning self-control
- sharing ideas and experiences
- comparing and contrasting family rules to school rules and the rules of other families

Suggested Activities:**Old MLR**

- **Civics and Government A.1** – Identify and practice classroom rights and responsibilities.
- **History B.1** – Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
- **Economics C.1** – Explain how selected cultures or countries meet basic human needs.

Proposed MLR

Civics and Government

- **B1** – Students understand key ideas and processes that characterize democratic government in the community and the United States
- **3.** – Students identify community workers and volunteers and the roles they play in promoting the common good
- **B2** – Students understand the concepts of rights, duties, responsibilities, and participation.
 - a – Students describe how they exercise classroom RIGHTS, DUTIES AND RESPONSIBILITIES including participating in some classroom decisions and being obliged to follow classroom rules.
 - b. – Students explain the purpose of classroom rules and laws they encounter in their experiences to promote the common good and the peaceful resolution of conflict.

Economics

C2 – Students understand the influence of economics on people in the United States

- a. - Students identify examples of how families and communities are influenced by ECONOMIC FACTORS

History

E1 – Students understand the nature of history as well as key foundation ideas

- b.-Students identify a few key figures and events from their own personal history, and the history of the community, Maine and nation especially those associated with historically based traditions.
- e-Students create a brief historical account about their family, the local community, or the nation by using artifacts, photographs, or stories

E2 – Students understand HISTORIC aspects of uniqueness and commonality among people over time.

A-Students explain how families, communities, and nations share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts.

Assessments:

Grade 1 Social Studies **Once Upon a Time**

Essential Questions:

- How has family life changed over time? How is it the same?
- How has technology changed the way we live?
- What is the past?

Content:

How has our community changed in Stockton, Searsport, and Frankfort?

- terms past, present, future and long ago
- family life at another time in history
- student's personal past and the past of their families
- transportation over the years
- their community in the past

Skills/Processes:

- place events on timelines using class birthdays, school events and calendar work, and/or personal timelines
- Use of calendar
- Compare two or three aspects of present-day life (chores, school, transportation, homes, clothing, entertainment, communication, etc.) to life in another time
- identify the time (past or present) of a picture

Suggested Activities:

Old MLR

- **History A1** – Place individual and family experiences in historical time and place.
- **History A2** – Distinguish similarities and differences among historical events.
- **History B1** – Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
- **History C1** – Use artifacts and documents to gather information about the past

Proposed MLR

History E1 • Students understand the nature of history as well as key foundation ideas

- **b.**-Students identify a few key figures and events from their own personal history, and the history of the community, Maine, and nation especially those associated with historically based traditions
- **c.**-Students identify past, present, or future in a story, picture, poem, song, or video
- **d.**-Students apply terms such as before and after in sequencing events
- **e.**-Students create a brief historical account about their family, the local community, or the nation by using artifacts, photographs, or stories.

Assessments:

Grade 1 Social Studies

Travel the Continents of the World

Essential Questions:

- How are people's lives alike and different around the globe?
- How does the land and/or climate of an area influence its culture?

Content:

First grade children will learn about three countries, one in Africa, one in Europe, and one in Asia.

- foods, grown or eaten, in the country
- stories and/or poems from the country
- language, crafts, music, art, holidays, and/or dance of the country
- sports and/or games played in the country
- famous places and/or land forms of the country
- climate of the country
- how climate influences clothing, homes, and/or free-time activities

Skills/Processes:

- locate the United States on a map or globe
- locate and name the country studied on a map or globe
- locate name the continent on which the country is located
- find north, south, east and west on a map
- find the North and South Poles on a globe
- locate the map key on a map
- recognize the flag of the country
- compare and contrast the way people live in the country studied
- define and describe climate

Suggested Activities:

Old MLR

- **Civics and Government B.1** – Understand that all nations have governments
- **Civics and Government D.1** – Recognize that there are other nations with different traditions and practices.
- **History B.2** – Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.
- **Geography A.1** – Use and construct maps and other visuals to describe geographic location, direction, size, and shape.
- **Economics C.1** – Explain how selected cultures or countries meet basic needs.
- **Economics D.1** – Explain where products come from and how we use them.

Proposed MLR

Applications of social studies processes, knowledge, and skills

- **A1** – Students locate, use, and document appropriate resources related to current social studies issues.
- **4** – Students record and share information gathered
- **5** – Students use appropriate tools, methods, and sources from government, history, geography, economics, and related fields.
- **Civics and Government B3** – Students understand the political and civic aspects of classroom traditions and decisions, and the traditions and holidays of diverse cultures
- **Civics and Government b** – Students compare traditions and holidays that are similar across the nation that differ in various cultural groups
- **Geography D1** – Students understand the nature of geography and key foundation ideas
- **Geography c** – Students identify local and distant PLACES and LOCATIONS, directions including N, S, E, W, and BASIC PHYSICAL, ENVIRONMENTAL, AND CULTURAL FEATURES using BASIC MAPS AND GLOBES

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Grade 1 Social Studies
Travel the Continents of the World

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- **Geography D2** – Students understand the influence of geography on people in the United States and other nations
- **a.**-Students identify the impacts of geographic features on individuals and families in the United States and other nations.
- **History E2** – Students understand the HISTORIC aspects of uniqueness and commonality among people over time
- **History a** – Students explain how families, communities, and nations share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts.

Assessments:

Grade 1 Social Studies **Explore Your Community**

Essential Questions:

- What is our role in our families, at school and with our friends?
- Why do we have rules and laws?
- Who are community workers?
- What things do we all need to live?
- How do we get the things we need?

Content:

First graders will learn about their school and community.

- communities are different
- rules are meant to keep us safe and healthy and to help us get along with each other
- laws are made by community, state and national governments
- many people help us at school and in our town
- things we all need: food, water, air, homes
- people work to earn money
- explain the role of money in everyday life
- many things we buy come from far away
- special features of their community

Skills/Processes:

- taking turns
- respecting the rights of others
- learning self-control
- sharing ideas and experiences
- list several school and/or community workers and tell the job that they do
- contrast wants versus needs
- locate their community on a map of Maine

Suggested Activities:

Old MLR

- **Civics and Government A.1** – Identify and practice classroom rights and responsibilities.
- **History B.1** – Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
- **Economics A.1**- Identify goods and services, giving examples
- **Economics C.1** – Explain how selected cultures or countries meet basic human needs.

Proposed MLR

Civics and Government

- **B1** – Students understand key ideas and processes that characterize democratic government in the community and the United States
- **3.** – Students identify community workers and volunteers and the roles they play in promoting the common good
- **B2** – Students understand the concepts of rights, duties, responsibilities, and participation.
 - a – Students describe how they exercise classroom RIGHTS, DUTIES AND RESPONSIBILITIES including participating in some classroom decisions and being obliged to follow classroom rules.

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Grade 1 Social Studies
Explore Your Community

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b. – Students explain the purpose of classroom rules and laws they encounter in their experiences to promote the common good and the peaceful resolution of conflict.

B3 – Students understand the political and civic aspects of classroom traditions and decisions, and the traditions and holidays of various cultures

a.-Students identify and compare their similar and differing interests and opinions related to classroom traditions and decisions.

Economics

C1 – Students understand the nature of economics as well as key foundation ideas

b.-Students describe how money is earned and managed in order to buy GOODS AND SERVICES as well as save for the future

C2 – Students understand the influence of economics on people in the United States

a.- Students identify examples of how families and communities are influenced by ECONOMIC FACTORS

History

b.-Students describe work and contribution of various groups to the economics of the local community in the past and present

Geography

D1 – Students understand the nature of geography and key foundation ideas

c.-Students identify local and distant PLACES and LOCATIONS, directions including N, S, E, W, and BASIC PHYSICAL, ENVIRONMENTAL, AND CULTURAL FEATURES using BASIC MAPS AND GLOBES

History

E1 – Students understand the nature of history as well as key foundation ideas

b.-Students identify a few key figures and events from their own personal history, and the history of the community, Maine and nation especially those associated with historically based traditions.

e.-Students create a brief historical account about their family, the local community, or the nation by using artifacts, photographs, or stories

E2 – Students understand HISTORIC aspects of uniqueness and commonality among people over time.

a.-Students explain how families, communities, and nations share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts.

Assessments:

Grade 2 Social Studies
Once Upon a Time
 (integrates with ELA)

Essential Questions:

- How has family life changed over time? How is it the same?
- How has technology changed the way we live?
- What is the past?

Content:

- terms past, present, future and long ago
- family life at another time in history
- student's personal past and the past of their families
- transportation over the years
- communication over the years
- school over the years
- their community and state in the past

Skills/Processes:

- create timelines of their own life and/or various aspects of everyday life
- compare three or four aspects of present-day life (chores, school, transportation, homes, clothing, entertainment, communication, etc.)
- predict what one aspect of everyday life will be like in the future [Note to teachers: connection prediction to DRA & Literacy]
- identify the time of a picture (past or present) and tell why that time was picked [connection to art]
- identify the time of a story (past or present) and give supporting reasons

Suggested Activities:

Old MLR

- **History A1** – Place individual and family experiences in historical time and place.
- **History A2** – Distinguish similarities and differences among historical events.
- **History B1** – Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
- **History C1** – Use artifacts and documents to gather information about the past

Proposed MLR

History E1 • Students understand the nature of history as well as key foundation ideas

- **b.**-Students identify a few key figures and events from their own personal history, and the history of the community, Maine, and nation especially those associated with historically based traditions
- **c.**-Students identify past, present, or future in a story, picture, poem, song, or video
- **d.**-Students apply terms such as before and after in sequencing events
- **e.**-Students create a brief historical account about their family, the local community, or the nation by using artifacts, photographs, or stories.

Assessments:

Grade 2 Social Studies

Travel the Continents of the World

Essential Questions:

- How are people's lives alike and different around the globe?
- How does the land and climate of an area influence the way people live?

Content:

Second grade children will learn about three countries, Australia, one in South America and one from another continent.

- foods, grown or eaten, in the country
- stories and/or poems from the country
- language, crafts, music, art, holidays, and/or dance of the country
- sports and/or games played in the country
- famous places and/or land forms of the country
- climate of the country
- how land and climate influences clothing, homes, and/or free-time activities

Skills/Processes:

- locate the United States on a map or globe
- locate and name the country on a map or globe
- locate and name the continent on which the country is located
- find north, south, east and west on a map
- find the North and South Poles on a globe
- find the Equator on a map or globe
- locate the map key on a map
- identify the meaning of the symbols on the map key
- use the map key to locate features on the map
- locate the compass rose on the map
- use direction words to compare two places on the map or globe
- recognize the flag of the country
- compare and contrast some aspects of culture of the countries studied

Suggested Activities:

Old MLR

- **Civics and Government B.1** – Understand that all nations have governments
- **Civics and Government D.1** – Recognize that there are other nations with different traditions and practices.
- **History B.2** – Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.
- **Geography A.1** – Use and construct maps and other visuals to describe geographic location, direction, size, and shape.
- **Economics C.1** – Explain how selected cultures or countries meet basic needs.
- **Economics D.1** – Explain where products come from and how we use them.

Proposed MLR

Applications of social studies processes, knowledge, and skills

- **A1** – Students locate, use, and document appropriate resources related to current social studies issues.
- **4** – Students record and share information gathered
- **5** – Students use appropriate tools, methods, and sources from government, history, geography, economics, and related fields.

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Grade 2 Social Studies
Travel the Continents of the World

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- **Civics and Government B3** – Students understand the political and civic aspects of classroom traditions and decisions, and the traditions and holidays of diverse cultures
- **Civics and Government b** – Students compare traditions and holidays that are similar across the nation that differ in various cultural groups
- **Geography D1** – Students understand the nature of geography and key foundation ideas
- **Geography c** – Students identify local and distant PLACES and LOCATIONS, directions including N, S, E, W, and BASIC PHYSICAL, ENVIRONMENTAL, AND CULTURAL FEATURES using BASIC MAPS AND GLOBES
- **Geography D2** – Students understand the influence of geography on people in the United States and other nations
- **a.** – Students identify the impacts of geographic features on individuals and families in the United States and other nations.
- **History E2** – Students understand the HISTORIC aspects of uniqueness and commonality among people over time
- **History a** – Students explain how families, communities, and nations share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts.

Assessments:

Grade 2 Social Studies Explore Your Community

Essential Questions:

- What is our role at school, in our community and in the groups to which we belong`?
- Why do we have rules and laws?
- Who are community workers?
- What things do we all need to live?
- How do we get the things we need?

Content:

Second graders will learn about their community and beyond.

- communities are different
- rules are meant to keep us safe and healthy and to help us get along with each other
- laws are made by community, state and national governments
- people work to earn money
- explain the role of money in everyday life
- many things we buy come from far away
- special features of their community
- symbols of our state and nation
- our state and national capitals
- present governor and president
- special features of our state

Skills/Processes:

- respecting the rights of others
- sharing ideas and experiences
- contrast wants versus needs
- locate their community on a map of Maine
- locate state of Maine and Augusta on a map
- name the capital of the United States

Suggested Activities:

Old MLR

- **Civics and Government B1** – Understand that all nations have governments
- **History C1** – Use artifacts and documents to gather information about the past
- **Geography A1** – Use and construct maps and other visuals to describe the geographic location, direction, size, and shape
- **Geography B1** – Describe the human and physical characteristics of the immediate environment.
- **Economics A.1**- Identify goods and services, giving examples
- **Economics C.1** – Explain how selected cultures or countries meet basic human needs.

Proposed MLR

Applications of Social Studies Processes, Knowledge, and Skills

Civics and Government

A1 – Students locate, use, and document appropriate resources related to SOCIAL STUDIES ISSUES

4 – Students record and share information gathered.

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Grade 2 Social Studies

Explore Your Community

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5 – Students use appropriate tools, methods, and sources from government, history, geography, economics or related fields

- **Civics and Government B1** – Students understand key ideas and processes that characterize democratic government in the community and the United States
 - **1.** – Students describe and give examples of DEMOCRATIC IDEALS.
 - **2.** – Students recognize symbols, monuments, celebrations, and leaders of local state and national government.
 - **3.** – Students identify community workers and volunteers and the roles they play in promoting the common good
- **Civics and Government B2** – Students understand the concepts of rights, duties, responsibilities, and participation.
 - a** – Students describe how they exercise classroom RIGHTS, DUTIES AND RESPONSIBILITIES including participating in some classroom decisions and being obliged to follow classroom rules.
 - b.** – Students explain the purpose of classroom rules and laws they encounter in their experiences to promote the common good and the peaceful resolution of conflict
- **Civics and Government B3** – Students understand the political and civic aspects of classroom traditions and decisions, and the traditions and holidays of diverse cultures
 - **a.** – Students identify and compare their similar and differing interests and opinions related to classroom traditions and decisions
- **Economics C1** – Students understand the nature of economics as well as key foundation ideas
 - **b.** – Students describe how money is earned and managed in order to buy GOODS AND SERVICES as well as save for the future.
- **Economics C2** – Students understand the influence of economics on people in the United States
 - **a.** – Students identify examples of how families and communities are influenced by ECONOMIC FACTORS
 - **b.** – Students describe work and contribution of various groups to the economics of the local community in the past and present
- **Geography D1** – Students understand the nature of geography and key foundation ideas
- **Geography c** – Students identify local and distant PLACES and LOCATIONS, directions including N, S, E, W, and BASIC PHYSICAL, ENVIRONMENTAL, AND CULTURAL FEATURES using BASIC MAPS AND GLOBES
- **History E1** – Students understand the nature of history as well as key foundation ideas
 - **b** – Students identify a few key figures and events from their own personal history, and the history of the community, Maine, and nation especially those associated with historically based traditions.
 - **e** – Students create a brief historical account about their family, the local community, or the nation by using artifacts, photographs, or stories
- **History E2** – Students understand the HISTORIC aspects of uniqueness and commonality among people over time
- **History a** – Students explain how families, communities, and nations share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts

Assessments:

Grade 3 Social Studies

Native Americans

Essential Questions:

- How have Native Americans utilized their environment and natural resources effectively?
- What are the differences between tribes and nations?
- How did the Early Settlers affect the Native American's way of life?

Content:

- The regions (Northeast, Southeast, Northwest, Southwest) of the United States and how their environment affected the Native Americans' daily life: food, shelter, clothing, family, beliefs.
- Four major tribes of Maine: MicMac, Passamaquoddy, Penobscot, Maliseet – daily life: food, shelter, clothing, family, and beliefs
- The positive and the negative effects of Early Settlers on the Native Americans.

Skills/Processes:

- Collect, organize, and record information.
- Gather, classify, and interpret information.
- Use resource information including the internet.

Suggested Activities:

- Divide your class into 4 groups, each teaching one specific Native American group. Research your American Indian tribe and give the key characteristics of your tribe: how they used their environment and natural resources effectively use jigsaw with groups.
 - Describe the daily operations of a Native American community within the regions.
 - Identify the critical attributes of each of the four major tribes local to Maine
- Locate on a map of Maine the location of the 4 major tribes
- Research small pox, other diseases whites brought
- Research Maine tribes today – size, way of life, etc.
- Discuss “immunization” of children in our culture today [Connection to Science/Health]
- Write a story about a piece of Maine land from the point of view of a Native American and an early white settler.

Old MLR:

- **History (3-4) B.2** – Demonstrate an awareness of major events and people in the United States and Maine history.
- **Geography (3-4) B.2** – Explain ways in which communities reflect the background of their inhabitants.
- **Geography B.3** – Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.
- **Economics (3-4) A.1** – Describe barter and money and how each is used in the exchange of resources, goods, and service.
- **Economics B.1** – Identify the three basic economic questions all economic systems must answer. What to produce? How? And for whom?
- **Economics C.1** – Explain how selected cultures or countries meet basic human needs.
- **Economics (3-4) D.1** – Describe with examples, how the exchange of goods and service helps create economics interdependence between people in different places and countries.

Proposed MLR:

- **A.** – Applications of Social Studies Processes, Knowledge, and Skills

Grade 3 Social Studies

Native Americans

(Continued from previous page)

- **A1.** – Students identify and answer research questions related to current Social Studies Issues.
- **A1.b.** – Students identify key words and concepts related to research questions.
- **A2.** – Students make individual or collaborative decisions and take action on matters related to social studies using relevant information and research and collaboration skills.
- **A2.a.** – Students contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to develop a decision or plan.
- **B.** – Civics and Government.
- **B3.** – Students understand the influence of politics on unity and diversity in the United States, and the political and civic aspects of the daily life of diverse cultures in the United States and the World.
- **B3.a.** – Students identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.
- **B3.b.** – Students describe the political and civic beliefs and activities in the daily life of cultures, including Maine Native Americans and selected people in the United States and the world.
- **C. Economics**
- **C1.** – Students understand personal economics and the basic of the economies of the community, Maine, the United States and selected areas of the world.
- **C1.a.** – Explain the economics includes the study of SCARCITY which leads to economic choices about what GOODS AND SERVICES will be produced; how they will distributed; and for whom they will be produced.
- **C2.** - Students understand the economic influences that unify and lead to diversity within the community, Maine, and regions of the United States and the World.
- **C2.b** – Students identify influences, PROCESSES, AND INSTITUTIONS RELATED TO THE ECONOMY of Maine Native American and selected people in the United States and the World.
- **D. Geography**
- **D1.** – Students understand the geography of the community, Maine, the United States and Selected regions of the world.
- **D1.a.** – Students explain that geography includes the study of earth’s physical features including climate and the distribution of plant, animal, and human life.
- **D2.** – Students understand the geographic influences that both unify and lead to diversity within the Community, Maine, and regions of the United States.
- **D2.b.** – Students describe impacts of geographic features on the daily life of cultures, including Maine Native Americans and selected peoples in the United States and the world.
- **E. History**
- **E1.** – Students understand selected MAJOR ERAS in the history of the community, Maine, and the United States.
- **E1.a** – Students explain that history includes the study of past human experiences based on available evidence from a variety of sources.
- **E2.** – Students understand the HISTORIC influences of the concepts of unity and diversity on the community, Maine, and the United States.
- **E2.a.** – Students describe examples in history of the United States of both diversity and shared values and traditions.
- **E2.b.** – Students describe major cultural traditions and contributions of Maine Native Americans, selected historical and recent immigrant groups and individuals in community, Maine, and the United States.

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Grade 3 Social Studies
Native Americans

(Continued from previous page)

Assessments:

Grade 3 Social Studies**Early Explorers****Essential Questions:**

- What were the personal & societal motivations that caused exploration to new Worlds?

Content:

- Major explorers: Leif Erikson, Columbus, Vespucci, Cabot, Drake, Cartier, Champlain, and South American explorer Cortez.
- Geography: routes they traveled.
- Trade of goods and services.
- Spain, England and France divided North & South America between them
- A search for a North West passage through North America
- Advances in sea travel
- The quest for gold and spices

Skills/Processes:

- Locate regions & routes on maps and/or globes
- Make decisions based on information
- Collect and record information

Suggested Activities:

- Display spices – discuss why they were once so valuable/now so inexpensive
- Role play a European explorer and a Native American's point of view regarding American land
- Identify the routes of explorers (map work).
- Discuss interactions between the Explorers and the natives they encountered.
- Describe, with examples, the exchange of goods and services.
- Explain the positive and negative aspects of exploration.

Old MLR:

Geography (3-4) A.2. – Locate major cities of the world and discuss why they emerged in that particular region.

Economics (3-4) A.1. – Describe barter and money and how each is used in the exchange of resources, goods, and service.

Economics (3-4) D.1. – Describe with examples, how the exchange of goods and service helps create economics interdependence between people in different places and countries.

Proposed MLR:**C. Economics**

C1. – Students understand personal economics and the basic of the economies of the community, Maine, the United States and selected areas of the world.

C1.a. – Explain the economics includes the study of SCARCITY which leads to economic choices about what GOODS AND SERVICES will be produced; how they will distributed; and for whom they will be produced.

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Grade 3 Social Studies
Early Explorers

(Continued from previous page)

E. History

E1. – Students understand selected MAJOR ERAS in the history of the community, Maine, and the United States.

E1.a. – Students explain that history includes the study of past human experiences based on available evidence from a variety of sources.

E1.b. – Students identify selected MAJOR HISTORICAL ERAS, MAJOR ENDURING THEMES, turning points, events, consequences, person, and timeframes, in the history of the community, Maine, and the United States.

ASSESSMENTS:

Grade 3 Social Studies Colonial America

Essential Questions:

- What were the personal & societal motivations that caused people to colonize? What were the results of colonization?
- Why did the colonists settle in the area that they did?
- What hardships did the colonists endure?

Content:

- Regions of colonies:
New England: MA, NH, CT, RI
Middle Colonies: NY, DE, NJ, PA
Southern: VA, MD, NC, SC, GA
- Reasons for leaving: religious and political freedom, farming, trade.
- Details of colonial life: food, shelter, interactions with Native Americans.
- The journey aboard the ship.

Skills/Processes:

- Compare and contrast differing sets of ideas, values, personalities, and behaviors.
- Gather, classify, and interpret information.
- Draw conclusions and make generalizations.

Suggested Activities:

- Related read-alouds
- Name the original 13 colonies
- Locate and label the original 13 colonies on a map
- Role play reasons colonists came, hardships they faced
- Identify the regions of colonies.
- Compare and contrast a colonist's life to life today.
- Explain the difficulties the colonists endured during the process of their colonization.
- Describe why colonists came to America.

Old MLR:

Civics and Government: (3-4) A.1. - Identify important individual rights. (eg. Freedom of rights, speech, ownership of property.)

History (3-4) B.2. – Demonstrate an awareness of major events and people in the United States and Maine history.

Geography (3-4) B.2. – Explain ways in which communities reflect the background of their inhabitants.

Economics (3-4) A.1. – Describe barter and money and how each is used in the exchange of resources, goods, and service.

Economics B.1. – Identify the three basic economic questions all economic systems must answer. What to produce? How? And for whom?

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

Economics D.1. – Describe with examples, how the exchange of goods and service helps create economics interdependence between people in different places and countries.

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Grade 3 Social Studies
Colonial America

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Proposed MLR:

B. Civics and Government:

B3. – Students understand the influence of politics on unity and diversity in the United States, and the political and civic aspects of the daily life of diverse cultures in the United States and the World.

B3.a. – Students identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.

C. Economics

C1. – Students understand personal economics and the basic of the economies of the community, Maine, the United States and selected areas of the world.

C1.a. – Explain the economics includes the study of SCARCITY which leads to economic choices about what GOODS AND SERVICES will be produced; how they will be distributed; and for whom they will be produced.

E. History

E1. – Students understand selected MAJOR ERAS in the history of the community, Maine, and the United States.

E1.a. – Students explain that history includes the study of past human experiences based on available evidence from a variety of sources.

E1.b. – Students identify selected MAJOR HISTORICAL ERAS, MAJOR ENDURING THEMES, turning points, events, consequences, person, and timeframes, in the history of the community, Maine, and the United States.

E2. – Students understand the HISTORIC influences of the concepts of unity and diversity on the community, Maine, and the United States.

E2.a. – Students describe examples in history of the United States of both diversity and shared values and traditions.

E2.b. – Students describe major cultural traditions and contributions of Maine Native Americans, selected historical and recent immigrant groups and individuals in community, Maine, and the United States.

Assessments:

Grade 4 Social Studies

Maine Studies

Essential Questions:

- What does it mean to be a responsible citizen in a democratic society?
- What are the geographic features that attract people to the State of Maine?
- What are the factors that affect the economy of a region (now and in the past)?
- What brought people to Maine?

Content:

Geography

- Locate the largest rivers, other rivers, and mountains
- Map of 3 towns (Stockton Springs, Searsport, Frankfort) major cities (Lewiston-Auburn, Portland, Bangor) capital - Augusta.
- Geographic features (oceans, rivers) climate, distribution (plant, animal, human life)
- Geography of Searsport, Stockton Springs, Frankfort) Maine, U.S.
- Events/factors that create change in physical features (lumber, steam)
- U.S. Geography
 - New England
 - Middle Atlantic
 - South East
 - Mississippi Valley
 - Northern Plain
 - Southern Plain
 - Rocky Mountain
 - West Coast
 - Alaska
 - Hawaii
- Compare and contrast other states to Maine.
- Know the 50 states of the United States

Economics

- Define economy, supply and demand. (The bases of economy is supply and demand)
- Geographical conditions in Maine and how they impact our economy, past and present, (such as rivers, streams, etc.)
- Goods and/or services that connect Maine with the World, (such as lobster, blueberries sea urchins, ice, lumber), both past and present.
- Factors that impact our economy, (such as populations, employment, skills)

Civics and Government

Town Government/City Government

- How to be a responsible citizen at the town/city level.
- Define town government
- Format/structure of town government
- Similarities and differences to a Town Manager and select people to the Superintendent of Schools, Board of Directors/School Board
- How laws are made at local level?
- Town meetings
- Rights, duties, and responsibilities of citizens within a town.

Grade 4 Social Studies Maine Studies

(Continued from previous page)

State Government

- Structure/format
- Governor
- House and Senate
- Judicial System
- Elections
- How laws are made at a state level

Define democracy and the purpose of government.

History

- Industries of Maine
- Immigrants – identify different immigrant groups, justify their reasons for coming to Maine and describe their contributions.

Skills/Processes:

Geography

- Define geography (the study of – physical feature, climate, and distribution of plant, animal and human life).
- Analyze and interpret maps in order to compare and contrast geographic areas.

Economics

- Make connections between past and present

Civics and Government

- Compare and contrast organizations and their governing roles

History

- Interpret ideas and events in history.

Suggested Activities:

- Visit Maine State Museum to learn about the ice harvest and other goods and/or services that connected Maine with the world.
- Visit Penobscot Marine Museum to make connection of the past and present economic history of Maine.

Geography

- Compare and contrast the geography of Searsport/Stockton Springs/Frankfort, Maine other regions of the United States, and the world.
- Identify areas that have experienced a change in physical features and describe the impact that has had on their culture.

Economics

- Explain how the wants and needs of consumers are met in a market economy.
- Identify geographical conditions in Maine that impact/impacted our economy and explain how those conditions impact/impacted our economy.
- Identify goods and services that connect Maine with the world.

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Grade 4 Social Studies Maine Studies

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Civics and Government

- Compare and contrast the levels and structure of local and state governments.
- Identify the local, state and U.S. officials and the roles they play.
- Explain how leaders are elected.
- Explain how laws are made.

History

- Identify major historical eras
- Create a timeline reflecting major eras and events in Maine's history
- Identify turning points in Maine's history and speculate about alternative consequences
- Identify major historical persons in Maine, and describe their contribution to shaping the state
- Identify different immigrant groups; justify their reasons for coming to Maine and describe their contributions.

Maine Learning Results:

Old MLR:

Geography

- **Geography A1** – Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.
- **Geography A2** – Locate major cities of the world and discuss why they emerged in that particular region.
- **Geography B1** – Demonstrates an understanding of why certain areas of the world are more densely populated than others.
- **Geography B2** – Explain ways in which communities reflect the backgrounds of their inhabitants.
- **Geography B3** – Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

Economics

- **Economics A1** – Describe barter and money and how each is used in the exchange of resources, goods, and services.
- **Economics A2** – Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go to the movies instead of buying a gift for a family member).
- **Economics B1** – Identify the three basic economic questions all economic systems must answer: What to produce? How? And for whom?
- **Economics C1** – Explain how selected cultures or countries meet basic human needs.
- **Economics D1** – Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

Civics and Government

- **Civics and Government A1** – Identify important individual rights (e.g., freedom of religion, speech, ownership of property).
- **Civics and Government A2** – Explain why certain responsibilities of democratic society are important.

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Grade 4 Social Studies Maine Studies

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- **Civics and Government A3** – Identify the functions of government at school, locally, and at the state level.
- **Civics and Government B1** – Describe why we need governments (e.g., law and order, defense, roads, schools).
- **Civics and Government B2** – Describe the basic structure of local and state governments.
- **Civics and Government C1** – Explain how the Constitution protects individual rights (e.g., Bill of Rights)
- **Civics and Government D1** – Identify how the United States interacts with other countries (e.g., trade agreements)
- **Civics and Government D2** – Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.

History

- **History A1** – Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.
- **History A2** – Place in chronological order significant events, groups, and people in the history of Maine.
- **History B1** – Make connections between and among events in their personal lives and those occurring in the community.
- **History B2** – Demonstrate an awareness of 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.*
- **History C1** – Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

Proposed MLR:

Geography

- **D1** – Students understand the geography of the community, Maine, the United States and selected regions of the world.
Students explain that geography includes the study of earth’s physical features including climate and the distribution of plant, animal, and human life.
Students create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.
Students identify the earth’s major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.
Students explain examples of changes in the earth’s physical features and the impact on cultures.

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Grade 4 Social Studies Maine Studies

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- **D2** – Students understand the geographic influences that both unify and lead to diversity within the community, Maine, and regions of the United States and the world.
Students identify examples of how geographic features unify communities and regions as well as support diversity.
Students describe impacts of geographic features on the daily life of cultures, including Maine Native Americans and selected peoples in the United States and the world.

Economics

- **C1** – Students understand personal economics and the basis of the economies of the community, Maine, the United States and selected areas of the world. (Future Lesson Plan Link)
Explain that economics includes the study of scarcity which leads to economic choices about what goods and services will be produced, how they will be produced; and for whom they will be produced.
Students explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, both local and national, by using natural, human, and capital resources.
Students describe situations in which personal choices are related to the use of financial institutions including the use of money, consumption, savings, investments, and banking.
- **C2** – Students understand the economic influences that unify and lead to diversity within the community, Maine, and regions of the United States and the world.
Students describe economic similarities and differences within the community, Maine, and the United States.
Students identify influences, processes, and institutions related to the economy of Maine Native Americans and selected peoples in the United States and the world.

Civics and Government

- **B1** – Students understand the basic ideals, purposes, principles, structures and processes of democratic government in Maine and the United States.
Students explain that the study of government includes how governments are organized and how citizens participate.

Students explain and give examples of Democratic Ideals and Constitutional Principles including rule of law, legitimate power, and common good.
Students explain and give examples of governmental structures including legislative, executive, and judicial branches and the local, state, and national levels of government.
Students explain how leaders are elected and how laws are made and implemented.
Students explain that the structures and processes of government are described in such documents as the constitutions of Maine and the United States.
- **B2** – Students understand the basic rights, duties, responsibilities, and roles of citizens in a democracy.
Students identify the rights, duties, and responsibilities of citizens within the class, school, or community.
Students recognize and analyze examples of how people influence government and work for the common good through such actions as voting, writing legislators, and community service.

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Grade 4 Social Studies
Maine Studies

(Continued from previous page)

History

- **E1** – Students understand selected major eras in the history of the community, Maine, and the United States.
Students explain that history includes the study of past human experience based on available evidence from a variety of sources.
Students identify selected major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.
Students trace and explain how the history of democratic principles is preserved in symbols, monuments and traditions important in the community, Maine, and the United States.

- **E2** – Students understand the historic influence of the concepts of unity and diversity on the community, Maine, and the United States.
Students describe examples in the history of the United States of both diversity and shared values and traditions.
Students describe major cultural traditions and contributions of Maine Native Americans, selected historical and recent immigrant groups and individuals in the community, Maine, and the United States.

Assessments:

Grade 5 Social Studies Theme #1

The Revolutionary War

Essential Questions:

- Why do citizens revolt against their own established government?

Content:

- Disagreements leading to war
 - ~ The Ohio Valley and the fur trade
 - ~ The French and Indian War
 - ~ Paying for the French and Indian War/The Stamp Act and Townsend Acts
- Major influences: people
 - ~ King George III, George Washington, Benjamin Franklin, Sam Adams, John Adams, Paul Revere, Patrick Henry, Thomas Jefferson, John Hancock, Betsy Ross, Marquis de Lafayette, Molly Pitcher, General Cornwallis, Captain Samuel Houston, Jr., of Seaport
- Major influences: groups
 - ~ Parliament, Continental Congress, Sons and Daughters of Liberty, Committees of Correspondence, Minutemen, Continental Army, British Redcoats, Patriots, Loyalists.
- Major events and battles
 - ~ Boston Tea Party, Blockade of Boston, Battle of Lexington and Concord, Battle of Bunker Hill, The Declaration of Independence, Washington Crossing the Delaware- The Battle of Trenton, The Battle of Saratoga, Winter at Valley Forge, The Battle of Monmouth, Victory at the Battle of Yorktown.
- Effects on U.S. History
 - ~ Early attempts at ending slavery
 - ~ Americans settle west of the Appalachian Mountains
 - ~ A desire for basic human rights (civil rights)
 - ~ 13 states wrote their own constitutions
 - ~ A need for a strong federal government is recognized

Skills/Processes:

- Research a historical person within time period
- Interpret ideas and events from historical periods.
- Draw conclusions and make generalizations.
- Determine cause and effects - relationships

Suggested Activities:

- Students copy “notes” provided by the teacher
 - Research skills taught during Language Arts class
 - A United States and world map should be available
 - Teaching reading using materials related to the Revolutionary War
 - Videos that reinforce the study of the Revolutionary War
 - Revolutionary War based read – alouds
 - Consult the Social Studies Bibliography provided by the MSAD 56 Elementary Librarian
 - Make up 10 questions, with the answers, that cover the “classroom notes” and participate in a classroom review.
 - Listen while the teacher reads a section of the book *Johnny Tremain* by Esther Forbes concerning The Boston Tea Party. Make a list of 5 things that the author used in the story that were based on historic fact.
 - Working as a “team”, students will answer the five “Essential Conceptual Unit Questions provided by the teacher and develop one set of answers to present orally to the class. E1(b)
 - Research and identify a less well known American Patriot of the Revolutionary War.
 - Participate in a classroom discussion concerning the primary reasons for becoming a Patriot, a Loyalist or remaining neutral.
 - Explain, using examples, how the smaller, untrained Continental Army could have defeated the world class British Army in the Revolutionary War.
- A1 (c) (e)

Assessments:

Grade 5 Social Studies Theme #2 **The U.S. Constitution**

Essential Questions:

- What is the purpose and impact of a Constitution?

Content:

- Major problems facing the writers
 - ~ The 13 states were not cooperating
 - ~ The Articles of Confederation didn't provide for a strong federal government
 - ~ Some of the states did not want a strong federal government
 - ~ Disagreement about representation in Congress
- Influential People
 - ~ George Washington, James Madison, Benjamin Franklin, John Adams, Alexander Hamilton
- Important vocabulary terms
 - ~ delegate, federal, congress, legislators, representative, senator, The Great Compromise, Bill, The Preamble, separation of powers, legislative branch, executive branch, veto, impeach, judicial branch, justices, U.S. Supreme Court, amendment, ratify, Federalists, Anti-Federalists
- Purpose of the Constitution
 - ~ To create a fair set of rules or laws
 - ~ To protect an individual's liberty or freedom
 - ~ To provide justice and peace
- The Bill of Rights
 - ~ A bill or list of rights that protects the rights of every citizen
 - ~ Added to the Constitution to ensure its ratification by the states

Skills/Processes:

- Make connections between the past and the present.
- Interpret historical ideas and events.
- Compare and contrast critical branches of government
- Make charts and/or diagrams to characterize components of government.

Suggested Activities:

- Memorize and recite The Preamble
- Create a diagram that shows the three branches of the federal government, and the members and powers of each.
- Spelling counts.
- Analyze the similarities and differences between a Federalist and an Anti-Federalist
- Research and define the 5 freedoms guaranteed by the First Amendment.
 - B1 (c)
- Explain the steps involved in a bill becoming a law.
- On September 17, 2004, Congress passed a law declaring September 17 as Constitution Day. Research and explain why that date was chosen.
- Interpret excerpts from notable documents.

Assessments:

Grade 5 Social Studies Theme #3

The Westward Movement

Essential Questions:

- What are the motivating factors that cause people to explore and settle new lands?

Content:

- The Wilderness Road
 - ~ The Appalachian Mountains were a barrier to the settling the western frontier
 - ~ An old Indian trail through the Cumberland Gap was discovered
 - ~ The Wilderness Road was built through the Gap; main route to the West
 - ~ 1792, Kentucky became the 15th state, first west of the Appalachians
- Louisiana Purchase
 - ~ 1803, 800,000 square miles, \$15, 000,000, bought from France
 - ~ Corp of Discovery sent by President Jefferson to explore, 1804-1806
- Major influences; people
 - ~ Daniel Boone, Thomas Jefferson, Napoleon Bonaparte, Meriwether Lewis, William Clark, York, Sacagawea, Davy Crockett, General Sam Houston, John Sutter
- Major influences: events
 - ~ Opening of Erie Canal, Battle of the Alamo, Texas Independence, Mexican War, Homestead Act, California Gold Rush, 3 ways to travel to California: Oregon Trail, Around Cape Horn or across Panama, San Francisco becomes a city of many immigrants from many cultures

Skills/Processes:

- Analyze and interpret maps to explain historical events.
- Interpret historical events and the impact of key historical people.

Suggested Activities:

- Students copy notes provided by the teacher
- From many sources of information the teacher will provide, the students will research either the Lewis and Clark Expedition or the Battle of the Alamo and find 5 fantastic facts that they will then share with the class. Sources will be cited for each fact.
- Videos that reinforce the concepts
- Consult the Social Studies Bibliography provided by the MSAD 56 Elementary Librarian, for teacher resources, read-alouds, and other theme related materials.
- On a blank map of the United States, trace the route of the Lewis and Clark Expedition.
- Describe what daily life was like for a member of the Corp of Discovery.
- Between 2003 and 2006, the United States celebrated the expedition of Lewis and Clark. Explain why you think that very few American Indians took part?
- If you had become a prospector during the California Gold Rush, tell which of the 3 routes to California you would have chosen, what the trip would have been like and why you chose that route.

Assessments:

Grade 5 Social Studies Theme #4 **The Civil War**

Essential Questions:

- Why do civil wars occur?
- What is the impact of a civil war on a country?

Content:

- Economic differences that caused the Civil War
 - ~ Industrial Revolution caused a change in manufacturing
 - ~ Mill and factories in the North created many jobs, brought people off the farms to the cities.
 - ~ Canals, steamboats, railroads improved transportation in the North
 - ~ Southern economy was dependent on agriculture due to success of such cash crops as cotton and tobacco
- Cultural differences that caused the Civil War
 - ~ Small northern farms required few workers, slavery done away with, wide interest in the abolition of slavery in the North
 - ~ South strengthened system of slavery, larger plantations require more workers
 - ~ Northern states favor strong national government
 - ~ Southern states favor states' rights – states having final say on laws that affect them
 - ~ North and South disagree on the issue of slavery in the settlement of the West
- Major influences: people
 - ~ Eli Whitney, Harriet Tubman, Levi Coffin, Frederick Douglas, Harriet Beecher Stowe, Joshua Chamberlain, Abraham Lincoln, Jefferson Davis, Robert E. Lee, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, John Wilkes Booth
- Major events and battles
 - ~ slavery, plantations, cotton gin, abolitionists, 1820 Missouri Compromise, 1850 Fugitive Slave Law, Underground Railroad, Presidential Election of 1860, Fort Sumter, Confederacy, Union, border states, civil war – definition, Battle of Bull Run, Battle of Antietam, Emancipation Proclamation, Battle of Gettysburg, Gettysburg Address, Sherman's March to the Sea, Surrender at Appomattox Courthouse, assassination of Abraham Lincoln
- Changes in the United States after the Civil War
 - ~ President Andrew Johnson and Reconstruction of the South
 - ~ Thirteenth, Fourteenth, and Fifteenth Amendments added to U.S. Constitution
 - ~ Southern issues: economic ruin, Freedmen's Bureau, sharecropping, carpetbaggers and scalawags, Ku Klux Klan, segregation, Jim Crow Laws

Skills/Processes:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in U.S. history.
- Sequence events in U.S. history
- Interpret historical ideas and events.
- Research historical events and concepts.
- Compare and contrast historical events and issues.

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Grade 5 Social Studies Theme #4 **The Civil War**

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Suggested Activities:

- Students copy notes provided by the teacher
- Provide blank maps of the United States. Have students label and color the Union, Border and Confederate States.
- Consult the Social Studies Bibliography provided by the MSAD 56 Elementary Librarian, for read-alouds and videos.
- Students will answer the “Essential Concepts Unit Questions” provided by the teacher in writing and participate in a classroom discussion sharing their answers.
- Using “classroom notes”, students will make up 10 questions, with the answers, and use them to participate in a classroom review of the unit.
E1(b)
- Analyze the differences between the North and South’s chances of winning the Civil War at the outset
- Research the connections to Searsport
- Participate in a classroom discussion concerning the points of view of a Yankee and Rebel soldier during the Civil War
- Research and explain in writing how the Thirteenth Amendment to the Constitution helped blacks in the United States – B3(a)
- Describe the economic differences between the North and South at the beginning of the Civil War – C2(a)

Assessments:

Grade 6 Social Studies
Medieval Times
9 Weeks – Sept to Nov.

Rationale – Tie in with middle school – “Middle school students to “Middle Ages”

Essential Questions:

- Why are the Medieval Times called the “Middle Ages”?
- How did the major political, social, cultural and technological changes of the Middle Ages occur?
- How did the political, social, cultural, and technological changes of the Middle Ages affect modern day society?

Content:

- Patterns of change in Medieval history – development of countries from the fall of Roman empire to the total formation of countries
- Formations of countries and technological innovations – clocks, lens, furnaces, navigation tools, diseases, etc.
- Feudalism – formation of government towns and cities
- Heraldry – development of modern day flags and symbols

Skills/Processes:

- Identify and analyze patterns of history
- Identify trace the development of technological innovations
- Analyze human settlements and migrations
- Research heraldic beginnings and trace its development into modern times
- Compare and contrast historical maps.
- Make comparisons between past and present.
- Interpret historical ideas and events.

Suggested Activities:

- Investigate the rise and fall of feudalism
- Compare and contrast historical maps showing political changes during the period of 500 A.D. to 1500 A.D.
- Trace economic development from the barter system to feudalistic system to the use of currency and a gold system

Current MLR:

History A-1: Describe the effects of historical changes on daily life.

History B-2: Demonstrate an understanding of selected themes in Maine, the US, and World history (e.g., revolution, technological innovation, migration).

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

History C-1: Judge the accuracy of historical fiction by comparing the characters and Events described with descriptions in multiple primary sources.

Geography B-2: Explain patterns of migration throughout the world.

Geography B-4: Demonstrate an understanding of how society changes as a Consequence.

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Grade 6 Social Studies
Medieval Times

(Continued from previous page)

Proposed MLR:

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

A-1: Researching and Taking Positions on Current Social Studies Issues

- c. Students use and evaluate the credibility of information found in both primary and secondary sources in print and non-print media.
- f. Students support a thesis or position with facts, details, examples, and explanations using a prescribed format, paraphrasing and quoting sources, and using proper citation.
- g. Students use appropriate tools, methods, and sources from government history, geography, economics or related fields.

History – Students will draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, state, nation and the world.

E-1: Historical Knowledge, Concepts, Themes and Patterns

- a. Students explain that history includes the study of past human experience based on available evidence from a variety of sources and is useful in helping one better understand and make informed decisions about the present and future.
- b. Students identify and analyze major historical eras, major enduring Themes, turning points, events, consequences, persons, and timeframes in the history of Maine, the United States and selected areas of the world.

Assessments:

Grade 6 Social Studies**Global Studies****Nov. - June****Essential Questions:**

- How does the diversity of cultures around the world have an effect on human interactions?
- How does geography impact human settlement, culture, economies, and politics?
- How are civilizations globally interdependent today?

Content:

- Variety of cultures meeting human needs – Franco Americans, Hispanics, African, Middle East, Asians, South Americans, Aborigines, Andes
- Development and transmission of a variety of cultures – physical geography/cultural geography
- Cultural perspectives – different religions (Muslim/Christians/Judaism)
- Location of major physical and political features by continents
- Major climatic regions of the world – continental, subtropical, tropical, sub arctic, Mediterranean
- Human response and use of physical environments – variety of cultures (Africans)
- Natural and human effects on the environment (global warming pollution, etc) and human response

Skills Processes:

- Analyze the critical relationships between and among elements of a topic.
- Explain the meaning/significance of ideas.
- Explain how cultural elements contribute to the development and transmission of a culture
- Explain how a group's values, assumptions, and beliefs affect their response to their physical and social environments and/or change those environments
- Explain the effects of cultural diversity
- Identify and locate on maps and globes major climatic regions of the world and effects of environmental occurrences and changes
- Interpret ideas and events from different historical perspectives.
- Use and interpret resources, data, and geographic tools including satellite images, map projections, cartography, aerial photographs, GIS, and maps
- Analyze and interpret maps to explain population density, distribution, and patterns of migration
- Identify and describe social, political, and economic divisions of the U.S. and major divisions in the world

Suggested Activities:

- Compare how a variety of cultures meet human needs
- Demonstrate an understanding of concepts including individuals and various cultural groups
- Describe and explain the relationships and tensions between national and global interests

Current MLR:

- Geography A-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.
- Geography A-2: Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
- Geography A-3: Understand US social, political, and economic divisions and the more significant social and political divisions in world geography.

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Grade 6 Social Studies Global Studies

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

Proposed MLR:

Geography A-1:

- c. Students use and evaluate the credibility of information found in Primary and secondary sources and print and non-print media.
- d. Students examine, summarize, and interpret information from multiple primary and secondary sources, and/or data gathered from field work, oral interviews, relevant current or historical events or other sources.

Geography D-1:

Geographic Knowledge, Concepts, Themes and Patterns

Students understand the geography of the community, Maine, the United States, and selected regions of the world, and geographic influences on life in the past, present and future.

- a. Students explain that geography includes the study of physical environment, and cultural features of the state, nation and selected regions of the world.
- b. Students use the Geographic Grid and a variety of types of maps to gather geographic information.
- c. Students identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools.

Geography D-2:

Individual, Cultural, International, & Global Connections in Geography

Students understand geographic influences that unify and lead to Diversity in Maine, the United States, and selected nations.

- a. Students explain current or historic geographic features that have impacted unity and diversity in Maine, the United States, and other nations.
- b. Students describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, selected historical and recent immigrant groups in the United States and the world.

Assessments:

Social Studies Curriculum
7th Grade Ancient History
½ Year

Essential Questions:

- How did physical geography affect the growth of ancient civilizations?
- How did civilizations develop government and economic systems?
- How did the beliefs and values of ancient civilizations affect the lives of their members and our lives today?
- How have the cultures of ancient peoples affected the world of today?

Content:

- Accomplishments of ancient civilizations
 - Egyptian - architecture
 - Greek - architecture, government, art, math, and science
 - Roman - architecture, government, and language
 - Phoenicians – navigation, alphabet, written language (Google Samaritans)
- The development of major religion– Change from polytheism to monotheism
 - Judaism/Islam
 - Christianity
 - Hinduism
 - Buddhism
 - Confucianism
- Geography of the regions in which cultures developed
 - Isolation, protection, source of water
 - Rivers, deserts, mountains, oceans
 - How rivers are a source of protection, sources, geographical features, forms of isolation, and protection.
- The growth of an interdependent economic system
 - Importance of natural resources, barter trade, trade routes, spreading of language, inventions, and culture.
- Development of governmental systems
 - Council of Elders, kings, empires, republics, democracies
 - War - Causes and outcomes
 - Where and when - developed

Skills:

- Analyze a topic into major components according to a specific criteria.
- Explain how the geography determined the development of ancient cultures
- Identify and locate civilizations on a map
- Explain reasons for various acts/events.
- Understand and explain the cultural differences of the ancient civilization
- Compare & contrast

Current MLR:

History A: Chronology

A-1: Describe the effects of historical changes on daily life.

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Social Studies Curriculum
7th Grade Ancient History
½ Year

(Continued from previous page)

- A-2: Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.
- B-2: Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, Technological innovation, migration).
- B-3: Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.

Proposed MLR:

Applications of Social Studies Processes, Knowledge, and Skills

A-1:

- a. Students formulate research questions, identify types of information and sources likely to be useful, locate and examine multiple perspectives from varied sources and use additional sources to resolve contradictory information.
- b. Students take notes, organize information and create Bibliographies.
- c. Students use and evaluate the credibility of information found in both primary and secondary sources and print and non-print media.
- d. Students examine, summarize, and interpret information from multiple primary and secondary sources, and/or data gathered from field work, oral interviews, relevant current or historical events or other sources.
- h. Students use appropriate tools, methods, and sources from government, history, geography, economics or related fields.

Geography:

D-1:

- b. Students use the geographic grid and a variety of types of maps to gather geographic information
- c. Students identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools
- d. Students describe the impact of change, including technological change, on the physical and cultural environment

E-1:

- a. Students explain that history includes the study of past human experience based on available evidence from a variety of sources and is useful in helping one better understand and make informed decisions about the present and future
- b. Students identify and analyze major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of Maine, the United States and selected areas of the world.
- c. Students analyze interpretations of historical events that are based on different perspectives, and evidence.

Assessment:

Social Studies Curriculum
7th Grade Maine Studies
1/2 Year

Essential Questions:

- How does Maine's economy interact with the world economy?
- How do Maine's people influence their governmental operations?
- How has Native American life evolved in Maine?

Content: Recommended use of A Journey Through Maine by Mary StockwellNative Americans

- Factors that have taken traditional lifestyles from the Native Americans
 - Reservations
 - Educational Systems
- Maine tribal governments, political systems and their relationships with local, state, national and international governments
- Maine Native American economic systems

Maine's Economy

- What obstacles has Maine experienced that forced changes in its economy
- Factors that have led to many Maine companies closing down or moving out of the state/country
- What effects has a world economy had on Maine
- Areas of Maine's businesses dealing with other nations for trade (i.e. shoe companies)

Maine's Government & Civics

- Branches of State Government & their functions
- The influence one person or group can have on his/her state's government
- Maine's Constitution

Skills & Processes:Native Americans

- Draw conclusions and make generalizations

Economy

- Explain/Describe the significance/meaning of events/ideas
- Make connections between past and present

Government & Civics

- Identify something that distinguishes it from something else.
- Classify something with other items with similar/different attributes

Suggested Activities:

- Visit Maine State Museum
- Visit Native American museum in Bar Harbor
- Have a tribal representative visit the school
- Develop a native American appreciation day
- Visit the Legislature
- Have a local representative speak to the class
- Have a businessperson speak to the class.

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Social Studies Curriculum
7th Grade Maine Studies
½ Year

(from previous page)

Old MLR:

Civics & Government:

- B-4: Identify key representatives in legislative branches and heads of executive and judicial branches in Maine and the United States government.
- B-6: Explain the history and functions of Maine state government including the Constitution of Maine.

History:

- B-2: Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).
- B-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-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.
- C-3: Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.

Economics:

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

Proposed MLR:

Applications of Social Studies Processes, Knowledge, and Skills:

- A1-b. Students take notes, organize information, and create bibliographies.
- A1-c. Students use and evaluate the credibility of information found in both Primary and Secondary Sources and print and non-print media.
- A1-d. Students examine, summarize, and interpret information from multiple Primary and Secondary Sources, and/or data gathered from field work, oral interviews, relevant current or historical events or other sources.
- A1-h. Students use appropriate tools, methods, and sources from government, history, geography, economics or related fields.

Civics and Government:

- B1-a. Students explain that the study of government includes the structures and functions of government and the political and civic activity of citizens.
- B1-c. Students describe the structures and processes of United States government and government of the state of Maine using the United States Constitution, Maine Constitution and other primary sources as guides.
- B3-a. Students explain basic constitutional, political, and civic aspects of historic or current issues that involve unity and diversity in Maine, the United States, and other nations, including issues of citizenship, ethnic, multicultural, and religious issues.
- B3-b. Students describe the political systems and civic responsibilities within cultures, including Maine’s Native Americans, selected historical and recent immigrant groups in the United States, and selected peoples in the world.

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Social Studies Curriculum
7th Grade Maine Studies
½ Year

(from previous page)

Economics:

- C2-a. Students describe factors in economic development, and how states, regions, and nations have worked together to promote economic interdependence.
- C2-b. Students describe the economic aspects of cultures, including Maine Native Americans, selected historical and recent immigrant groups in the United States, and selected peoples in the world.

History:

- E1-b. Students identify and analyze major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of Maine, the United States and selected areas of the world.
- E1-c. Students trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
- E2-a. Students explain how both unity and diversity have had important roles in the history of Maine, the United States and other nations.
- E2-c. Students describe major turning points and events in the history of Maine Native Americans, selected historical and recent immigrant groups in Maine, the United States, and selected peoples in the world.

Assessment:

Grade 8 Social Studies **Comparative Governments** **1/3 Year**

Essential Questions:

- How does the diversity of governments around the world have an impact on human interactions?

Content:

- Different types of government such as Monarchy, Oligarchy, Anarchy, Democracy, Communism (the relationships and tensions between the various types of government) – vocabulary, population density, birth rate, type of government.
 - Definitions
 - Structure of Government (i.e., church, dictator, people, roles, separation of power, etc.)
 - Limitations of Government
 - Social classes
 - Governmental influence on culture
- Comparing the governments of different countries such as China and the United States and the impact on its people.
- What is diversity?
- Define human interaction

Skills and Processes:

- Research and analyze the economic systems of each type of government.
- Compare and contrast types of government.
- Create and explain tables and charts.
- Define content terms/vocabulary.

Suggested Activities:

Old MLR:

Civics and Government:

- B1: Compare leadership and civil rights in our democracy to their status under an authoritarian type government.
- B5: Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).
- D2: Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).
- D3: 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).

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Grade 8 Social Studies **Comparative Governments**

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Proposed MLR:

Applications of Social Studies Processes, Knowledge, and Skills

- 1a. Students formulate research questions, identify types of information and sources likely to be useful, locate and examine multiple perspectives from varied sources, and use additional sources to resolve contradictory information.
- 1b. Students take notes, organize information, and create bibliographies.
- 1c. Students use and evaluate the credibility of information found in both primary and secondary sources and print and non-print media.
- 1d. Students examine, summarize, and interpret information from multiple primary and secondary sources, and/or data gathered from field work, oral interviews, relevant current or historical events or other sources.

Assessment:

Grade 8 Social Studies **Economics and the Consumer**

Essential Questions:

- How does global economy dependency impact the American consumer?

Content:

- What is economics? What is supply and demand?
- Goods and Services – trade “supply and demand”
- What does “global economy dependency mean?
- What is consumer? – personal economics:
 - Choices about what? How? Whom?
 - Factors that contribute to personal spending and savings:
 - ❖ Spending vs. savings
 - ❖ Work
 - ❖ Wages
 - ❖ Income
 - ❖ Expenses
 - ❖ Budgets
 - ❖ Checking accounts
 - ❖ Banking
 - ❖ Credit
 - ❖ Loans
 - ❖ Taxes (sales, income tax)
- World Trade – How many/what products are made in Maine? How many/what are made else where? Why is it called out sourcing?

Skills and Processes:

- Relate the content to Maine’s current events.
- Recognize and understand an increasing number of economic terms.
- Recognize the relationships of spending and saving.

Suggested Activities:

Old MLR:

Economics:

- A1: Analyze how scarcity affects individual’s decisions about production and consumption of goods and services.
- A2: Identify and analyze the factors that contribute to personal spending and savings decisions.
- A3: Use an example to show how incentives affect economic decisions (e.g. tax deferred saving plans, a fast food restaurant’s discount program).

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Grade 8 Social Studies

Economics and the Consumer

(from previous page)

- B1: Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.
- B2: Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? How? And for whom?
- B3: Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and the price system) influence economic decision making.
- B5: Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors entrepreneurs, managers).
- C1: Describe the characteristics of traditional, command, market, mixed economic systems.
- C2: Compare how different economies meet basic wants and needs over time.
- D1: Describe how changes in transportation and communication technologies have affected trade over time.
- D2: Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.
- D3: Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).

Proposed MLR:

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

- 1a. Students formulate research questions, identify types of information and sources likely to be useful, locate and examine multiple perspectives from varied sources, and use additional sources to resolve contradictory information.
- 1b. Students take notes, organize information, and create bibliographies.
- 1c. Students use and evaluate the credibility of information found in both primary and secondary sources and print and non-print media.
- 1f. Students support a thesis or position with facts, details, examples, and explanations using a prescribed format, paraphrasing and quoting sources, and using proper citation.
- 1h. Students use appropriate tools, methods, and sources, from government, history, geography, economics or related fields.
- 2a. Students contribute equitably to collaborative discussions, seek and examine alternative ideas, consider the pros and cons of each, thoughtfully and respectfully recognize the contributions of other group members, and work toward a mutually developed decision or plan.
- 2b. Students make a real or simulated decision related to the classroom, school community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

C. Economics:

- 1a. Students explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.
- 1b. Students describe the function of economic institutions and financial institutions, businesses, trade, and government.
- 1c. Students 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.
- 2a. Students describe factors in economic development, and how states, regions, and nations have worked together to promote economic interdependence.

Grade 8 Social Studies
U.S. Government and Citizenship
1/3 Year

Essential Questions:

- What does it mean to be an American Citizen?

Content:

- What is the structure of the American Government and how does it work?
- How do we amend the Constitution? Have specific examples of our rights beyond the Bill of Rights.
- What is the Constitution including its articles and rights?
- The three branches of government (identify the presidential powers, roles and responsibilities of the Supreme Court, and the structure of Congress.
- The responsibilities of Citizenship (taxes, volunteering, voting, etc) and how they relate to you and your community, state, and country
- The structure of the United States Government

Skills and Processes:

- Compare and contrast historical events
- Draw conclusions and make generalizations.
- Create and explain tables and charts.

Suggested Activities:**Old MLR:****Civics and Government:**

- A1: Identify the characteristics of an effective citizen.
- A2: Evaluate and defend positions on current issues regarding individual rights and judicial protection
- A3: Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.
- A4: Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.
- A5: Explain the functions of and relationships among local, state, and national governments.
- B3: Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.
- B4: Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.
- C1: 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)
- C2: Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.
- C3: Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state)

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Grade 8 Social Studies
U.S. Government and Citizenship

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Proposed MLR:

Applications of Social Studies Processes, Knowledge, and Skills

- 1a. Students formulate research questions, identify types of information and sources likely to be useful, locate and examine multiple perspectives from varied sources, and use additional sources to resolve contradictory information.
- 1b. Students take notes, organize information and create bibliographies.
- 1c. Students use and evaluate the credibility of information found in both primary and secondary sources and print and non-print media.
- 1f. Students support a thesis or position with facts, details, examples, and explanations using a prescribed format, paraphrasing and quoting sources, and using proper citation.
- 1h. Students use appropriate tools, methods, and sources from government, history, geography, economics or related fields.
- 2a. Students contribute equitably to collaborative discussions, seek and examine alternative ideas, consider the pros and cons of each, thoughtfully and respectfully recognize the contributions of other group members, and work toward a mutually developed decision or plan.
- 2c. Students select, plan and implement a civic action or service learning project based on a school, community, or state asset or need using appropriate and relevant knowledge and skills, including research skills, and reflect on the project's effectiveness and civic contribution.

Civics and Government:

- 1a. Students explain that the study of government includes the structures and functions of government and the political and civic activity of citizens.
- 1b. Students analyze examples of democratic ideals and constitutional principles including rule of law, legitimate power, and common good.
- 1e. Students compare how laws are made in Maine and at the federal level in the United States.
- 2a. Students explain the constitutional and legal status of "citizen" and give examples of rights and responsibilities of citizen
- 3a. Students explain basic constitutional, political, and civic aspects of historic or current issues that involve unity and diversity in Maine, the United States, and other nations, including issues of citizenship, ethnic, multicultural, and religious issues.
- 3b. Students describe the political systems and civic responsibilities within cultures, including Maine's Native Americans, selected historical and recent immigrant groups in the United States, and selected peoples in the world.

History:

- 1c. Students trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

Searsport District High School
Social Studies Standards

Students at Searsport District High School will show proficiency in the following standards by graduation. Letters following the local standards indicate links to the content standards of the Maine State Learning Results.

1. Students will have an understanding of how the people and events of the past affect our lives today: H-A, H-B, H-C
2. Students will understand their relationship to the people, places, regions and environments of the world: G-A, G-B
3. Students will understand various economic systems and basic economic concepts in order to make informed economic decisions: E-A, E-B, E-C, E-D
4. Students will understand political relationships between countries and different political systems in influencing the world today, including types and purposes of government, constitutional principles of democracy, and political relationships among countries: C-A, C-B, C-C, C-D
5. Students will know how to live justly in an unjust world: C-C, C-D, H-B
6. Students will have knowledge of the rights and responsibilities of an involved citizen (voting, staying current): C-A, C-B, C-C, C-D, E-A, E-D
7. Students will have knowledge of current and relevant geography (nationalism/imperialism): C-D, G-A, E-D
8. Students will understand savvy consumerism: E-A, E-B
9. Students will understand the role of hope, change and improvements in the human condition: C-C, C-D, H-B, G-B, E-C
10. Students will understand how they can make a difference: C-A, G-B

Social Studies
Grade 9 – First Semester

Geography**Essential Questions:**

- How is the culture of the U.S. affected by the geography of diverse regions of the U.S.?
- How are governmental policies influenced by the geography of diverse regions of the U.S.?

Unit I: United States Regional Geography**Unit Description:**

This unit will provide students with a base of geographic knowledge so that they will be able to explain the interrelationship between people's culture and their environment on a national basis. Students will be able to compare and contrast their physical and political surroundings to that of others who live in a similar environment. Students will gain an understanding of how the natural environment contributed to the settlement and development of our nation. This unit should serve to develop the student's interest in the world around them.

SDHS Standards:

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand their relationship to the people, places, regions, and environment of the world.
- Students will have knowledge of current and relevant geography.

Content

- Knowledge of the political and physical geography of the regions in the United States.
- The relationship between geography and human needs, policies, values, and ideals.
- The historical reasons for settlement in the regions of the United States.

Skills/Processes:

- Compare and contrast cultures and environment of the world.
- Identify relevant factual material.

Activities:

- Given outline maps of each region of the United States, the learner will create a symbolic representation of its physical and political geography.
- Using a group process, the learner will choose a region of the United States and write a researched account of the part geography played in its historical development.
- The learner will write an essay that compares and contrasts the cultures of people who live in a similar physical environment to that of people in a region of the United States.
- The learner will participate in class notes and discussions over the physical and political features of the regions of the United States.

Materials:

- Text, The American Nation
- Various atlases
- Internet sites
- Classroom and library resources
- Art materials for mapping
- Wall maps and globes

Social Studies
Grade 9 – First Semester

(from previous page)

Assessments:

- Regional geography mapping project*
- Regional development research project*
- Compare and contrasting cultural essay*
- Listing of political and physical features of United States regions
- Listing of physical environments of the world that are similar to the regions of the United States
- Class participation during in-class discussions and activities
- Written homework assignments
- Notebook completion with assignment section

*Summative Assessments – Graded by rubric
Other formative assessment

Social Studies
Grade 9 – First Semester

Geography

Essential Questions: How does the diversity of geographic features around the world affect the formation of cultures?

Unit II: Global Geography Unit

Unit Description:

SDHS Standards:

Content

- Technological changes in the world and its impact on the physical and cultural global environment.
- Global influences affect decision making as it relates to physical, environmental, and cultural geography.
- Geographical data concerning physical, cultural, and environmental processes explain changes in places and regions of the world.
- Geographic features affect the cultures of the diverse people of the world.
- Geographic features impact on unity and diversity of the people of the world.
- Population shifts (immigrants, movement from rural to urban, urban to rural, coastal to inland and inland to coastal)
- Demographic studies
- Natural processes (disasters, hurricanes, volcanoes, and eruptions)
- Population coordinates
- Regions of U.S. and Maine
- Environmental concerns (depletion of natural resources, weather patterns, regional seasons, etc.)

Skills/Processes:

Activities:

Materials:

Social Studies
Grade 9 – Second Semester

Essential Questions:

- How is America today a reflection of the struggles we have faced in the past?

Unit III: Colonial America

Unit Description:

This will be a study of the three very distinct regions of Colonial America: New England, Middle Atlantic, and southern colonies. Students should be able to explain why these colonies were begun, their lasting effects on America, and the impact of certain individuals upon their history.

SDHS Standards :

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand political relationships between countries and different political systems influencing the world.
- Students will understand the role of hope, change, and improvements in the human condition.

Content:

- Conflict of cultures – Native Americans and colonists.
- Responsibility of citizens
- Roots of our American Government
- Civil Disobedience (definition of civil disobedience)
- Common Sense – Thomas Paine
- Any change has positive and negative consequences
- What is a revolution?
- How did the revolution bring about a distinct cultural and political region we call as the U.S.?

Skills/Processes:

- To explain the benefits and conflicts resulting from encounters among cultures.
- To assess reasons why participation by a citizenry is important in a democracy.
- To describe circumstances under which civil disobedience might be justified.
- To explain how conflict and cooperation among peoples cause distinctive cultural and political regions in the world.

Activities:

- The learner will participate in classnotes and discussions over the relationship between Native Americans and founding colonial groups.
- The learner will participate in classnotes and discussions over how a democratic form of government grew out of colonial settlement.
- The learner will participate in class notes and discussions over the how and why the American colonial settlements began.
- The learner will participate in class notes and discussion concerning the social, political, and economic differences between the three American colonial regions.
- Given outline maps of the three American colonial regions, the learner will symbolize the major physical and political components.

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Grade 9 – Second Semester

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- The learner will do a research project and present it to the class concerning the many social, political, and economic aspects of a Colonial American Region.

Materials:

- Text, The American Nation
- Internet geographic and historical websites
- Variety of classroom and library resource materials
- Variety of art materials for map making activity

Assessments:

- Notebook completion with assignment section
- Class participation during in-class discussions and activities
- Written homework assignments
- Colonial America Regional Research Project*
- American Colonial Regions mapping project*
- Colonial American test

Social Studies
Grade 9 – Second Semester

Essential Questions:

- How is America today a reflection of the struggles we have faced in the past?

Unit IV: The American Revolution

Unit Description:

This unit of study will allow the student the opportunity to understand the causes and results of the American Revolution. The student will be able to demonstrate the relationships of specific events and individuals to this formative time in United States history. This unit will give students a basis for understanding the democratic processes that began this nation.

SDHS Standards:

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will know how to live justly in an unjust world.
- Students will understand the role of hope, change, and improvements in the human condition
- Students will understand how they can make a difference.

Content:

- Major events and people that characterize the American Revolution period in United States history.
- Individuals who have had a major influence on American history.
- Democratic principles, such as: individual rights, self-government, equality and patriotism.
- Themes of conflict and cooperation that contributed to forming a distinct political and physical region of the world.
- Circumstances under which civil disobedience might be justified:
 - Terrorist
 - How do you express your wants and needs justly
 - Causes in world today where they break laws to protest their views.

Skills/Processes:

- Identify and analyze major events and people
- Research and draw conclusion about historical events/individuals
- Compare and contrast democratic principles
- Explain how the themes of conflict and cooperation
- Describe the circumstances under which civil disobedience might be justified

Activities:

- The learner will participate in class notes and discussions concerning events that took place prior to and during the American Revolution that had a direct effect on its outcome.
- The learner will participate in class note taking and discussions involving specific individuals who had major impacts on the American Revolution.
- The learner will create an essay describing the democratic principles that were promoted during the American Revolution.

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Grade 9 – Second Semester

(from previous page)

- The learner will participate in class note taking and discussions concerning traditional democratic assumptions.
- The learner will create a map of the location of important events during the American Revolution.
- The learner will write a position paper concerning positive and negative civil disobedience.

Materials:

- Text, The American Nation
- Internet historical web sites
- Variety of classroom and library resource materials
- Art materials for mapping activity

Assessments:

- American Revolution exam*
- Democratic principles essay*
- Civil disobedience essay*
- Class participation during class discussions and activities
- Written homework assignments
- Notebook completion with assignment section
- American Revolution events map

Social Studies
Grade 9

Essential Question:

- How is America today a reflection of the struggles we have faced in the past?

Unit V: Formation of American Government

Unit Description:

This unit of study includes the beginnings of our American system of government. The student will understand the form, purpose, and evolution of the United States government. They will also understand the unique relationship of the government with the governed. The constitutional principles and democratic foundations of the political institutions of the United States will be highlighted. The people and events that built our present democratic process will also be studied.

SDHS Standards:

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand how to live justly in an unjust world.
- Students will have knowledge of the rights and responsibilities of an involved citizen.
- Students will understand the role of hope, change, and improvements in the human condition.

Content:

- Major events and people that characterize the era of nation building.
- Formation of Continental Congress, Articles of Confederation, Declaration of Independence, and the Constitution of the United States.
- Historical foundations of constitutional government in the United States.
- Effectiveness of the United States Constitution as a vehicle for change.
- Bill of Rights and how it maintains rights for citizens of the United States today:
 - What do these mean for us today?
 - Apply the information to real life situation, with real cases where people's rights have been upheld or taken away (i.e. search warrants, probable causes, etc.)

Skills/Processes:

- Identify and analyze historic events/concepts.
- Evaluate key philosophical concepts of government.
- Identify and analyze the major events and people

Activities:

- The learner will participate in class note taking and discussions concerning people and events that had a major impact on the forming of our Federal system.
- The learner will participate in class note taking and discussions involving historical foundations of our constitutional government.
- The learner will write a research paper concerning the amendment process as well as several historically approved amendments.
- The learner will create a Bill of Rights project that explains through present day examples, how United States citizen's rights are protected by the Constitution.

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Unit V: Formation of American Government

(continued from previous page)

Materials:

- Text, The American Nation
- Internet historical web sites
- Variety of classroom and library resource materials

Assessments:

- United States Constitution test*
- Amendment research paper*
- Bill of Rights project*
- Class participation during in-class discussions and activities
- Written homework assignments
- Notebook completion with assignment section

Social Studies
Grade 9

Essential Questions:

- How is America today a reflection of the struggles we have faced in the past?

Unit VI: Westward Expansion of the United States

Unit Description:

This unit will involve the student in an in-depth study of the many people and events that made the westward expansion of the United States possible. We will come to realize how one's physical environment affects social, economic, and political decisions from both an historical and modern perspective. This unit will also highlight the foreign policies that allowed our nation to grow during the era.

SDHS Standards :

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand political relationships between countries and different political systems influencing the world.
- Students will understand how to live justly in an unjust world.
- Students will have knowledge of current and relevant geography.
- Students will understand the role of hope, change, and improvements in the human condition.

Content:

- Major events and people that characterize the "expanding nation" era in United States history (i.e. 1803 Lewis & Clark)
- Political relationships between the United States and other nations from an historical perspective.
- Individuals who have had a major influence on United States history (i.e. Thomas Jefferson, Andrew Jackson, etc.). This could be writers, painters, presidents, etc.

Skills/Processes:

- Compare and contrast with essays of 2 journals in time of the same event.
- Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical perspectives.
- Research and analyze individuals who have had a major influence on United States history.
- Analyze how maps reflect economic, social, and political decision-making.
- Analyze the relationships involving people and their environment.

Activities:

- The learner will participate in class discussions and note taking sessions concerning American foreign policy from 1803 to 1853.
- The learner will participate in class discussions and note taking sessions involving the relationships between people and the environment in which they live.
- The learner will participate in class discussions and note taking sessions concerning people and events that had the greatest impact on the expanding nation.
- The learner will examine and analyze several excerpts from primary and secondary sources concerning historical information from the westward expansion time period.
- The learner will evaluate several maps in order to determine how they reflect the economic, social and political decision-making of the people who lived in those locations.
- The learner will complete two journals of westward explorations from distinctly different time periods.

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Unit VI: Westward Expansion of the United States

- The learner will recreate the Lewis and Clark expedition map as well as one of their own choosing in order to compare and contrast maps of two distinct time periods.
- The learner will write an essay describing the life of a person involved in the California Gold Rush.
- The learner will create a map of the land gains of the American West during the time of expansion.

Materials:

- Text, The American Nation
- Variety of classroom and library resource materials
- Art materials for mapping activities

Assessments:

- Lewis and Clark Project*
- American West mapping project*
- Westward expansion exam*
- California Gold Rush essay*
- Class participation during in-class discussions and activities
- Written homework assignments
- Notebook completion with assignment section

Social Studies
Grade 9

Essential Questions:

- How is America today a reflection of the struggles we have faced in the past?

Unit VII: Sectionalism and the Civil War

Unit Description:

This unit is an in-depth study of the Antebellum and Civil War era. We will come to understand how the issues of slavery and states rights divided the union socially, economically and politically. Participants will study how and why the union was able to preserve this nation. Students will be presented with information that will help them understand the reasons for the formation, prosperity, and history of three separate regions of the United States.

SDHS Standards:

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand their relationships to the people, places, regions and environments of the world.
- Students will understand how to live justly in an unjust world.
- Students will have knowledge of current and relevant geography.
- Students will understand the role of hope, change, and improvements in the human condition.

Content:

- Major events and people that characterized the Antebellum and the Civil War time periods:
 - Slavery issues
 - Thomas Douglas
 - Charles Summer
 - Harriet Tubman
 - Nat Turner
 - Jefferson Davis
- Positions on a historic public policy issue within our democracy.
- Cultures of people who live in a distinctly different economic, social and political society.
- Maps and other geographical resources in order to understand and present pertinent information.
- Cooperation among people can bring about positive change :
 - Economics of the South vs. the North
 - Diversity of cultures
 - States Rights vs. National Rights

Skills/Processes:

- Analyze major events and people
- Defend and oppose positions
- Compare and contrast
- Construct and interpret maps and other geographical resources in order to understand and present pertinent information.
- Describe how conflict and cooperation among people can bring about positive change:
 - Economics of the South vs. the North
 - Diversity of cultures
 - States Rights vs. National Rights

(Continued to next page)

Social Studies
Grade 9

(from previous page)

Unit VII: Sectionalism and the Civil War

Activities:

- The learner will participate in class discussions and note taking sessions concerning the people and events of the Antebellum and Civil War era.
- The learner will participate in class discussions and note taking sessions involving the cultures of the north, south, and western regions of the United States.
- The learner will participate in class discussions and note taking sessions concerning the institution of slavery.
- The learner will create maps that reflect the major events of the Civil War time period.
- The learner will write a two-sided position essay concerning the issues that brought about the Civil War.
- The learner will write an essay describing the results of the Civil War and its reconstruction.
- The learner will write a research paper describing the culture of a region of the United States during the Antebellum period.

Materials:

- Text, The American Nation
- Historically based Internet websites
- Variety of classroom and library resource materials
- Art materials for mapping activities

Assessments:

- Civil War events mapping project*
- Antebellum and Civil War exams*
- United States Regional Research paper*
- Reconstruction essay*
- Civil War position essay*
- Class participation during in-class discussions and activities
- Written homework assignments

Notebook completion with assignment section

United States History II Grade 10

Essential Question: How is America today a reflection of the struggles we have faced in the past?

Unit Title: 1 - The Civil Rights Movement

Unit Description:

This unit will be a study of the struggle of African Americans from the end of the Civil War through Civil Rights Acts of the 1950s and 60s. Students should gain an understanding of how difficult this struggle really was and the lengths to which people must go to obtain social change. Students will also consider the impact of these actions and events on life in America today.

SDHS Standards:

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will know how to live justly in an unjust world.
- Students will understand the role of hope, change and improvements in the human condition.

Content:

- Reconstruction – How it is different rebuilding from a civil war as opposed to a foreign conflict.
- Civil Rights Movement and its effect on our lives in America today.
 - Bringing about social changes
 - Prejudice
 - Stereotyping
- Choices and options we have to live life in the face of adversity, as illustrated through the differing actions and reactions of individuals in the Civil Rights Movement.
- The difficult struggles of people trying to gain freedoms and the actions of groups and individuals that caused change in the treatment of African Americans in America.

Skills/Processes:

- Research – use of primary documents
- Apply, analyze, and evaluate historical events/concepts/philosophies.

Activities:

- The student will complete a writing assignment on differences between the aftereffects of a country's participation in a foreign conflict versus participation in a civil war.
- The student will read chapters in text on Reconstruction and the Civil Rights Movement.
- The student will complete a Civil Rights Timeline Project
- The student will complete a writing assignment on how life today has been affected by the Civil Rights Movement
- The student will answer a variety of journal questions on the topic of Civil Rights.

Materials:

- Text, American Journey, Variety of classroom texts, internet resources, art materials for timeline

Assessments:

- Quizzes on Reading assignments
- Timeline Project
- Unit test on Civil Rights Movement

United States History II Grade 10

Essential Question:

- How is America today a reflection of the struggles we have faced in the past?

Unit Title: 2 -US Economic History

Unit Description: This unit is comprised of three subsections that look at the economic history of the United States in the early 20th century. The first sections will consider the changes brought about by the Industrial Revolution. The second section will cover the Progressive Era and the Gilded Age of American history, in particular the issues that come about due to increased industrial growth. The third section will cover the stock market growth of the 1920s and the ensuing crash, along with the Great Depression era of the 1930s. A study of local (Maine) industries and inventions is also included.

SDHS Standards:

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand various economic systems and basic economic concepts in order to make informed economic decisions.
- Students will know how to live justly in an unjust world.
- Students will have knowledge of the rights and responsibilities of an involved citizen (voting, staying current).
- Students will understand savvy consumerism.
- Students will understand the role of hope, change and improvements in the human condition.
- Students will understand how they can make a difference.

Content:

- Changes in industry that took place in America at the turn of the 20th century
- Issues raised in America due to increased technology
- Role of Maine industries in the industrial era and beyond
- The consequences of unchecked consumerism
- The Industrial Revolution – new factories and how they affected people’s lives and their problems (child labor)
- The Progressive Era – attempt to fix the problem (i.e. food and food laws: primary sources)
- The Great Depression and the New Deal
 - Stock Market Crash
 - Great Depression
 - New Deal programs and their impact today

Skills/Processes:

- Devise and design an invention for the future.
- Participate in a simulated Stock Market Crash
- Design a floor plan for Progressive era tenement
- Research

Activities

Section 1 -- The Industrial Revolution – new factories and how they affected people’s lives and their problems (child labor)

- The student will answer a variety of journal questions on the topic of economics and industrial development.

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United States History II**Unit Title:** 2 -US Economic History

(Continued from previous page)

- The student will devise and design an invention for the future, including marketing and expansion techniques for this invention
- The student will complete textbook reading on chapters dealing with the Industrial Revolution in America
- The student will participate in group and class discussions on government intervention in American life and business, both in the industrial era and today

Section 2 -- The Progressive Era – attempt to fix the problem (i.e. food and food laws: primary sources)

- The student will brainstorm a list of social issues in cities in the industrial era and now
- The student will design a tenement building to show city overcrowding in the progressive era
- The student will complete readings and listen to class discussion of city issues and progressive reformers in the Gilded Age

Section 3 -- The Great Depression and the New Deal – (Stock Market Crash and Great Depression, could it happen again?)

- The student will participate in a simulated Stock Market Crash
- The student will complete readings and questions on the Great Depression/New Deal Era, which includes readings taken from oral histories of the era, completing the Great Depression Activity Sequence
- The student will view the video "Surviving the Dust Bowl" and complete a review questionnaire
- The student will design a floor plan for a Depression Era museum

The Importance of Maine

- The student will complete a questionnaire of Maine Facts
- In small groups, students will research and complete a collage of traditional and current industries in Maine (product to include information from the Maine Facts sheet).
- The student will complete an essay regarding the impact of Maine industries on the world.

Materials

- Textbook: American Vision
- art materials for collage project and invention project and museum
- Maine secretary of state's kids page website for Maine projects.
- simulation game: Crash
- PBS video: "Surviving the Dust Bowl"

Assessments:

- The student will take a quiz on vocabulary terms of the Industrial Revolution
- The student will complete a Maine essay using the essay organizer.
- The student will design a floor plan for a Depression-era museum
- The student will take a quiz on Progressivism

United States History II Grade 10

Essential Question:

- How is America today a reflection of the struggles we have faced in the past?

Unit Title: 3 -America Becomes a World Power

Unit Description:

This unit will cover the reasons for US involvement in the world at the turn of the 20th century. It will also cover US involvement in the major wars of the 20th century. Students will gain an understanding of the causes and effects of war. This unit will culminate in the completion of a three dimensional war project which will demonstrate student understanding of the concept of war.

SDHS Standards:

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand their relationship to the people, places, regions and environments of the world.
- Students will have knowledge of the rights and responsibilities of an involved citizen(voting, staying current).
- Students will have knowledge of current and relevant geography(nationalism/imperialism).
- Students will understand the role of hope, change and improvements in the human condition.

Content:

- The impact of U.S. involvement in the wars of the 20th Century and its impact on our lives today.
- The effect of situations occurring elsewhere in the world (i.e. world wars, government policies)
- The impact on all citizens becoming involved when a country goes to war, not just those who are fighting.
- The strategic location of these wars and how the outcome of the wars affected the political geography of the world.
- The impact of countries working together and against one another and the impact on their lives.

Skills/Processes:

- Construct a three-dimensional war project based on understanding of the concept of war.
- Compare and contrast charts

Activities

- The student will complete a Newspaper Assignment "Early Foreign Policy"
- The student will complete questionnaire "A Question of War"
- The student will complete informational charts on each of four major 20th century wars (World War I, World War II, The Korean War, and the Vietnam War.) Completion of each chart will be followed by class discussion
- The student will devise their own questions on each of the four mentioned wars.
- The student will complete map assignments to better understand the geography of the wars and the geographic changes caused by them
- The student will complete a war comparisons poster or chart.
- The student will complete a three dimensional war project.

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Grade 10**

Unit Title: 3 -America Becomes a World Power

(Continued from previous page)

Materials:

- Textbook: An American Vision; Classroom text materials; laptops, library and internet resources as needed for research, outline maps of Europe, Asia and the Pacific Ocean

Assessments:

- Oral quiz will be given on each of the 4 war charts
- Final War Project.

United States History II Grade 10

Essential Question:

- How is America today a reflection of the struggles we have faced in the past?

Unit Title: 4 – 20th Century Life

Unit Description: This unit is a snapshot of life over the 20th century. Students will focus on the lifestyles of the 1920s, 1950s, 1960s and today. Students will gain an understanding of how lifestyles changed over time and how political and world events had/have an impact on the lives of Americans. They will then consider the impact one individual, such as themselves, could have on the future.

SDHS Standards:

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand political relationships between countries and different political systems influencing the world today, including types and purposes of government, constitutional principle of democracy, and political relationships among countries.
- Students will know how to live justly in an unjust world.
- Students will have knowledge of the rights and responsibilities of an involved citizen (voting, staying current).
- Students will understand the role of hope, change and improvements in the human condition.
- Students will understand how they can make a difference.

Content:

- The impact of events in the world and advances in technology on American lifestyles in the decades since the 1920s. (i.e. 20's, 50's, 60's, and today – lifestyles, prohibition, stock markets' prosperity of the 50's, music, automobile, Cold War)
- The process of a jury trial and understand the impact of the justice system on themselves as students. (i.e. specific trials of the 20's, 30's, 60's, 70's, etc.)
- The impact a pervasive fear (such as the Cold War) can have on a society.
- How life styles today differ from life in the 20's, 50's and 60's.

Skills/Processes:

- Take a stand and defend a position on a historical issue/theme.
- Role play in a jury simulation.

Activities:

- The student will complete 1920's reading
- The student will participate in a Prohibition discussion
- The student will participate in a jury simulation in the cases of Sacco and Vanzetti, Bruno Richard Hauptmann, and landmark cases affecting students today, in issues such as student searches and corporal punishment.
- The student will complete a project on pop culture in the 1950s.
- The student will complete cold war readings and questions and participate in class discussions.
- The student will complete a comparison of life in the 1960's and 2000's.

Materials:

- Textbook, An American Vision
- 1950's project
- Cold War Quiz
- Court Case Analysis (in Journal)

United States History II Grade 10

Essential Question:

- How is America today a reflection of the struggles we have faced in the past?

Unit Title: 5 -Recent American History

Unit Description: This unit will cover life and politics in America in the years since 1970. Students will conduct research on important issues of the last 25 years and will use that information to conduct interviews and complete oral histories concerning this era of history.

SDHS Standards:

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand political relationships between countries and different political systems influencing the world today, including types and purposes of government, constitutional principle of democracy, and political relationships among countries.
- Students will have knowledge of the rights and responsibilities of an involved citizen (voting, staying current).

Content:

- The major political issues of the 70s, 80s, and 90s (oral history through interviewing someone who lived in 70's, 80's 90's)
- Several viewpoints and draw conclusions from interviews with individuals who experienced first-hand the issues of this era.

Skills/Processes:

- Analyze and support historical viewpoints
- Draw conclusions from research of historical viewpoints

Activities

- The student will complete guided text readings and further research into the issues of the 70s-90s
- The student will fill in a chart of major information regarding this era
- The student will write interview questions and conduct oral history interviews
- The student will prepare a final project using their research and interview questions

Materials

- Textbook, An American Vision
- Research materials as needed (laptops)
- People to interview!

Assessments:

- information charts
- interview results
- final interview/oral history project

**United States History II
Grade 10****Essential Question:**

- What careers am I best suited for?

Unit Title: Future Builders

Unit Description:

This unit is a career preparation unit in which all 10th graders take part. It is designed to have students explore a variety of careers that match their particular interests, skills and aptitudes as they begin to choose a career path. At the conclusion of the unit, students will share information on the careers they have researched so that all students may hear information on a variety of careers.

SDHS Standards:

MSAD 56 Social Studies Standards to be met by this unit: (This unit primarily covers objectives specified in the MSAD 56 Career Preparation curriculum)

- Students will understand how they can make a difference

Content:

- What careers might be of interest to them in the future.
- Variety of instruments to find careers that match their talents, strengths and aptitudes
- The wide variety of careers that are available that may be of interest to them.

Skills/Processes/Activities:

- Student will complete a Values Profile
- Student will complete a Self-directed Search that will match them to possible careers
- Student will complete a Goals questionnaire to determine what skills they need to work on and identify those skills in which they are proficient.
- Student will choose a career and complete a Career Information sheet about that career.
- Student will use the Career Information Guide to compile a Career Brochure that will be shared with other members of the class.

Materials:

- Values Profile, Holland Self Directed Search (or ECOS inventory), Goals sheet

Assessments:

- Career Brochure and presentation containing all relevant information pertaining to the chosen career.

World History
Grade 11

Essential Question: What is history, and why does it matter?

Unit Title: Unit One – The WHY and HOW of History – Why Study it? How do historians “do” history?

Unit Description: This is an introduction to the what, why, and how of history. Using material from various historians, personal experience, and discussion, students will construct their own descriptions of what history is, the importance of knowing history, and the pitfalls of historical “illiteracy”. They will also practice some processes historians use to “do” history, and be exposed to potential careers in the field.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- understand the role of hope, change, and improvements in the human condition.

Content:

- Various definitions of history
- Various arguments of the importance of knowing history
- Tools and processes used by historians
- Careers in history

Skills/Processes:

- Constructing and comparing various definitions of history and the importance of knowing history
- Knowledge of and application of various skills and tools of the historian
- Synthesis of multiple perspectives into a coherent piece of writing

Activities:

- Brainstorm ways their lives would change if they lost their memory, and parallel this scenario to history as *collective memory*
- Share the significance of something from their homes that communicates something about their family’s history
- Develop a list of household objects that we take for granted today that people did not have 30, 40, or 50 years ago, and discuss how those objects have changed the way we live
- Write about how their great grandchildren might view their generation if the only artifact they had to examine was a collection of music. Students will then generalize and discuss the importance of looking at multiple sources in order to get an accurate view of history
- Read, discuss, and answer questions on various historians’ perspectives on the meaning and importance of history
- Students will develop criteria for determining “great moments” in history.
- Students will practice reading historical documents - how to best get information from them.
- Students will determine the uses and limits of primary and secondary sources, including the text.
- Students will read, discuss, and answer questions on the work of historians, skills used by historians, and career possibilities.
- Students will develop a list of reasons for studying history, and from that create an editorial/persuasive essay that answers the question “Why study history?”

Materials: Bonstingl's Introduction to the Social Sciences, Ingpen and Wilkinson's Encyclopedia of Events that Changed the World, Davis' Don't Know Much About History, Kishansky's Sources of World History, Axelrod's The Complete Idiot's Guide to American History, Stengel's "Why History Matters" from Time Magazine, Loewen's Lies My Teacher Told Me, Gorn, Roberts, and Bilhartz's Constructing the American Past, Zinn's On History, and You Can't Be Neutral on a Moving Train.

Assessments:

- Written and oral responses to questions within above activities.
- Persuasive essay/editorial on the topic "Why Study History?"

World History
Grade 11

Essential Question: How do societies borrow from the past, and build on what has already been created?

Unit Title: Unit Two – The Italian Renaissance – A “rebirth” of the classics...and a transition into the modern western world.

Unit Description: This unit is an introduction to the first modern era in world history. Students will become familiar with the art, architecture, education, literature, beliefs, government types, economies, technologies, and personalities of the Italian Renaissance that were influenced by classical Greek and Roman ideas. They will also connect these ideas to their modern lives, and show their understanding of the new style of Renaissance art and literature by creating an original work in that style.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- understand the role of hope, change, and improvements in the human condition.

Content:

- Italian Renaissance art, architecture, education, literature, beliefs, government, economies, technologies, and personalities
- Spread of Italian Renaissance to northern Europe
- Connections to our own modern society

Skills/Processes:

- Recognizing that people through the ages borrow and transform ideas from earlier peoples
- Contrasting the Middle Ages with the first modern era
- Applying Renaissance concepts to today’s young person

Activities:

- Brainstorming things in our world today that have had a “rebirth” in popularity, and paralleling that to the Renaissance of classical Greek and Roman ideas
- Reading text and developing a working description of the time period, a description of the significance of the time period, and an understanding of why the time was right for Renaissance developments
- Reading and discussion to develop and understanding of Machiavelli’s theories
- Creating a web that shows connections among Renaissance ideas, technologies, and ways of doing things
- Using the Renaissance concept of the ideal human, constructing a modern-day version of the “Renaissance Man/Woman”
- Jigsaw to determine Arab contributions to the Renaissance
- Creating a work of art or literature in “Renaissance” style

Materials: Text – World History The Human Experience, Grant’s Atlas of the Renaissance World, “Arab Contributions to Western Civilization” from Arab World Notebook, , Ingpen and Wilkinson’s Encyclopedia of Events that Changed the World, The 100, and other related hard copy and online titles and articles.

Assessments:

- Written responses to questions within above activities
- Visual web of Renaissance connections
- 3-D construction of a modern-day Renaissance man/woman
- Artwork or original writing in Renaissance style

World History
Grade 11

Essential Question: How can one person make change?

Unit Title: Unit Three – The Reformation – Luther’s break with the Catholic Church, the spread of Protestantism, and the Catholic Church strikes back!

Unit Description: This unit provides examples of how one person wished to change an institution, and ended up inspiring a whole new branch of Christianity. Students will understand the Renaissance Church and its practices at the time, Martin Luther’s and other reformers’ efforts, and the results of this “revolution” at the time, and for the present day.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- know how to live justly in an unjust world.
- understand the role of hope, change, and improvements in the human condition.
- understand how they can make a difference.

Content:

- Martin Luther’s attempt to reform the Catholic Church and resulting break
- Emergence of Calvinism, Anglicanism, Anabaptism, and other new Protestant faiths
- Catholic counter-reformation in response to the Protestant reformation
- Present day reconciliation between Catholic and Protestant faiths, and continuing differences

Skills/Processes:

- Comprehending informational texts
- Translating/interpreting primary sources into understandable language
- Understanding that “great” leaders also have human faults
- Accurate retelling of history in historical cartoon form

Activities:

- Reading, questions, and discussion of the text
- Teams translating some of Martin Luther’s 95 criticisms into modern language
- Reading and discussing the Smithsonian article on Luther and the contradictions within him.
- Synthesizing the text and other resources on Luther, the Reformation, and Catholic counter-reformation into a factual, understandable, and enjoyable cartoon

Materials: Text – World History The Human Experience, “Martin Luther Giant of His Time and Ours” from Smithsonian, English translation of Luther’s 95 criticisms.

Assessments:

- Comprehension questions on the text
- Translations of some of Luther’s criticisms
- A cartoon history of the Reformation

World History
Grade 11

Essential Question: Should we view past history through their eyes, or ours...or both?

Unit Title: Unit Four – Exploration and Conquest – Contact between Europe and the Americas, Africa, and Asia...Conquest for God, Gold, and Glory.

Unit Description: Students will review their current knowledge of the age of European exploration and conquest, then further their conceptual understanding of the reasons for overseas voyages, reasons why the Europeans of the 16th and 17th centuries had so much more of an impact than earlier Viking contact, the impacts, both positive and negative, upon Europeans and conquered peoples, and look at modern-day parallels to the European slave trade. The unit will culminate in a mock trial of Hernando Cortez, conquistador of the Aztecs of Mexico.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- know how to live justly in an unjust world.
- understand the role of hope, change, and improvements in the human condition.
- understand how they can make a difference.

Content:

- Reasons for European exploration
- Who went where, and new technologies used
- Impacts upon native cultures and European nations
- Hernando Cortez's expedition to Mexico as one in-depth case study of impact

Skills/Processes:

- Recalling prior knowledge
- Applying concepts of contrasting and positive/negative impact
- Recognition of the ongoing impacts of both this time period and of modern-day parallels
- Research using primary and secondary sources
- Taking a side and building a case to argue that side, as well as prepare for the opposite side's questioning and attack

Activities:

- Brainstorming of prior knowledge of the people and events of the era.
- Discussion of why Europeans risked so much to take overseas voyages
- Contrasting of impacts of Viking contact in West vs European contact
- Chart of positives and negatives to native Americans and Europeans of contact
- Reading and discussion about the slave trade then and now
- Research to build a case for or against charging Hernando Cortez with genocide
- Participating in a mock trial as a lawyer, witness, or judge

Materials: Text – World History The Human Experience, Video – European Exploration, France's "Slavery's New Face" in Newsweek, various resources from UMO and online resources on Hernando Cortez's Expedition to Mexico

Assessments:

- Chart of positives and negatives of contact between native and European cultures
- Research leading to and conducting of a mock trial of Hernando Cortez
- Written statements, and/or questions and answers for the trial

World History
Grade 11

Essential Question: How is power and influence exerted, and what are the effects?

Unit Title: Unit Five – Early Modern Empires of the East and West: their rise, fall, and lessons to learn from them – what goes up can come down!

Unit Description: This unit is an overview of the early modern empires of the Middle East, North Africa, India, China, Japan, Thailand, Spain, England, France, Austria, Prussia, and Russia. Students will also focus on one above empire in order to make connections between its government, education system, culture(s), etc. and its expansion and decline. Questions of what is empire, how empires rise and fall, is the US an empire, and what can the US learn from previous empires will also be addressed.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- know how to live justly in an unjust world.
- understand the role of hope, change, and improvements in the human condition.

Content:

- “Gunpowder” empires of the Middle East, North Africa, and India
- Ming and Qing China
- Tokugawa Japan
- Thai Kingdom
- European empires of Spain, England, France
- Austria, Prussia, and Russia under the czars

Skills/Processes:

- Research and agreement on our working definition of “empire”
- Brainstorming to come up with theories or ideas of how empires rise and fall
- Reading and discussion to compare theories with what actually happened
- Discussion and written responses to the question of US “empire”
- Synthesis of information from text, print, and online sources to develop poster

Activities:

- Define “empire”
- Brainstorm ways that we think nations or empires rise in power, and decline
- Using the text, find out how specific empires rose and fell, and compare to initial ideas
- Discussion of the question ‘Is the US an “empire”?’
- Discussion of what we as a nation can learn from these early empires
- Research and poster exhibit – choice of one of the above early modern empires per student or pair

Materials: Text World History The Human Experience, “The Power Game” in Newsweek, various library, print, and online sources

Assessments:

- Written responses to the question of how the empires in question rose in power and declined
- Poster on one of the early modern empires

World History
Grade 11

Essential Question: What happens when we create a new way of looking at our world?

Unit Title: Unit Six - The Enlightenment – the Age of Reason in science, politics, technology, and society.

Unit Description: Students will learn about the changes in how people viewed their world in the 17th and early 18th centuries, and how scientific thought began to be applied to both the physical world, and to other fields, such as politics, economics, and society. They will apply enlightenment concepts to an exploration of how classrooms are governed, and to a modern-day Salon in which all World History students come together to participate. This unit is done in conjunction with the Grade 11 English research paper, which is used during the Salon as the basis for student discussions.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- know how to live justly in an unjust world.
- understand the role of hope, change, and improvements in the human condition.
- understand how they can make a difference.

Content:

- Changes in scientific thought during the 17th century
- Impact of science on other fields of study
- Spread of Enlightenment ideas
- Application of enlightenment ideas to the present day

Skills/Processes:

- Extracting main ideas and specific thematic information from informational texts
- Applying Hobbes' and Locke's ideas about government to the 'social contract' in the classroom
- Applying the enlightenment salon concept to modern day public policy issues

Activities:

- Three main points – reading the text and determining three main points from each subsection
- Discussion of the new ideas and theories of the Enlightenment
- Determining the controversies of the Enlightenment – what would have been discussed at a salon?
- Discussion of the nature of the 'social contract' in classrooms; what it is? What should it be?
- Participating in a salon using modern public policy issues chosen by the students

Materials: Text World History The Human Experience, Issues and Controversies on File, readings by Thomas Hobbes and John Locke.

Assessments:

- Written response to the 'three main points' activity
- List of controversies of the Enlightenment
- Oral and written responses to the "Educational contract"
- Presenting a controversial public policy issue as part of our modern Salon

World History
Grade 11

Essential Question: How and why does change happen?

Unit Title: Unit Seven – The French Revolution – Liberty, Equality, and Fraternity...and then Napoleon!

Unit Description: This unit covers the short and long-term causes and effects of the French Revolution, including the estate system, revolts in and outside of Paris, the spread of the revolution beyond France, the Reign of Terror and the eventual rise of the Emperor Napoleon. Students will put themselves in the shoes of various classes of people in pre-revolutionary France, look at several primary sources both for and against the revolution, and ultimately write a piece of historical fiction based on this time period.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- know how to live justly in an unjust world.
- understand the role of hope, change, and improvements in the human condition.

Content:

- Divisions in French society before the revolution
- Revolt, political reforms, and the spread of revolution
- Reign of Terror, Directory rule, and rise of Napoleon
- Regaining peace in Europe

Skills/Processes:

- Role-playing a member of one of the three estates in pre-revolutionary France
- Determining cause and effect of several situations within France at this time.
- Comprehension of primary and secondary sources on the French Revolution
- Writing a piece of historical fiction in the form of a letter

Activities:

- Role-play of various positions within the three estates of pre-Revolutionary France
- Reading, discussing, and answering questions based on the texts and primary source documents
- Write a letter to an imagined relative in America, telling what is going on in France during the revolution.

Materials: Text World History The Human Experience, Lafayette's "Declaration of the Rights of Man and the Citizen", The French Revolution– UK based curriculum materials.

Assessments:

- Written responses to questions regarding revolution.
- Historically accurate original letter to a relative in America from revolutionary France

World History
Grade 11

Essential Question: In what ways were and are we connected with the rest of our world?

Unit Title: Unit Eight – Local-Global Connections – From Searsport to Shanghai...the connections between us and China in the 1800's.

Unit Description: The “Made in China” label finds its way into our daily life. Mandarin is the most common language spoken in the world today. Politically, China has been a player on the world stage, or at least regionally, longer than most. And with the largest population in the world, China will continue to grow as an economic power and consumer of the world's resources. This unit briefly looks at current economic connections, but also takes students back to the cosmopolitan Searsport of the 1800's to learn about some of the early local connections between us and this world power.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- have knowledge of current and relevant geography.
- understand how to live justly in an unjust world.
- understand the role of hope, change, and improvements in the human condition.

Content:

- Goods traded between Searsport and China in the 19th century, and today
- Ships to China and the importance of this trade
- The Coolie Trade – Maine's connection to shipping human cargo
- Maine and the opium trade
- The Colcords and their China experience
- Chinese and American cross-cultural perceptions

Skills/Processes:

- using primary sources to find accurate information
- compare and contrast past imports/exports with present imports/exports
- recognize different historical perspectives
- read primary documents and draw conclusions based on this evidence
- translate a written description into a visual map

Activities:

- Develop an accurate list of U.S.-China imports and exports today
- Identify what Maine specifically exports to China today, using the Maine International Trade Consortium records
- Using primary and secondary sources, construct a list of 19th century Maine-China trade goods, and contrast with current imports/exports, discussing social and economic impacts.
- Discuss various perspectives on the importance of the Searsport and Maine-China trade
- Learn how to cross-reference indexes in Searsport Sea Captains with 'Register of Deep Water Vessels' (in late 1800's *Republican Journals*), and as a group find out how many and which Searsport vessels were actually engaged in the US-China trade. Share findings with Penobscot Marine Museum and Maine Marine Museum.

- Read various texts on the Coolie trade in Maine and make a determination of whether or not it constituted “slavery”
- Read various texts on the opium trade, contrast the different perspectives, and make parallels to 20th century and modern day drug trafficking
- Read various letters from the members of the Colcord family, map the eastern passage based on Joanna’s description, and write a response to the Colcord parents as if you were the 15 year old Lincoln Colcord.
- Read various historical documents about Hong Kong, the Chinese and the Boxer Rebellion. Compare perspectives, and determine whether western nations did or did not violate China’s sovereignty.
- Discuss and respond to the question of whether it is incumbent upon able nations to take control of weak nations?

Materials: Text World History The Human Experience, Albee’s Letters from The Sea, Arrison’s “Coolies to Cuba” paper, Black’s Searsport Sea Captains, Brewington’s “More Foreign Mud” in the American Neptune, “The Boxer Rebellion in China” in Bill of Rights in Action, Crossman’s The China Trade, Duncan’s Coastal Maine: A Maritime History, Feller’s “The White House ‘Rose Medallion’” in the American Neptune, Frontline’s The Opium Kings, “The Eagle and The Dragon” in hoover.archives.gov, Leder’s “American Trade to China” in the American Neptune, Nathan Lipfert email correspondence, Lo-shu Fu’s A Documentary Chronicle of Sino-Western Relations, mitc.com, Marley’s “John E. Ward and the Coolie Trade” in the American Neptune, Milligan’s “The Boodle Boys” from ctrl.org, Addressing Maine’s Learning Results Using the Collections of Penobscot Marine Museum. “Register of Deep Water Vessels from The Republican Journal, Robertson’s “Coolies in the Ship Rhine” in American Neptune, Sprague’s “Maine’s Role in the China Trade” in Portland Monthly Magazine, Stackpole’s Captain Prescott and the Opium Smugglers, Trocki’s Opium, Empire, and the Global Political Economy.

Assessments:

- Collection of written documentation of past and present China trade
- Present original research on Searsport vessels engaged in the China trade.
- Written response in the form of a letter to: “What might Lincoln Colcord have written to his parents regarding their decision not to allow him to go to sea with them?”
- Take a position and defend it regarding violation of China’s sovereignty, and the question of able nations taking control in weak nations.

World History
Grade 11

Essential Question: Human rights; what are they, and how are they respected (or not) around the world?

Unit Title: Unit Nine – Governments from Democracy to Dictatorships – Keeping Democracy Alive; Modern-day “bad boys”, and other forms of government.

Unit Description: Students will be introduced or reacquainted with various types of government around the world and how those governments in principle and practice respect or deny rights and freedoms. They will review the basic principles of democracy and look at how those are at work (or in jeopardy) both of home and abroad. They will also be introduced to 20th century and recent dictators and how their rule has affected the rights of the people in those nations.

SDHS Standards: Students will

- understand political relationships between countries and different political systems in influencing the world today, including types and purposes of government, constitutional principles of democracy, and political relationships among countries.
- know how to live justly in an unjust world.
- have knowledge of the rights and responsibilities of an involved citizen.
- understand the role of hope, change, and improvements in the human condition.
- understand how they can make a difference.

Content:

- Types of government, and corresponding rights and freedoms
- Principles of democracy
- 20th century and current or recent dictators
- Universal human rights

Skills/Processes:

- Connecting cause and effect - government types and practices with human rights or lack of
- Reviewing principles of democracy
- Reading, discussion, and written responses to draw specific information from informational texts

Activities:

Jigsaw Wallechinsky’s 10 Worst, looking at what they did/are doing that makes them unjust

Jigsaw “Dictators of the 20th Century” in the same way

Materials: Wallechinsky’s “The 10 Worst Living Dictators” from Parade Magazine, Principles of Government, Advanced Topics in History student-created material on “Dictators of the 20th Century”, “Free, Partially Free, and Not Free Nations” from Scholastic

Assessments:

- Essay on human rights and the changes that need to be made both home and abroad.

World History
Grade 11

Essential Question: How privileged are we?

Unit Title: Unit Ten – How the World Lives – A look at modern political geography and how our “global village” lives.

Unit Description: Students will initially do some basic learning of where countries are in the world. Then they will choose one or two nations that are new to them in order to find out more about that country’s standard of living indicators, such as average income, education levels, literacy rates, mortality, life expectancy, freedoms, etc.

SDHS Standards: Students will

- understand their relationship to the people, places, regions, and environments of the world.
- know how to live justly in an unjust world.
- have knowledge of current and relevant geography.
- understand how they can make a difference.

Content:

- Political geography of the current world
- Standards of living around the world by country

Skills/Processes:

- Visual/spatial matching of names to countries
- Research to find specific information on a nation’s standard of living
- Presenting research to the class for comparison to other nations including the US

Activities:

- Complete study guide labeling countries of the world correctly
- Quizzes on locating countries given a blank political map and word bank
- Research on a specific country’s standard of living indicators

Materials: Text maps, worldatlas.com, state.gov country profiles

Assessments:

- Study packet of countries of the world
- Quizzes on locating countries of the world on maps
- Presentation on the standard of living of a nation in the world other than the US

World History
Grade 11

Essential Question: How are we different, and how are we similar?

Unit Title: Unit Eleven – World Religions – origins, beliefs, and practices...and impacts upon our society.

Unit Description: Students will choose a world religion to research and present their findings to the class. Their research will include such information as that religion's creation story, deity(ies), basic beliefs and practices, special days or holidays, leaders, requirements, location and population, historical contributions, conflicts, etc.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- know how to live justly in an unjust world.

Content:

- The major mono- and polytheistic belief systems of the world in practice today, including Christianity, Judaism, Islam, Buddhism, Hinduism, Shinto, Sikhism, Bahai, Taoism, Confucianism, and Jainism.
- Also, as information is available, students may also have the opportunity to look at Tenrikyo, spiritism, Juche, African tribal and primal indigenous religions, Zoroastrianism, Unitarian Universalism, Rastafarianism, Scientology, and Neo-paganism.

Skills/Processes:

- Research in print and online
- Presentation of findings in understandable language

Activities:

- Initial exposure to the various world religions through reading and discussion
- Choosing one to research further
- Research and develop a format in which to present findings that educate the general public

Materials: Text World History The Human Experience, various print and online resources on each of the world religions.

Assessments:

- A digital presentation (slideshow, video, powerpoint, etc), a children's illustrated book, or a public information pamphlet that includes information on the student's chosen religion to research.

World History
Grade 11

Essential Question: Do nations have rights and responsibilities to other nations, just as individuals do?

Unit Title: Unit Twelve - Nationalism and Imperialism – Nation building, nation breaking, independence and national identity...and RISK.

Unit Description: In this unit, students look at how the concepts of nationalism and imperialism have played out in the past around the world, how they play out in the game RISK!, and what *should* be a nation's response to other sovereign nations.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- know how to live justly in an unjust world.
- understand the role of hope, change, and improvements in the human condition.

Content:

- Latin American independence movements
- German unification and Italian unification
- Russian Revolution
- Nationalism and division in the Balkans
- European division of Africa
- Western intervention in Japan, China, and India
- Imperialism in Southeast Asia and the Americas
- Nationalism in the Middle East and Africa
- Nationalism in Asia, India, and Latin America
- German expansion and imperialism

Skills/Processes:

- coming to consensus on a working definition of *nationalism* and *imperialism*
- Read information and describe specific examples of nationalism and imperialism
- Play a game with others accurately and fairly
- Respond to experiences during the game
- Written analysis of the “just” path for nations to follow in relations with other nations

Activities:

- Define Nationalism and Imperialism
- Choose a region of the world, read about, and describe nationalistic movement and/or the drive to be or fight imperialists.
- Participate in a RISK! Tournament to experience nationalism and imperialism
- Follow up questions and responses to the experiences in RISK! And how these compare to real-life experiences of people living in nations that are controlled by imperial nations, and/or who have strong feelings and actions of nationalism.
- Discussion and writing of what nations have done in the past, and their current responsibilities

Materials: Text World History The Human Experience, various dictionaries, print and online resources on nationalistic and imperialistic movements in nations, the board game RISK!.

Assessments:

- Presentation of nationalism and imperialism in a chosen region of the world
- Response to experiences during the game RISK!
- Written position paper of what nations have done in the past, and should be doing in relation to other nations addressing concepts of nationalism and imperialism

World History Grade 11

Essential Question: Is change a good thing?

Unit Title: Unit Thirteen – Post WWII to Post 9-11. The Cold War freeze and thaw, Asia’s rise, African challenges, Middle Eastern conflicts, and Latin American growth.

Unit Description: This unit is very much a survey of the late 20th century world, with particular focus on areas that affect, and are affected by the US, including Europe and Asia, Africa, the Middle East, and Latin America. It also asks students to make predictions about what we might expect to see in the next decades in these regions.

SDHS Standards: Students will

- have an understanding of how the people and events of the past affect our lives today.
- understand their relationship to the people, places, regions, and environments of the world.
- understand various economic systems and basic economic concepts in order to make informed economic decisions.
- understand political relationships between countries and different political systems in influencing the world today, including types and purposes of government, constitutional principles of democracy, and political relationships among countries.
- understand the role of hope, change, and improvements in the human condition.

Content:

- Cold War and collapse of Communist bloc, European Unity, North American ties
- 20th Century Asia - emerging economic power of Japan, China’s contradictory social and economic policies, conflict in Korea and southeast Asia, challenges facing south Asia
- African independence, political and economic challenges
- Patterns of conflict and conciliation in the Middle East and effects worldwide
- Latin American conflict and reforms

Skills/Processes:

- Reading and gleaning main ideas from a survey of the late 20th century
- Making connections between text information and more current sources of history
- Understanding effects of political and economic changes abroad on the US and vice versa
- Predicting outcomes based upon knowledge of the recent past

Activities:

- Jigsaw sections of the text and report back to the class political and economic changes occurring in a chosen section of the world
- Research and write a brief, more current history of that region or nation from 10 years ago to the present.
- Charting the effects of 20th century world changes upon the US, and also the effects the US has had upon various nations and regions of the world.
- Make and present predictions for the future in various regions of interest around the world.

Materials: Text World History The Human Experience, state.gov country profiles, various online news sources and print news.

Assessments:

- Write a section of the next “chapter” in World History, covering the last 10 years.
- Make predictions, based on an understanding of current world history, of what might happen in a chosen region of the world in the next 10 to 50 years.

Psychology Course Outline

Unit One: The History of Psychology

Unit Two: Learning

Unit Three: Sensation and Perception

Unit Four: Memory and Thought

Unit Five: Altered States of Consciousness

Unit Six: Development

This is a one semester course. If time permits, in addition to the above units, the following units may also be included:

Social Psychology

Psychological Disorders

Psychology
Grades 11/12 (elective)

Essential Question: How can the study of Psychology help us to gain insight into our behavior and the behavior of others?

Unit Title: Introduction to Psychology

Unit Description

This unit will introduce the topic of Psychology. Students will study the origins of Psychology as a discipline and will be introduced to some of the early psychologists. A study of research methodology and the scientific method will be included, as well as a look at careers in psychology.

SDHS Standards

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand how they can make a difference.

Content

- History of Psychology
 - Sigmund Freud
 - William James
 - Wilhelm Wundt
- Goals of Psychology
- Scientific method
- Structuralism, functionalism, behaviorism
- Careers in Psychology
- Research methods

Skills/Processes

Analyzing research methods to determine appropriate method

Activities

- Read textbook chapter and complete review questions
- Apply research methods to hypothetical situations
- Class discussion on importance of Psychology

Materials

- Text book: Understanding Psychology
- Handouts and overhead sheets for research method application
- Lists of careers in psychology

Assessments

Psychology
Grades 11/12 (elective)

Essential Question: How can the study of Psychology help us to gain insight into our behavior and the behavior of others?

Unit Title: Learning Processes

Unit Description

In this unit, students will examine the different means people learn the behaviors they exhibit. Students will study the basic principles of Classical Conditioning, Operant Conditioning and Observational Learning.

SDHS Standards

- Students will have an understanding of how the people and events of the past affect our lives today.

Content

- Habituation and Sensitization
- Classical conditioning (Ivan Pavlov)
- Operant conditioning (BF Skinner)
- Observational learning (modeling)
- Factors affecting learning
- Learning strategies

Skills/Processes

- Collecting experimental data
- Applying psychological terms to real life situations
- Looking at personal learning styles to determine learner type

Activities

- Read text book chapter and complete reading questions
- Complete personal Learning Styles Inventory
- Complete application activity in Habituation and Sensitization
- Complete application activities in Classical Conditioning and Operant Conditioning
- Participate in classroom experiments and compile data:
 - Habituation (classroom noise)
 - Classical Conditioning (Pupil Dilation)
 - Feedback
- Note taking
- Class discussion

Materials

- Textbook, Understanding Psychology
- Various handouts from teacher resources
- Bell (for experiment)

Assessments

Psychology Grades 11/12 (elective)

Essential Question: How can the study of Psychology help us to gain insight into our behavior and the behavior of others?

Unit Title: Sensation and Perception

Unit Description

Perception examines how the brain makes meaning out of the physical sensations generated by the environment. In this unit, students will study the 5 senses and how they work together to form our perceptions about our world. A study of extrasensory perception is also included.

SDHS Standards

- Students will have an understanding of how the people and events of the past affect our lives today

Content

- Sensation
- The senses: Thresholds, adaptation
- Perceptual terms and processes: Gestalt, Figure ground perception, Perceptual inference, Constancy, illusions
- Subliminal perception
- Extrasensory perception

Skills/Processes

- Collecting and recording data
- Taking a stand on controversial data (ESP)
- Collaboratively working with groups

Activities

- Read textbook chapter and complete review questions
- Participate in sensory experiments:
 - Sensory adaptation
 - Sensory thresholds (Weber's Law)
 - Taste versus flavor
 - Extrasensory Perception
- Participate in class discussion
- View Nova video "Secrets of the Psychics"
- Deciphering Optical Illusions
- Complete reading assignment and questions on subliminal perception

Materials

- Textbook: Understanding Psychology
- Various teacher handouts and readings
- Various foods and materials for experiments
- Optical Illusions
- Video "Secrets of the Psychics"

Assessments

Psychology
Grades 11/12 (elective)

Essential Question: How can the study of Psychology help us to gain insight into our behavior and the behavior of others?

Unit Title: Memory and Thought

Unit Description

In this unit, students will consider theories pertaining to thought processes and memory skills. They will participate in activities designed to have them consider how to improve their problem solving skills and their memories. Also in this unit will be a lesson on defense mechanisms

SDHS Standards

Content

- Acquiring information
- Storing information
- Retrieving information
- Stages of Memory
- Recognition/Recall
- Relearning
- Forgetting
- Processing information – Mnemonic Devices, Units of Thought, Kinds of Thinking, Obstacles to Problem Solving, Creativity
- Psychological Defense Mechanisms

Skills/Processes

- Creative thinking
- Problem solving
- Determining which defense mechanism is used in real life situations

Activities

- Read textbook chapter and complete required questions
- Memory activities, improving memory
- Complete puzzles and riddles, directed and non directed thought
- Problem Solving Competition
- Read article on Mnemonic Devices and complete questions
- Read “The Secret Life of Walter Mitty”, participate in class discussion
- Review Defense Mechanisms and complete application activity

Materials

- Textbook: Understanding Psychology
- Short story, “The Secret Life of Walter Mitty” (and movie, if time permits)
- Various teacher readings and handouts as applicable

Assessments

Psychology
Grades 11/12 (elective)

Essential Question: How can the study of Psychology help us to gain insight into our behavior and the behavior of others?

Unit Title: Altered States of Consciousness

Unit Description

In this unit, the student will explore varying stages of awareness, including sleep, reactions to drugs, daydreaming, and controlled conscious processes. Student will conduct research regarding current dream theories

SDHS Standard

Content

- Sleep and dreaming
- Sleep disorders
- Hypnosis, biofeedback and hallucinations
- Hallucinations
- Sensory deprivation
- Drug states

Skills/Processes

- Research skills used in dream theory project
- Analysis of dreams
- Critique a variety of theories pertaining to sleep and dreams

Activities

- Read textbook chapter and complete assigned questions
- Complete a dream journal and dream theory research paper, including library research
- Participate in class discussions pertaining to sleep and dreams
- Read current articles on hypnosis, biofeedback and acupuncture and participate in class discussion
- Complete questionnaire on What is Consciousness

Materials

- Textbook: Understanding Psychology
- Current topic-related articles (Psychology Today)
- Library research materials and Internet access

Assessments

Psychology
Grades 11/12 (elective)

Essential Question: How can the study of Psychology help us to gain insight into our behavior and the behavior of others?

Unit Title: Early Childhood Development

Unit Description

In this unit, students will examine how nature and nurture influence the early development of individuals. They will explore the physical and psychological development of newborns and children through study of developmental psychology (the study of how an individual's physical, social, emotional, moral and intellectual development occur in stages throughout their lifetime)

SDHS Standards

- Students will have an understanding of how the people and events of the past affect our lives today
- Students will understand the role of hope, change and improvements in the human condition
- Students will understand how they can make a difference

Content

- Newborn and the first 9 month (reflexes, early learning, etc.)
- Infancy and childhood
- Physical development – Maturation Versus Learning
- Emotional development
- Language development
- Cognitive development (schema, assimilation/accommodation, object permanence, etc.)
- Moral development
- Developmental theories
 - Sigmund Freud
 - Erik Erickson
 - Jean Piaget
 - Lawrence Kohlberg
- Social development

Skills/Processes

- Create game, work with group
- Analyze skills gained from children's games

Activities

- Take prequiz on infant/development "trivia"
- Read textbook chapter and complete assigned questions
- Watch Nova video "Secret of a Wild Child" and complete activity sheet
- Participate in classroom discussion pertaining to video
- Work in groups to create a children's game, including instructions and targeted skills

Materials

- Textbook: Understanding Psychology
- Nova Video “Secret of a Wild Child”
- Various teacher handouts
- Children’s games (used to illustrate skills gained through play)
- Materials to make games

Assessments

MSAD #56

**SOCIOLOGY
CURRICULUM
(Social Studies Elective)**

Grades 11/12

Board Approved May 22, 2007

Sociology
Grades 11/12 (elective)

Essential Question: How can the use of our sociological imagination lead to a better understanding of the world around us?

Unit Title: Introduction to Sociology and the Nature of Culture

Unit Description

In this unit, students will explore the historical development of the study of Sociology. They will be introduced to the early Sociologists of the Industrial Revolution and will discuss why the study of Sociology as an organized discipline began during this time period. They will study the concept of culture, how it is transmitted and how cultural practices are both alike and different between varying cultures.

SDHS Standards

1. Students will have an understanding of how the people and events of the past affect our lives today.

Content

- Definition of sociology and other social sciences
- History of sociology and early sociology (Herbert Spencer, Karl Marx, Auguste Comte, Max Weber)
- Sociological imagination: The ability to see the connection between the larger world and our personal lives.
- Theoretical perspectives in sociology (functionalist, conflict, interactionist)
- Sociological perspective (using the Planet Htrae or Daily Life Among the Nacirema)
- Material/non material culture
- Components of culture (ie: symbols/language/values/norms)
- Variations within and among cultures
(ie: subcultures/countercultures/ethnocentrism/cultural diversity)

Skills/Processes

- Analyzing and applying personal reactions to sociological theories
- Observing/analyzing reactions to behaviors
- Participating in class experiment

Suggested Activities

- Read chapters in textbook on history of sociology and cultures
- Discussion theoretical perspectives in sociology
- Cultural diffusion (what aspects of our culture come from other cultures? Look at clothing labels, food choices, etc)
- Universal signs and symbols activity (what symbols are understood universally, regardless of language)
- Gestures game: what are common gestures with verbal counterparts, and how might the meaning of these gestures differ among cultures
- Discuss the two previously listed activities, focusing on differences and likenesses between cultures

- Norms activity: students will violate what they see to be small social norms in the school setting and analyze the reactions of their peers, (ie: sitting in someone else's seat, wearing two different shoes)

Materials

- Textbook: Sociology: Understanding Human Relationships (chapters 1 and 2)
- Various teacher handouts (values, norms activity, signs and symbols)

Assessments

- Reading Quizzes
- Unit Assessment Test
- Analysis/summation of Norms activity

Sociology
Grades 11/12 (elective)

Essential Question: How can the use of our sociological imagination lead to a better understanding of the world around us?

Unit Title: Conformity, Deviance and Social Control

Unit Description

In this unit, students will study individual behavior in the social environment. They will look at the different means used by societies ensure that their values and norms are upheld. This will include an examination of primary and secondary deviance, the role of conformity and the functions deviance holds for a society.

SDHS Standards

1. Students will have an understanding of how the people and events of the past affect our lives today.

5. Students will know how to live justly in an unjust world.

6. Students will have knowledge of the rights and responsibilities of an involved citizen.

10. Students will understand how they can make a difference.

Content

- Conformity and adaptation
- Definition of deviance, theories of deviance and the social functions of deviance (both positive and negative)
- Ethics -- what are the determining factors in what is deemed "right" and "wrong"
- Social Control (sanctions/internalization/rewards)
- Crime (types of crime, the criminal justice system)
- Sources of social change and resistance to social change

Skills/Processes

- Participating in group work/game and analyzing the decisions of self and others
- Research skills
- Applying sociological terms to current events

Suggested Activities

- Read textbook chapters on conformity and deviance
- Ethics game (determining what is the "right" course of action in a series of situations, and discussion of differing concepts of "right" and "wrong"; do people change their behavior based on what they perceive to be the expectations of others?)
- Conformity discussion/activity (how much influence do others have on individual behavior?)
- Types of Crimes activity (identifying and defining types of crimes)
- Crime research activity (analyzing well known crimes from a sociological perspective)
- Current news activity (looking at newspapers to label current examples of deviance from a sociological perspective)
- Discussion of the positive and negative functions of deviance

- Discussion of laws, including "blue laws" and differing laws around the world, using Do's and Taboo's Around the World

Materials

- Textbook: Sociology: Understanding Human Relationships (chapters 3 and 8)
- Book: Do's and Taboo's Around the World
- Various teacher handouts (ie, "Types of Crime")
- Library resources
- Ethics game
- Current newspapers/news magazines

Assessments

- Reading quizzes
- Unit assessment test
- Crime research project

Sociology
Grades 11/12 (elective)

Essential Question: How can the use of our sociological imagination lead to a better understanding of the world around us?

Unit Title: Social Structure and Social Stratification

Unit Description

In this unit, students will study the types of groups that exist within societies and the roles, relationships and statuses that exist within these groups. Also included is a study of the interactions between groups. As part of this study of groups, students will consider the theories of social stratification and the idea of social inequality by focusing on the concept of poverty as a social issue.

SDHS Standards

3. Students will understand various economic systems and basic economic concepts in order to make informed economic decisions.
5. Students will know how to live justly in an unjust world.
8. Students will understand savvy consumerism.

Content

- Social Structure: Roles and statuses in groups
- Types of groups and societies
- Types of interaction between groups (conflict, cooperation, exchange, accommodation, competition)
- Structure in formal organizations and bureaucracies
- Systems of social stratification (caste and class systems)
- Explanations theories of social stratification
- Social classes in the United States
- Poverty as a social issue

Skills/Processes

- Group work and discussion on class types
- Group work on family income activity (budget)
- Analyzing impact of group on individual behavior ("*The Wave*")

Suggested Activities

- Read textbook chapters on social structure and social stratification
- Complete activities and participate in discussion on types of groups and statuses
- Group work discussing the class placement of fictional individuals (use basis of wealth/power and prestige)
- View "*The Wave*" and consider the impact of status and conformity on a group
- Complete monthly family budget and weekly grocery list, including costs, and analyze implications of cost using a variety of incomes

Materials

- Textbook: Sociology: Understanding Human Relationships (ch 4 and 9)
- Current newspapers and grocery advertisements (sales flyers)
- Video "The Wave" (possible use of book, as well)

Assessments

- Reading quizzes
- video activity
- Unit test assessment

Sociology
Grades 11/12 (elective)

Essential Question: How can the use of our sociological imagination lead to a better understanding of the world around us?

Unit Title: Social Institutions

Unit Description

Social Institutions are systems of roles, statuses, norms and values that are organized to meet one or more of the basic needs of a society. In this unit, students will consider five different social institutions and the role of each in the socialization of the individual.

SDHS Standards

1. Students will have an understanding of how the people and events of the past affect our lives today.

3. Students will understand various economic systems and basic economic concepts in order to make informed economic decisions.

6. Students will have knowledge of the rights and responsibilities of an involved citizen (voting, staying current).

Content

- Social Institutions: Definition and Purpose
- The Family
 - Functions of the family
 - Marriage and kinship patterns
 - The family in America
 - Family issues
- Education
 - History of education
 - Function of education
 - Issues in American Education
- Religion
 - Functions of religions
 - Religious organization (types of belief systems and structures)
 - Religion in America
- Government
 - Function of government and political systems
 - Power and legitimacy
 - Types of governmental systems
 - Government in America
- Economics
 - Functions of economic systems
 - Types of economic systems
 - Economic models (capitalism, socialism)
 - Globalization

Skills/Processes

- Working cooperatively with group
- Analyzing chapter information to decide what are the most important points
- Presenting information to the class
- Organizing information in an understandable manner
- Creating individual assessment document

Suggested Activities

- View "The Lord of The Flies" to open discussion of how order breaks down when there are no social institutions
- Activity Sequence: social institutions. Students will conduct research in groups on one of the five social institutions. Each group will explain their topic to the rest of the class and will develop an assessment activity for their assigned topic. (jigsaw)

Materials

- Textbook: Sociology: Understanding Human Relationships (chs 12, 13, 14)
- DVD: "The Lord of the Flies"
- Teacher-created activity sequence on social institutions

Assessments

- Reading quizzes
- Individual assessments from group projects

As part of this elective course in Sociology, students will complete an individual research assignment each quarter. The specific topic for this assignment will be the student's choice, but topics must meet the focus requirements. Oral presentations may be required as part of these projects

If time permits in the semester, units may be presented in the following areas:

- Social Inequality/Social Problems such as minorities and discrimination and racial and ethnic relations
- Problems of a Mass Society such as including pollution, alienation, population and urbanization