

## MSAD #53 SOCIAL STUDIES CURRICULUM

MSAD #53 believes that all students should develop a deep, rich, understanding relating to the world around them. Based on the Maine Learning Results, we want our students in MSAD #53 to:

- ξ understand the Five Themes of Geography: Location, Place, Human/Environment Interaction, Movements and Regions;
- ξ be able to interact well with all people, appreciate cultural diversity, and work cooperatively;
- ξ understand their own values and be able to recognize the values of others;
- ξ understand the global community and make connections between parts of the world;
- ξ connect the past to the present and future and understand their heritage;
- ξ understand the many structures that make up our social world – governmental, social, economic, business, military, etc;
- ξ solve problems for themselves as well as participate in solving problems related to the community, the state, the nation, and the world;
- ξ understand, accept, facilitate, and adjust to change;
- ξ function properly as citizens of their community, state, and nation;
- ξ understand the relationship between and among the individual and others, including smaller groups, and social systems;
- ξ use knowledge of social studies to develop **higher thinking** skills (analyze, decide, evaluate, classify, develop, create, estimate, generalize), **communication** skills (persuade, demonstrate, explain, defend, consider, deduce, recommend), **goal setting and attainment** skills (research, envision, plan, organize, conduct, persist), and **experiential** skills (collaborate, relate, summarize, record, interpret, compare, simplify, conclude);
- ξ process a working vocabulary relating to social studies;
- ξ be aware of current events by using the media to gather information, researching topics in current events, and relating current events to personal experiences.

**MSAD #53 Curriculum: PreK-2  
Social Studies**

**PreK – K FOCUS: Self, Family**

**GR 1 FOCUS: Family, Extended Family, Neighborhood/Community**

**GR 2 FOCUS: Africa, Europe**

**CIVICS**

***Fundamental Knowledge & Skill – A Rights, Responsibilities, and Participation***

Students will develop an understanding of their rights and their responsibilities as citizens and demonstrate effective civic participation skills.

**Indicator 1:** Students will develop an ability to identify and demonstrate classroom rights and responsibilities. (MLR – A1)

**SWBAT...**

- ...demonstrate sharing. (K)
- ...work increasingly more cooperatively in small groups. (K,1,2)
- ...participate in the recitation of the Pledge of Allegiance. (K,1,2)
- ...recite classroom and school rules. (K,1,2)
- ...carry out individual chores in the classroom. (GR1)
- ...assume increasing responsibility for their own items and actions within the classroom and school. (K,GR1,2)

***Fundamental Knowledge & Skill – B Purpose & Types of Government***

Students will develop an understanding of government: types, purposes, their progression as well as how they relate to the people they govern. (MLR – B)

**Indicator 1:** Students will develop an ability to recognize that all nations have governments. (MLR – B1)

**SWBAT...**

- ...explain that rules help people work and get along with each other in and out of school. (K,1,2)
- ...give examples of how rules in and out of the classroom and school help people work and get along with each other. (GR1)
- ...identify who makes the rules for classrooms (teachers and students K), schools (principals, teachers and community members GR1), and communities (people who run the community GR2). (K,1,2)
- ...identify GOVERNMENT as those people who run the community. (GR2)
- ...compare how rules differ in and out of classroom/school. (GR2)
- ...explain that rules for people in the U.S. are made by government. (GR2)

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*Fundamental Knowledge & Skill – C Fundamental Principles of Government & Constitution*  
 Students will develop an understanding of the underlying ideas in the constitution and the way democracy affects political institutions in the USA.

**Indicator 1:** Students will develop an ability to recognize that the United States has a constitution. (MLR – C1)

**SWBAT...**

- ...identify the list of classroom rules as a formal set of rules. (K)
- ...recognize that the classroom set of rules is like a community's set of rules. (GR1)
- ...identify the community's set of rules and the U.S. set of rules as the CONSTITUTION. (GR2)

*Fundamental Knowledge & Skill – D International Relations*

Students will develop an understanding of how the United States interacts politically with other nations.

**Indicator 1:** Students will develop an ability to acknowledge that there are other nations with differing traditions and practices. (MLR – D1)

**SWBAT...**

- ...identify different practices and traditions from other cultures, those cultures present at "Multicultural Day." (K,1)
- ...actively participate in the varying cultural practices and activities that occur during "Multicultural Day." (K,1)
- ...compare and contrast traditions and practices in the United States with those of other cultures through stories and guest speakers. (GR2)

## HISTORY

*Fundamental Knowledge & Skill – A Chronology*

*Students will develop an understanding of the chronology of history and major eras to demonstrate the relationships of events and people.*

**Indicator 1:** Students will develop an ability to place individual and family experiences in historical time and place. (MLR – A1)

**SWBAT...**

- ...retell stories about families and individuals in proper sequence. (K)
- ...identify days of the year that are important days for them to remember. (K)
- ...develop an awareness of the diversity of families. (GR1)
- ...trace the history of their own family. (GR1)
- ...draw a family tree. (GR2)
- ...compare and contrast individual and family experiences in colonial times with those of today. (GR2)

**Indicator 2:** Students will develop an ability to distinguish similarities and differences among historical events. (MLR – A2)

**SWBAT...**

...celebrate historical events, such as Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, etc. (K)

...identify famous Americans from legend and history: Johnny Appleseed, Christopher Columbus, Pilgrims, Indians, Martin Luther King Jr., George Washington, Abraham Lincoln, Current President. (K)

...give reasons why people recognize historical events. (GR1)

...celebrate monthly holiday/traditions/customs: Halloween, Thanksgiving, Christmas, Hanukkah, Kwanza, New Year's Day, Valentine's Day, St. Patrick's Day, Easter, Memorial Day, Flag Day. (K)

...give reasons why Americans celebrate President's Day, Martin Luther King Day, Thanksgiving, Memorial Day, Veteran's Day. (GR2)

...compare Veteran's Day to Memorial Day. (GR2)

*Fundamental Knowledge & Skill – B Historical Knowledge, Concepts, and Patterns  
Students will develop an understanding of historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.*

**Indicator 1:** Students will develop an ability to demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times. (MLR – B1)

**SWBAT...**

...list ways that families of the past are different from families of today. (GR1,2)

**Indicator 2:** Students will develop an ability to demonstrate an understanding of cultural origins of customs and beliefs in several places around the world. (MLR – B2)

**SWBAT...**

...compare American customs and beliefs with those of other nations. (K, GR1)

...identify various cultural holidays/ traditions: Christmas, Kwanzaa, Ramadan/ Eid. (GR2)

...compare above to their holidays/ traditions. (GR2)

...identify and describe family traditions. (GR2)

*Fundamental Knowledge & Skill – C Historical Inquiry, Analysis, and Interpretation  
Students will develop an understanding of how to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.*

**Indicator 1:** Students will develop an ability to use artifacts and documents to gather information about the past. (MLR – C1)

**SWBAT...**

...begin to identify various artifacts and documents of the past (e.g., letters, birth certificates, pictures).

**(K)**

...participate in gathering information about the past (e.g., holidays, family events, when grandparents were kids, antiques, pictures of Pittsfield from long ago). **(GR1)**

...infer various possibilities for use of artifacts during colonial times. **(GR2)**

...examine documents reflective of those produced during colonial times. **(GR2)**

## **GEOGRAPHY**

### *Fundamental Knowledge & Skill – A Skills & Tools*

*Students will develop an understanding of how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.*

**Indicator 1:** Students will develop an ability to use and construct maps and other visuals to describe geographic location, direction, size and shape. **(MLR – A1)**

**SWBAT...**

...identify a compass as a tool that tells direction. **(K)**

...describe compass direction. **(GR1)**

...use maps and other visuals to describe the size and shape of the school and classroom. **(K,GR1)**

...construct a map of the school and classroom with key, compass. **(GR1,2)**

...locate Europe/ Africa on a world map. **(GR2)**

...identify 7 continents on a blank map. **(GR2)**

...identify map of U.S. and label states using aids. **(GR2)**

### *Fundamental Knowledge & Skill – B Human Interaction with Environments*

*Students will develop an understanding of relationships among people and their physical environment.*

**Indicator 1:** Students will develop an ability to describe the human and physical characteristics of the immediate environment. **(MLR – B1)**

**SWBAT...**

...identify the structure of families in the U.S. **(K)**

...identify family structures in other cultures. **(K)**

...notice differences in housing structures around the world. **(K)**

...match housing materials to specific areas and regions of the country and world. **(GR1)**

...identify land forms: mountain, plains, desert, river, lake, ocean, jungle, rainforest, peninsula. **(GR2)**

...compare landforms of Maine to landforms of Africa/ Europe. **(GR2)**

## ECONOMICS

### *Fundamental Knowledge & Skill – A Skills & Tools*

*Students will develop an understanding that economic decisions are based on the availability of resources and the costs and benefits of choices.*

**Indicator 1:** Students will develop an ability to identify GOODS and SERVICES, giving examples.

**(MLR – A1)**

**SWBAT...**

...explain that they need to pay for items (food, clothing, shelter) they want (goods) and for some things people do for us (services). **(K)**

...identify goods and services in their community. **(GR1)**

...list goods and services that originate in the rainforest. **(GR2)**

### *Fundamental Knowledge & Skill – B Human Interaction with Environments*

*Students will develop an understanding of the economic system of the United States, including its principles, development, and institutions.*

**Indicator 1:** Students will develop an ability to explain the terms CONSUMER and PRODUCT.

**(MLR – B1)**

**SWBAT...**

...begin to identify themselves as owners of their things. **(K)**

...begin to recognize that different items come from different places in the world. **(K)**

...identify people (and their jobs) who produce goods and/or provide services in their community. **(GR1)**

...identify a NEED and a WANT. **(GR2)**

...explain the role of money in acquiring needs and wants. **(GR2)**

...identify things that as consumers they might purchase. **(GR1,2)**

### *Fundamental Knowledge & Skill – C Comparative Systems*

*Students will develop an understanding of how different economic systems function and change over time.*

**Indicator 1:** Students will develop an ability to explain how cultures or countries meet basic human needs. **(MLR – A1)**

**SWBAT...**

...identify what people need to survive (food, water, shelter). **(GR1)**

...identify and describe the basic materials involved in building a house and where they originate. **(GR1)**

...compare how people's needs differ in different places around the world. **(GR1,2)**

...illustrate the differences in how people in deserts, rainforest, cities, and their community meet basic human needs. **(GR2)**

**MSAD #53 Curriculum: GR 3-4  
Social Studies**

**GR 3 FOCUS: Central America, South America, Australia  
GR 4 FOCUS: Asia, North America, Maine**

**CIVICS**

*Fundamental Knowledge & Skill – A Rights, Responsibilities, and Participation  
Students will develop an understanding of their rights and their responsibilities as citizens and  
demonstrate effective civic participation skills.*

**Indicator 1:** Students will develop an ability to list individual rights citizens in America have. (MLR – A1)

**SWBAT...**

- ...identify individual freedoms and rights that all Americans have. (GR4)
- ...recognize the Bill of Rights and U.S. Constitution as the legal documents that give us our individual freedoms and rights. (GR4)

**Indicator 2:** Students will develop an ability to describe the importance of various responsibilities of citizens. (MLR – A2)

**SWBAT...**

- ...define COMMUNITY. (GR3)
- ...use correct terminology to describe the geography of their community (E.G., MOUNTAIN, VALLEY, RIVER, COAST, LAKE, POND, STREAM). (GR3)
- ...describe what it means to be part of a community. (GR3)
- ...model being a part of a community using the school community. (GR3)
- ...compare and contrast communities within our state and within our United States. (GR3)
- ...list and describe some responsibilities of citizens and some benefits to citizens of living in a community. (GR3)
- ...identify and explain the responsibilities of a community to its citizens. (GR3)
- ...list and classify RULES, RESPONSIBILITIES, LAWS. (GR3)
- ...describe the roles of community leaders and of the government. (GR3)
- ...list some responsibilities citizens in a state have to their state. (GR4)
- ...compare and contrast citizen responsibilities in Maine to those in other countries (e.g., Canada, China, Japan, India). (GR4)

**Indicator 3:** Students will develop an ability to describe what the purpose of government is: at school, in their towns, and in their state. (MLR – A3)

**SWBAT...**

- ...describe the roles the school and of the leaders in a community. (GR3)
- ...recognize the basic structure of Maine state government. (GR4)
- ...state the position responsibilities of various state leaders, including the governor, judges, state representatives and senators. (GR4)
- ...describe how laws are made. (GR4)

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- ...identify services provided by the state to its citizens. (GR4)
- ...differentiate state services from county services from local services. (GR4)

***Fundamental Knowledge & Skill – B Purpose & Types of Government***

***Students will develop an understanding of government: types, purposes, their progression as well as how they relate to the people they govern. (MLR – B)***

**Indicator 1:** Students will develop an ability to give reasons why people need government. (MLR – B1)

**SWBAT...**

- ...determine the ways in which school rules are like laws. (GR3)
- ...demonstrate how the local government works to make laws and provide services. (GR3,4)
- ...demonstrate how state government operates to make laws and provide services. (GR4)

**Indicator 2:** Students will develop an ability to tell how local and state government is set up. (MLR – B2)

**SWBAT...**

- ...diagram the structure of their local government: town council, town manager, mayor and other town officials. (GR3)
- ...define: LEGISLATIVE, EXECUTIVE, JUDICIAL. (GR4)
- ...diagram the structure of their state government: legislative, executive and judicial branches. (GR4)
- ...diagram the “big picture” structure of local, county, state and national governments. (GR4)

***Fundamental Knowledge & Skill – C Fundamental Principles of Government & Constitution***

***Students will develop an understanding of the underlying ideas in the constitution and the way democracy affects political institutions in the USA.***

**Indicator 1:** Students will develop an ability to describe the ways in which their individual rights are protected by the Constitution. (MLR – C1)

**SWBAT...**

- ...identify the U.S. Constitution as the written plan for how our U.S. government should work. (GR4)
- ...summarize some of the requirements listed in the Constitution that tell us how our government should operate. (GR4)
- ...list the main components of the Constitution, including the Preamble and the Bill of Rights. (GR4)

***Fundamental Knowledge & Skill – D International Relations***

***Students will develop an understanding of how the United States interacts politically with other nations.***

**Indicator 1:** Students will develop an ability to provide examples of some kinds of relationships the U.S. has with other nations. (MLR – D1)

**SWBAT...**

- ...list and describe products produced and provided in other countries. (GR3)

...define our local relationship to some of the products listed and described. (GR3)  
 ...analyze how people all over the world depend on each other (e.g., treaties, trade agreements, humanitarian aid, etc). Focus on U.S.-Canada (GR4), U.S.-Mexico (GR3).  
 ...define TREATY, ALLY, TRADE, HUMANITARIAN. (GR4)  
 ...identify N.A.T.O, N.A.F.T.A. (GR4)

**Indicator 2:** Students will develop an ability to compare U.S. cultures to that of the other North American cultures, including a comparison of decision-making processes. (MLR – D2)

**SWBAT...**

...define RURAL, URBAN, SUBURBAN. (GR3)  
 ...identify their own community as rural, suburban, or urban. (GR3)  
 ...give examples of rural, urban and suburban communities in the U.S., and other countries. (GR4)  
 ...compare and contrast rural, urban and suburban communities in the U.S. to those in other North American countries. (GR3)  
 ...compare and contrast New England culture and traditions to cultures and traditions in other regions of the U.S., Canada, Mexico, and countries in Asia. (GR4)

## HISTORY

### *Fundamental Knowledge & Skill – A Chronology*

*Students will develop an understanding of the chronology of history and major eras to demonstrate the relationships of events and people.*

**Indicator 1:** Students will develop an ability to identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras. (MLR – A1)

**SWBAT...**

...identify and investigate various individuals from a number of historical eras who have made important and lasting contributions to society. [Annually those to be identified will be determined by team. All teachers will cover at least those decided upon.] (GR3,4)  
 ...list and explain important contributions made by various individuals from various historical eras. (GR3)

**Indicator 2:** Students will develop an ability to place in chronological order, significant events, groups, and people in the history of Maine. (MLR – A2)

**SWBAT...**

...identify significant events in Maine's history. [To be identified annually by team. All teachers will cover at least those decided upon.] (GR4)  
 ...identify significant groups and people in Maine's history. [Annually those to be identified will be determined by team. All teachers will cover at least those decided upon.] (GR4)  
 ...place in chronological order significant events, groups and people in Maine's history. [Annually those to be identified will be determined by team. All teachers will cover at least those decided upon.] (GR4)

***Fundamental Knowledge & Skill – B Historical Knowledge, Concepts, and Patterns***  
***Students will develop an understanding of historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.***

**Indicator 1:** Students will develop an ability to make connections between and among events in their personal lives with those occurring in the community. (MLR – B1)

**SWBAT...**

...determine the steps involved in the process of the creation of a community (to show growth over time and interconnectedness). (GR3)

...identify connections (similarities and differences) between their own experiences as Maine residents and those of others living in various regions of the U.S. and other countries in North America. (GR4)

**Indicator 2:** Students will develop an ability to demonstrate an awareness of major events and people in United States and Maine history. (MLR – B2)

**SWBAT...**

...develop a timeline of major events in our community's history. [Annually those to be identified will be determined by team. All teachers will cover at least those decided upon.] (GR3)

...define: IMMIGRANT, DEMOGRAPHICS, ETHNIC, RELIGIOUS. (GR4)

...describe who lives in Maine and the U.S. and explain generally how they came to live here. (GR4)

...identify famous Maine people, famous U.S. people from history. [Annually those to be identified will be determined by team. All teachers will cover at least those decided upon.] (GR4)

...describe different kinds of communities that exist in Maine and in the U.S. generally. (GR4)

***Fundamental Knowledge & Skill – C Historical Inquiry, Analysis, and Interpretation***  
***Students will develop an understanding of how to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.***

**Indicator 1:** Students will develop an ability to identify changes occurring in their daily lives and compare these to changes in daily life during a specific era. (MLR – C1)

**SWBAT...**

...list specific ways their daily lives have changed. (GR4)

...compare and contrast the changes in their lives to those in the daily lives of citizens in Maine during other eras. (GR4)

...compare and contrast life in their community during various eras. (GR3)

## GEOGRAPHY

### *Fundamental Knowledge & Skill – A Skills & Tools*

*Students will develop an understanding of how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.*

**Indicator 1:** Students will develop an ability to construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns. (MLR – A1)

**SWBAT...**

...use various types of maps to explore the location of their community and its place in the state, region, country, continent, and world. (GR3)

...define: GEOGRAPHICAL FEATURE. (GR4)

...list some examples of geographical features. (GR4)

...make and illustrate maps of Maine, highlighting geographical features. (GR4)

...identify physical patterns on a map of Maine's geographical features. (GR4)

...compare maps of Maine's physical features to other regions of North America and the world. (GR4)

**Indicator 2:** Students will develop an ability to locate major cities of the world and discuss why they emerged in that particular region. (MLR – A2)

**SWBAT...**

...demonstrate how a major city has grown from settlement to present day. (GR3)

...compare locations of world cities and identify possible reasons for settlement. (GR3)

...differentiate between CITY, COUNTY and TOWN. (GR4)

...locate major cities and towns in Maine, New England, the United States and other areas of North America. (GR4)

...explain why some cities and towns in Maine and other regions of North America grew up where they did. (GR4)

### *Fundamental Knowledge & Skill – B Human Interaction with Environments*

*Students will develop an understanding of relationships among people and their physical environment.*

**Indicator 1:** Students will develop an ability to demonstrate an understanding of why certain areas of the world are more densely populated than others. (MLR – B1)

**SWBAT...**

...identify reasons for settlement in Pittsfield, Burnham, and Detroit and in a large city. (GR3)

...read legends on various types of maps. (GR3)

...define: MIGRATE, EMIGRATE, IMMIGRATE. (GR4)

...identify reasons why people move to certain areas and not to others. (GR4)

...identify immigrant communities in Maine. (GR4)

**Indicator 2:** Students will develop an ability to explain ways in which communities reflect the backgrounds of their inhabitants. (MLR – B2)

**SWBAT...**

- ...develop a cultural history of Pittsfield. (GR3)
- ...define ETHNIC. (GR3)
- ...identify ethnic groups in a major city and analyze their impact. (GR3)
- ...choose a community in Maine and identify the ways in which the community reflects the backgrounds of those who live in it. (GR4)
- ...compare and contrast a Maine community to another community in North America. (GR4)

**Indicator 3:** Students will develop an ability to use a variety of material s and geographic tools to explain how the physical environment supports and constrains human activities. (MLR – B3)

**SWBAT...**

- ...list ways that the environment supports or challenges people in our town, in a city, and in another culture. (GR3)
- ...identify basic geographic tools. (GR3,4)
- ...define: PHYSICAL ENVIRONMENT. (GR3,4)
- ...research ways, using books, Internet, and interview techniques as well as geographic tools, that physical environments affect human activities. (GR4)
- ...demonstrate through a specific example of how the physical environment affects human activity. (GR4)

## ECONOMICS

### *Fundamental Knowledge & Skill – A Personal and Consumer Economics*

*Students will develop an understanding that economic decisions are based on availability of resources and the costs and benefits of choices.*

**Indicator 1:** Students will develop an ability to describe BARTER and MONEY and how each is used in the exchange of resources, goods, and services. (MLR – A1)

**SWBAT...**

- ...differentiate between GOODS and SERVICES. (GR3)
- ...label and give examples of goods and services. (GR3)
- ...define BARTER, MONEY. (GR3)
- ...explain how BARTER and MONEY facilitate the exchange of resources, goods and services. (GR4)

**Indicator 2:** Students will develop an ability to 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.) (MLR – A2)

**SWBAT...**

- ...use games and activities to examine spending choices for the purpose of increasing awareness of pricing salaries. (GR3)
- ...distinguish between needs and wants. (GR3)
- ...give examples of a situations in which people must make decisions about using scarce resources: personal decisions and government decisions. (GR4)

***Fundamental Knowledge & Skill – B Economic Systems of the United States***

***Students will develop an understanding of of the economic system of the United States, including its principles, development, and institutions.***

**Indicator 1:** Students will develop an ability to identify the three basic economic questions all economic systems must answer. What to produce? How? And for how whom? (MLR – B1)

**SWBAT...**

- ...identify products from Pittsfield in terms of their production and distribution. (GR3)
- ...identify several Maine products, stating how they are produced and for whom they are produced. (GR4)

**Indicator 2:** Students will develop an ability to explain how the economy of Maine affects families and communities. (MLR – B2)

**SWBAT...**

- ...identify at least three current economic issues that are impacting the economy of Maine, families, and communities. (GR4)

***Fundamental Knowledge & Skill – C Comparative Systems***

***Students will develop an understanding of how different economic systems function and change over time.***

**Indicator 1:** Students will develop an ability to explain how selected cultures or countries meet basic human needs. (MLR – C1)

**SWBAT...**

- ...identify basic needs in American culture/society and in other cultures/societies. [Annually those to be identified will be determined by team. All teachers will cover at least those decided upon.] (GR3)
- ...compare and contrast how they meet basic needs and how they are met in at least two other distinctly different cultures. [Annually those to be identified will be determined by team. All teachers will cover at least those decided upon.] (GR3)

***Fundamental Knowledge & Skill – D***

***Students will develop an understanding of the patterns and results of international trade.***

**Indicator 1:** Students will develop an ability to describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries. (MLR – D1)

**SWBAT...**

- ...determine how far products from the Pittsfield area may travel. **(GR3)**
- ...locate the origins of a variety of products used daily life. **(GR3)**
- ...locate origins of some products on a map of the U.S and/or the world. **(GR3)**
- ...identify and describe products in their community and state that are exported or imported, specifying from where and to where they go. **(GR4)**
- ...explain how the Canadian eastern provinces impact the Maine economy. **(GR4)**
- ...explain how U.S. government policies with other countries impact jobs in the U.S. **(GR4)**
- ...compare the impact of U.S. policies with other countries on jobs in those countries, e.g., NAFTA. **(GR4)**

**MSAD #53 Curriculum: GR 5-8  
Social Studies**

**FOCUS**

**GR 5: Western Hemisphere  
Past/Present**

**GR6: Eastern Hemisphere  
Past/Present**

**GR 7: United States History/Geography**

**GR 8: United States History/Maine**

**CIVICS**

*Fundamental Knowledge & Skill – A Rights, Responsibilities, and Participation  
Students will develop an understanding of their rights and their responsibilities as citizens and  
demonstrate effective civic participation skills.*

**Indicator 1:** Students will develop an ability to describe an effective citizen. (MLR – A1)

**SWBAT...**

...use the student handbook to describe an effective citizen of the school community. (GR5)

...compare and contrast citizens of today with those of ancient civilizations in specific countries of the world. (GR5,6)

...describe and explain the qualities of an effective citizen. (GR7,8)

...compare and contrast civic duties between different cultures. (GR7,8)

**Indicator 2:** Students will develop an ability to analyze and defend pro and con positions on relevant issues of individual rights and judicial protection. (MLR – A2)

**SWBAT...**

...read the Bill of Rights. (GR5,6)

...read, discuss and analyze current events issues related to individual rights and judicial protection. (GR5,6)

...paraphrase to indicate understanding of current issues/events related to individual rights and judicial protection. (GR5,6)

...compare/contrast individual rights in ancient cultures with today. (GR5,6)

...discuss the rights and responsibilities of ancient civilizations' citizens with today's citizens in the same countries studied. (GR5,6)

...debate issues surrounding individual rights. (GR6)

...identify their personal rights as well as their responsibilities. (GR7,8)

**Indicator 3:** Students will develop an ability to explain how a law is made, including the role of government and nongovernmental forces. (MLR – A3)

**SWBAT...**

...illustrate with increasing complexity, how a law is made, using diagrams or other visual representations. (GR5,6,7,8)

...compare and contrast the modern process of adopting laws in the U.S. to the same process in ancient civilizations. (GR5,6)

...identify government and non-government forces which affect law making. (GR7,8)

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...describe the roles of government and non-government forces in making a law. (GR7,8)

**Indicator 4:** Students will develop an ability to describe the ways that citizens in pluralistic societies handle their differing opinions on public policy issues. (MLR – A4)

**SWBAT...**

...define, with increasing complexity, PLURALISTIC SOCIETY. (GR5,6,7,8)

...compare how U.S. citizens handle differences of opinion with ways this happens in other countries, past and present. (GR5,6)

...compare and contrast how different opinions were dealt with in ancient civilizations with today's society in specific countries. (GR5,6)

...explain the polling process and jury duty. (GR7,8)

**Indicator 5:** Students will develop an ability to describe what local, state and national governments do and how they interact with one another. (MLR – A5)

**SWBAT...**

...define the major functions of the government of the U.S. at its various levels. (GR5)

...compare and contrast the set-up of the government of the U.S. with that of other governments in ancient civilizations. (GR5,6)

...illustrate through flow charts the roles of the three levels of government and their relationship to one another. (GR7,8)

***Fundamental Knowledge & Skill – B Purpose & Types of Government***

***Students will develop an understanding of government: types, purposes, their progression as well as how they relate to the people they govern. (MLR – B)***

**Indicator 1:** Students will develop an ability to compare leadership and civil rights in the United States to that in nations under authoritarian governments. (MLR – B1)

**SWBAT...**

...trace the roots of slavery to ancient civilizations. (GR5,6)

...trace the roots of slavery in the U.S. (GR5)

...define the roles of slaves in various ancient civilizations. (GR5,6)

...define DIVERSITY, CIVIL RIGHTS. (GR5,6)

...compare and contrast CIVIL RIGHTS IN THE U.S. with those in other countries, past and present. (GR5,6)

...read about an individual involved in a civil rights process. (GR5,6)

...differentiate between a free-market democracy and an authoritarian controlled government. (GR7,8)

...explain why some countries might not want to afford any or more than a few civil rights to their constituents. (GR7,8)

**Indicator 2:** Students will develop an ability to compare and contrast the structures of local, state and national government. (MLR – B2)

**SWBAT...**

...define and give examples of DEMOCRACY, SOCIALISM, MONARCHY, and DICTATORSHIP. (GR5,6)

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- ...identify and diagram ancient and modern countries and their structures of government. (GR5,6)
- ...compare and contrast structures of government in various countries past and present. (GR5,6)
- ...list the functions of the government in various ancient and modern civilizations. (GR5,6)
- ...explain the differences between democracy, socialism, monarchy, and dictatorship. (GR7,8)

**Indicator 3:** Students will develop an ability to determine how local, state and national roles differ by investigating, evaluating, and debating a current issue of importance to citizens. (MLR – B3)  
**SWBAT...**

- ...attend a town council and/or selectman’s meeting. (GR5,6)
- ...identify three important current issues and how each level of government might handle them (e.g., transportation systems, funding of education). (GR5,6)
- ...explain the relationship between federal/state/local governments in the U.S. (GR7,8)

**Indicator 4:** Students will develop an ability to identify key political figures in Maine government and in the government of the United States. (MLR – B4)

**SWBAT...**

- ...write a letter to a local, state, or national representative about a current issue. (GR5,6)
- ...list major state government officials, including their representatives in the state and federal governments. (GR7,8)

**Indicator 5:** Students will develop an ability to examine competing ideas about what functions government should serve. (MLR – B5)

**SWBAT...**

- ...interview a local leader about the functions of government. (GR5,6)
- ...identify and summarize three ideas about the purposes of government that compete with each other (e.g., individual rights vs. good of the group). (GR 7,8)

**Indicator 6:** Students will develop an ability to explain the history and roles of Maine government, including the Maine Constitution. (MLR – B6)

**SWBAT...**

- ...examine major historical events in the history of Maine. (GR7,8)
- ...identify and explain the purpose and importance of major Maine documents (e.g., state constitution). (GR7,8)

*Fundamental Knowledge & Skill – C Fundamental Principles of Government & Constitution  
 Students will develop an understanding of the underlying ideas in the constitution and the way  
 democracy affects political institutions in the USA.*

**Indicator 1:** Students will develop an ability to describe the meaning and importance of the basic principles of American democracy. (MLR – C1)

**SWBAT...**

- ...review the two most major U.S. historical documents – the Declaration of Independence and the U.S. Constitution. (GR5,6)
- ...identify and explain the purpose of the Preamble and the Bill of Rights. (GR5,6)

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...answer the following, What are they? Why are they important? What values or principles do they contain? about the Preamble to the Constitution and the Bill of Rights. (GR5,6)

**Indicator 2:** Students will develop an ability to consider the rights, freedoms, and responsibilities set forth by the Constitution of the United States of America. (MLR – C2)

**SWBAT...**

...identify some rights, freedoms and responsibilities that the U.S. Constitution grants to all U.S. citizens. (GR7,8)

**Indicator 3:** Students will develop an ability to assume positions on issues related to the constitutional practice of individual rights, such as freedom of speech, separation of church and state. (MLR – C3)

**SWBAT...**

...define PUBLIC POLICY. (GR5,6)

...describe the purpose and effects of public policy on people. (GR5,6)

...give examples of the effects of public policy on people. (GR5,6)

...identify how landmark Supreme Court cases altered how the Constitution was to be interpreted. (GR7,8)

**Indicator 4:** Students will develop an ability to describe the significance of shared political values and principles in a pluralistic society like ours. (MLR – C4)

**SWBAT...**

...define and describe PLURALISTIC SOCIETY. (GR5,6)

...identify a pluralistic society other than the U.S. (GR5,6)

...explain why the U.S. is a pluralistic society. (GR5,6)

...list examples of shared political values and principles in the U.S. (GR7,8)

...describe how shared values are communicated in a pluralistic society like the U.S. (GR7,8)

#### *Fundamental Knowledge & Skill – D International Relations*

*Students will develop an understanding of how the United States interacts politically with other nations.*

**Indicator 1:** Students will develop an ability to describe the foreign policy powers delegated to the various branches of government by the U.S. Constitution. (MLR – D1)

**SWBAT...**

...list three important foreign policy powers given to the executive and legislative branch of the U.S. government. (GR5,6)

...identify Western Hemisphere nations (GR5) and Eastern Hemisphere nations (GR6) with whom the U.S. has positive relations and with whom the U.S. does not have positive relations. (GR5,6)

...describe the role of each branch of U.S. government in relation to foreign policy. (GR7,8)

**Indicator 2:** Students will develop an ability to evaluate the various ways the U.S. government has tried to resolve international differences. (MLR – D2)

**SWBAT...**

...give examples of ways that the U.S. government has attempted to resolve an international problem. (GR5,6)

...identify international issues in which the U.S. works with neighboring countries (e.g. fishing rights, lumbering, drug trade, etc.). (GR5,6)

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...explain the purposes of the World Court, League of Nations and the United Nations. (GR7,8)

**Indicator 3:** Students will develop an ability to analyze why alliances are made with some nations against other nations. (MLR – D3)

**SWBAT...**

...define ALLIANCE. (GR5,6)

...provide a variety of reasons for alliances. (GR5,6)

...identify alliances between and among nations such as NATO, OPEC, the OAS, and G7 Nations. (GR7,8)

## MSAD #53 Curriculum: Social Studies GR 5-8 HISTORY

### *Fundamental Knowledge & Skill – A Chronology*

*Students will develop an understanding of the chronology of history and major eras to demonstrate the relationships of events and people.*

**Indicator 1:** Students will develop an ability to describe the effects of historical change on daily life.

(MLR – A1)

**SWBAT...**

...develop a timeline of historical events in terms of changes on daily life ( e.g. technology, inventions).

(GR5,6) [Reference Science/Technology]

...describe the effects of historical changes on ancient civilizations. (GR5,6)

...illustrate the changes in daily life in more than on culture. (GR5,6)

...give specific, detailed examples from the 19<sup>th</sup> and 20<sup>th</sup> centuries of historical changes that have impacted daily life. (GR7,8)

**Indicator 2:** Students will develop an ability to identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (MLR – A2)

**SWBAT...**

...develop a timeline of important events in the history of various ancient civilizations. (GR5,6)

...develop a timeline of major world events (and people). (GR5,6)

...write a report about a major person or event in history. (GR5,6)

...explain the sequence of major U.S. historical events (e.g., Civil War, events leading to WWI and WWII). (GR7,8)

...label cause/effect principles to major U.S. historical events. (GR7,8)

**Indicator 3:** Students will develop an ability to trace simultaneous events in various parts of the world during a specific era. (MLR – A3)

**SWBAT...**

...define SIMULTANEOUS EVENT. (GR5,6)

...give examples of simultaneous events in the world during ancient times and today. (GR5,6)

...describe how events in some civilizations affected those in other civilizations, ancient and modern.

(GR5,6)

...develop a timeline of simultaneous events from around the world. (GR7,8)

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***Fundamental Knowledge & Skill – B Historical Knowledge, Concepts, and Patterns***  
***Students will develop an understanding of historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.***

**Indicator 1:** Students will develop an ability to demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to: Declaration of Independence, Westward Expansion, Civil War, The Constitution, Industrialization. **(MLR – B1)**

**SWBAT...**

- ...describe how ancient civilizations contributed to today’s society. **(GR5,6)**
- ...describe the impact on the world of major events in U.S. History (e.g., American Revolution). **(GR5,6)**
- ...identify major explorers who came to the New World and tell how their visit to the New World impacted the U.S. and their country of origin. **(GR5,6)**
- ...write cause/effect paragraphs about a major event in ancient times and in modern times. **(GR5,6)**
- ...trace the relationships between mother countries and their colonies (e.g., Britain-U.S., Britain-Hong Kong). **(GR5,6)**

**Indicator 2:** Students will develop an ability to demonstrate an understanding of selected themes in Maine, the United States, and world history (e.g., revolution, technological innovation, migration). **(MLR – B2)**

**SWBAT...**

- ...examine and discuss colonization, revolution, technology, migration, industrial revolution Europe, and other themes in world history. **(GR5: Western Hemisphere, past/present; GR6: Eastern Hemisphere, past/present; GR7,8: U.S., Maine, Europe)**
- ...research ancestry backgrounds. **(GR5,6)**
- ...identify and describe major themes/events in history, ancient and modern: PREHISTORY, STONE AGE, INDUSTRIAL REVOLUTION, AGRICULTURAL REVOLUTION, URBAN REVOLUTION and various cause and effects events. **(GR5,6)**
- ...identify cultural mores and norms of societies. **(GR7,8)**

**Indicator 3:** Students will develop an ability to demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past. **(MLR – B3)**

**SWBAT...**

- ...identify and describe major turning points in ancient, medieval and modern world history ( e.g. Crusaders, Alexander the Great, Jihad, etc.). **(GR5,6)**
- ...investigate cultural origins of U.S. customs and beliefs. **(GR7,8)**

**Indicator 4:** Students will develop an ability to demonstrate an understanding of selected twentieth century issues and events in United States and Maine history, including “modern” Maine history (1945-present). **(MLR – B4)**

**SWBAT...**

- ...identify and explain relationships between nations, based on historical events and conflicts. **(GR7,8)**
- ...discuss current issues that directly involve Maine (e.g., acid rain, fishing rights, international trade, borer control). **(GR7,8)**

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***Fundamental Knowledge & Skill – C Historical Inquiry, Analysis, and Interpretation***  
***Students will develop an understanding of how to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.***

**Indicator 1:** Students will develop an ability to judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources. (MLR – C1)

**SWBAT...**

- ...write tall tales, historical fiction. (GR5,6) [Reference Language Arts]
- ...compare and contrast various genres of fiction with primary and secondary source information. (GR5,6)
- ...compare historical fiction pieces on certain events in history with actual historical nonfiction reports on the same events. (GR7,8)

**Indicator 2:** Students will develop an ability to 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. (MLR – C2)

**SWBAT...**

- ...investigate and identify distinguishing characteristics of different historical accounts of the same event. (GR5,6)
- ...discuss reasons why accounts of important events differ depending on the country reporting them. (GR5,6)
- ...determine the credibility of historical websites. (GR7,8)

**Indicator 3:** Students will develop an ability to use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic. (MLR – C3)

**SWBAT...**

- ...identify, research and debate an ancient issue and a current issue from varying perspectives. (GR5,6)
- ...distinguish between primary and secondary documents. (GR7,8)

**Indicator 4:** Students will develop an ability to identify ethnic and cultural perspectives missing from an historical account and describe these points of view. (MLR – C4)

**SWBAT...**

- ...research and support a point of view on a controversial, world historical topic (e.g., slavery, treatment of Native Americans, etc). (GR5,6)
- ...debate past and present world issues (i.e., wars, human rights). (GR5,6)
- ...write an editorial and/or draw a political cartoon. (GR5,6)
- ...interpret news stories, literature, artwork, music, and political cartoons to determine the creator's point of view. (GR7,8)

**Indicator 5:** Students will develop an ability to formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts. (MLR – C5)

**SWBAT...**

- ...develop and pose questions based on researched historical events. (GR5,6)

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...create their own games based on historical questions they have developed. (GR5,6)  
 ...develop questions from their examination of primary and secondary sources. (GR7,8)

## GEOGRAPHY

### *Fundamental Knowledge & Skill – A Skills & Tools*

*Students will develop an understanding of how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.*

**Indicator 1:** Students will develop an ability to 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.

(MLR – A1)

**SWBAT...**

...trace routes of explorers. (GR5,6)  
 ...trace routes of ancient civilizations. (GR5,6)  
 ...use maps to locate the early colonies around the world. (GR5,6)  
 ...map locations of Native North/South American tribes, past and present. (GR5)  
 ...map locations of major civilizations, past and present. (GR6)  
 ...identify major physical features in the Western Hemisphere. (GR5) Eastern Hemisphere. (GR6)  
 ...create a physical features map of the Western Hemisphere (GR5), Eastern Hemisphere. (GR6)  
 ...read a map and locate areas according to coordinates. (GR7,8)  
 ...explain the human interaction using the Five Themes of Geography. (GR7,8)  
 ...apply the concepts in the Five Theme of geography to the areas of Europe, Africa, the Middle East/ India, Japan/Korea/Vietnam, Canada/Mexico, Latin America, and Maine. (GR7,8)

**Indicator 2:** Students will develop an ability to build maps, globes, charts, models, and databases to analyze geographical patterns in the earth. (MLR – A2)

**SWBAT...**

...use geographic tools ( e.g. atlas, globe, charts, models) to trace significant historical changes in the (GR5) Western Hemisphere, Eastern Hemisphere (GR6).  
 ...make physical land form maps. (GR5,6)  
 ...create and explain different styles of maps. (GR7,8)  
 ...explain the movement of civilization based on geographic theories. (GR7,8)

**Indicator 3:** Students will develop an ability to understand United States social, political, and economic divisions and the more significant social and political divisions in world geography. (MLR – A3)

**SWBAT...**

...identify various ethnic groups in assigned locations: (GR5) Western Hemisphere, Eastern Hemisphere (GR6) .  
 ...review definitions of URBAN, SUBURBAN, RURAL. (GR5,6)  
 ...compare and contrast urban/rural by giving specific examples in Maine, the U.S., and the Western Hemisphere (GR5), Eastern Hemisphere (GR6).  
 ...describe various regions of the world and their biomes. (GR5,6) [ Reference Science]  
 ...compare populations and land area sizes in various countries. (GR5,6)  
 ...describe the characteristics that make the U.S. one of the most powerful nations in the world. (GR7,8)

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***Fundamental Knowledge & Skill – B Human Interaction with Environments***

***Students will develop an understanding of relationships among people and their physical environment.***

**Indicator 1:** Students will develop an ability to analyze how technology shapes the physical and human characteristics of places and regions, including Maine. (MLR – B1)

**SWBAT...**

- ...identify and describe the distinction between prehistory and civilization. (GR5,6)
- ...identify those things that help civilizations advance: favorable geography, government, morality, economics, education, science and technology. (GR5,6)
- ...describe with increasing complexity the development of cities in the U.S. (GR5,6,7,8)
- ...identify and describe the Industrial Revolution. (GR5,6,7,8)
- ...explain with increasing sophistication the effect of the Industrial Revolution on the world. (GR5,6,7,8)
- ...identify and analyze specific examples of how technology has shaped history. (GR5,6,7,8)
- ...analyze the use of major water bodies for trade, past and present. (GR5,6,7,8)
- ...list and explain specific examples of ways that technology has changed life in the U.S. , particularly in Maine. (GR7,8)

**Indicator 2:** Students will develop an ability to explain patterns of migration throughout the world. (MLR – B2)

**SWBAT...**

- ...define MIGRATION and give reasons generally why people migrate and specifically why certain people migrate. (GR5,6)
- ...trace the early migration of (GR5) Western Hemisphere Native Americans and Eastern Hemisphere cultures (GR6).
- ...define IMMIGRATION and give reasons generally why people immigrate and specifically why certain people immigrate. (GR5,6)
- ...trace the Barbarians settlements. (GR6)
- ...research early explorers around the world: Western Hemisphere (GR5), Eastern Hemisphere (GR6).
- ...list and describe reasons for exploration generally and specifically to certain places. (GR5,6)
- ...draw maps showing migration patterns in the U.S. at various periods of history. (GR7,8)
- ...provide reasons for particular migration patterns within the U.S. (GR7,8)

**Indicator 3:** Students will develop an ability to explain how cultures differ in their use of similar environments and resources. (MLR – B3)

**SWBAT...**

- ...research varying biomes in Western Hemisphere (GR5) and (GR6) Eastern Hemisphere. [Reference Science]
- ...identify natural resources and areas in which they are plentiful. (GR5,6)
- ...analyze the relationships of populations and their use of natural resources by individual countries. (GR5,6)
- ...search for and identify import/export patterns. (GR5,6)
- ...compare and contrast prehistoric people and civilized people, identifying the differing ways they used their environments and resources. (GR5,6)
- ...use Venn diagrams to compare use of similar resources by different cultures' sharing similar environments. (GR7,8)

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**Indicator 4:** Students will develop an ability to demonstrate an understanding of how society changes as a consequence of concentrated settlement. (MLR – B4)

**SWBAT...**

...choose an area of the world (GR5) Western Hemisphere, (GR6) Eastern Hemisphere and trace immigration patterns.

...describe how immigration patterns have changed the area using specific examples. (GR5,6)

...identify and analyze how different groups throughout history have affected society. (GR5,6)

...list specific examples of changes in a community when it grows from a small town to a large city. (GR7,8)

## ECONOMICS

### *Fundamental Knowledge & Skill – A Personal and Consumer Economics*

*Students will develop an understanding that economic decisions are based on availability of resources and the costs and benefits of choices.*

**Indicator 1:** Students will develop an ability to analyze how scarcity affects individuals' decisions about production and consumption of goods and services. (MLR – A1)

**SWBAT...**

...identify current events that illustrate how scarcity affects individual economic decisions. (GR5,6)

...identify and compare natural resources in various parts of the world past and present. (GR5,6)

...explain the concept of supply and demand. (GR7,8)

...illustrate scarcity and opportunity cost. (GR7,8)

**Indicator 2:** Students will develop an ability to identify and analyze the factors that contribute to personal spending and savings decisions. (MLR – A2)

**SWBAT...**

...research and explain the development of money.

...identify BARTER, TRADE. (GR5,6)

...identify and explain income factors. (GR5,6)

...identify natural resources as a factor in cost and spending. (GR5,6)

...discuss career opportunities related to spending and saving. (GR5,6)

...define BUDGET. (GR5,6)

...develop a working vocabulary in economics and understand basic economic principles. (GR7,8)

...experience various basic forms of investment (stocks, bonds, savings) and participate in a stock market competition. (GR7,8)

**Indicator 3:** Students will develop an ability to use an example to show how incentives affect economic decisions (e.g., tax deferred savings plans, a fast food restaurant's discount promotion). (MLR – A3)

**SWBAT...**

...define INCENTIVE. (GR5,6)

...provide specific examples of how incentives affect decisions. (GR5,6)

...find the "best" deal for spending decisions. (GR5,6)

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...compare what happens when one of two like businesses' (i.e., MacDonald's and Burger King) offers a special. (GR7,8)

...explain why some families might go for a "special," and why others might not. (GR7,8)

***Fundamental Knowledge & Skill – B Economic Systems of the United States***

***Students will develop an understanding of of the economic system of the United States, including its principles, development, and institutions.***

**Indicator 1:** Students will develop an ability to demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss. (MLR – B1)

**SWBAT...**

...define SUPPLY, DEMAND. (GR5,6)

...state the Law of Supply and Demand. (GR5,6)

...define PROFIT,LOSS. (GR5,6)

...compare/contrast the prices of human needs. (GR5,6)

...differentiate between NEED and WANT. (GR5,6)

...play the stock market game to learn basic concept of stocks. (GR5,6)

...design a flow chart to show the relationship between supply-demand, profit-loss. (GR7,8)

**Indicator 2:** Students will develop an ability to analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to Produce? How? And For whom? (MLR – B2)

**SWBAT...**

...identify themselves as consumers of goods and services. (GR5,6,7,8)

...analyze how they as consumers affect producer's decisions. (GR5,6)

...recognize markets as places where buyers and sellers exchange goods and services. (GR7,8)

...analyze why markets in their community are successful or unsuccessful. (GR7,8)

**Indicator 3:** Students will develop an ability to identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision making. (MLR – B3)

**SWBAT...**

...define with increasing detail CAPITALISM. (GR5,6,7,8)

...explain the relationship between price and quantity demanded. (GR7,8)

**Indicator 4:** Students will develop an ability to explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities. (MLR – B4)

**SWBAT...**

...construct a timeline showing major events in Maine, the U.S. and the world that have affected Maine's economy. (GR7,8)

...predict possible jobs in the future based on new technology. (GR7,8)

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**Indicator 5:** Students will develop an ability to describe the roles and contributions of the principal contributors to the economy. (e.g., laborers, investors, entrepreneurs, managers). (MLR – B5)

**SWBAT...**

- ...write a paper on the technology of the future. (GR5,6)
- ...explain the effect of the assembly line and mass production on industry and the consumer. (GR5,6)
- ...give examples of space-age technology. (GR5,6)
- ...define LABORER, INVESTOR, ENTREPRENEUR, MANAGER. (GR7,8)
- ...identify the four factors of production (capital, labor, natural resources and entrepreneurship). (GR7,8)

*Fundamental Knowledge & Skill – C Comparative Systems*

*Students will develop an understanding of how different economic systems function and change over time.*

**Indicator 1:** Students will develop an ability to describe the characteristics of traditional, command, market, and mixed economic systems. (MLR – C1)

**SWBAT...**

- ...explore careers in economics. (GR5,6)
- ...define DEPRESSION, RECESSION, INFLATION, DEFLATION, NATIONAL INDEX, MINIMUM WAGE, and COST OF LIVING INDEX. (GR5,6)
- ...compare/contrast depression and recession. (GR5,6)
- ...debate raising the minimum wage. (GR5,6)
- ...define and identify the term ECONOMIC SYSTEM as well as different kinds of economic systems: TRADITIONAL, COMMAND, MARKET, MIXED. (GR7,8)
- ...identify and define the qualities of traditional/market/mixed/andcommand economies. (GR7,8)
- ...identify the type of economic systems, past and present, in Europe, Africa, Latin America, Canada/Mexico, the Middle East/ India, Japan/ Korea/ Vietnam, the United States, and Maine. (GR7,8)

**Indicator 2:** Students will develop an ability to compare how different economies meet basic needs over time. (MLR – C2)

**SWBAT...**

- ...identify and locate different economic systems in the world. (GR5,6)
- ...name the principle contributors to the economy in various countries, past and present. (GR5,6)
- ...compare how different economies in ancient civilizations met basic needs and wants. (GR5,6)
- ...distinguish among different economic systems of the world, past and present, from command economies to market economies. (GR7,8)
- ...explain how economic systems change over time, to accommodate the needs of the society. (GR7,8)
- ...take different economic systems and identify their commonalities as well as their differences. (GR7,8)

*Fundamental Knowledge & Skill – D*

*Students will develop an understanding of the patterns and results of international trade.*

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**Indicator 1:** Students will develop an ability to describe how changes in transportation and communication technologies have affected trade over time. (MLR – D1)

**SWBAT...**

...compare and contrast transportation technology jobs and describe how they have changed from the past to the present. (GR5,6)

...illustrate how trade leads to exploration. (GR7,8)

...how trade routes become the early foundation of civilizations. (GR7,8)

**Indicator 2:** Students will develop an ability to evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies. (MLR – D2)

**SWBAT...**

...explain why some companies move to other countries and the effect it has on our economy. (GR5,6)

...examine the trade of local companies. (GR5,6)

...using specific trade items, explain how trade influenced and transformed ancient societies and continues to do so today. (GR5,6)

...describe the interconnectedness of economies and be able to identify how cycles in one economic system affect other systems. (GR7,8)

**Indicator 3:** Students will develop an ability to explain why trade allows specializations and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics. (MLR – D3)

**SWBAT...**

...define and give an example of a trade agreement. (GR5,6)

...discuss U.S.- Canada and U.S.- Mexico trade relations. (GR5,6)

...compare and contrast the specialization of trade in ancient civilizations. (GR5,6)

...briefly describe NAFTA and the difference in people's perceptions of its affects. (GR7,8)

...explain on a basic level the unification of Europe through the European Common Market. (GR7,8)

...analyze the relative success of the European Common Market. (GR7,8)

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