Maine Social Studies

Grades 6, 7, 8

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 constitutional government in Maine and the United States as well as examples of other forms of government in the world by: 6-8.CG.1

        F1. Explaining that the study of government includes the structures and functions of government and the political and civic activity of citizens. 6-8.CG.1.F1

        F2. Describing the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources. 6-8.CG.1.F2

        F3. Explaining the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources. 6-8.CG.1.F3

        D1. Comparing the structures and processes of United States government with examples of other forms of government. 6-8.CG.1.D1

        D2. Comparing how laws are made in Maine and at the federal level in the United States. 6-8.CG.1.D2

        D3. Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, and common good. 6-8.CG.1.D3

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2. Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy by: 6-8.CG.2

   F1. Explaining the constitutional and legal status of "citizen" and provide examples of rights, duties, and responsibilities of citizens. 6-8.CG.2.F1

   F2. Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights. 6-8.CG.2.F2

   D1. Analyzing examples of the protection of rights in court cases or from current events. 6-8.CG.2.D1

   D2. Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience through selecting, planning, and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution. 6-8.CG.2.D2

3. Students understand political and civic aspects of cultural diversity by: 6-8.CG.3

   F1. Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations. 6-8.CG.3.F1

   F2. Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans. 6-8.CG.3.F2

   D1. Explaining constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations. 6-8.CG.3.D1

   D2. Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world. 6-8.CG.3.D2

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 processes of personal finance by: 6-8.PFE.1

      F1. Explaining how scarcity influences choices and relates to the market economy. 6-8.PFE.1.F1

      F2. Identifying factors that contribute to spending and savings decisions. 6-8.PFE.1.F2

      D1. Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices. 6-8.PFE.1.D1

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2. Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by: 6-8.PFE.2

   F1. Describing the functions of financial institutions. 6-8.PFE.2.F1

   F2. Describing the function and process of taxation. 6-8.PFE.2.F2

   D1. Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand. 6-8.PFE.2.D1

3. Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by: 6-8.PFE.3

   F1. Researching the pros and cons of economic processes, economic institutions, and economic influences of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world to propose a solution to an economic problem. 6-8.PFE.3.F1

   D1. Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence. 6-8.PFE.3.D1

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 and the geographic influences on life in the past, present, and future by: 6-8.G.1

      F1. Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives. 6-8.G.1.F1

      F2. Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources. 6-8.G.1.F2

      F3. Evaluating a geographic issue of physical, environmental, or cultural importance. 6-8.G.1.F3

      D1. Identifying consequences of geographic influences through inquiry and formulating predictions. 6-8.G.1.D1

      D2. Describing the impact of change on the physical and cultural environment. 6-8.G.1.D2

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2. Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by: 6-8.G.2

   F1. Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations. 6-8.G.2.F1

   D1. Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world. 6-8.G.2.D1

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 major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by: 6-8.H.1

      F1. Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future. 6-8.H.1.F1

      F2. Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. 6-8.H.1.F2

      F3. Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. 6-8.H.1.F3

      F4. Proposing and revising research questions related to a current social studies issue. 6-8.H.1.F4

      D1. Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources. 6-8.H.1.D1

      D2. Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. 6-8.H.1.D2

      D3. Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. 6-8.H.1.D3

      D4. Making decisions related to the classroom, school, community, civic organization, Maine, or beyond; applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. 6-8.H.1.D4

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2. Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by: 6-8.H.2

    F1. Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States. 6-8.H.2.F1

    F2. Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world. 6-8.H.2.F2

    F3. Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world. 6-8.H.2.F3

    D1. Explaining how both unity and diversity have played and continue to play important roles in the history of the World. 6-8.H.2.D1

    D2. Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world. 6-8.H.2.D2

    D3. Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world. 6-8.H.2.D3