Maine Social Studies

Grade 4

Adopted 2019

Civics & Government

1. **Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.** CG.1
    1. Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good. 4.CG.1
    2. Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches and the local and State levels of government. 4.CG.2
    3. Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the structures and processes of government are described in documents, including the Constitution of Maine. 4.CG.3
    4. Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution. 4.CG.4
    5. Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good. 4.CG.5
    6. Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures. 4.CG.6

Personal Finance & Economics

1. **Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.** PFE.1
    1. Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money. 4.PFE.1

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2. Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity. 4.PFE.2
3. Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world. 4.PFE.3

Geography

1. **Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.** G.1
    1. Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian. 4.G.1
    2. Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world. 4.G.2

History

1. **Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.** H.1
    1. Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources. 4.H.1
    2. Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state. 4.H.2