

Maine Standards- Social Studies 9-12	Dream of a Nation Chapter(s)											
	1. A People Centered and Accountable Government	2. Citizen Stewardship	3. Creating a Stable and Equitable Economy	4. A New Media That Informs and Empowers	5. Aiming for the Best in Education	6. Re-Powering America	7. Improving Health and Avoiding Alarming Trends	8. Ending Poverty and Building Common Wealth	9. Re-Imaging Business	10. Strengthening Communities	11. Waging Peace	12. A Nation That Shines
<p>A1 Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>a. Develop research questions related to a <i>current social studies issue</i>.</p> <p>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</p> <p>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</p> <p>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</p> <p>e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.</p> <p>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and <i>citations</i>.</p> <p>g. Develop a clear well-supported position.</p> <p>h. Present and defend a well-supported position to a</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

<p><i>variety of audiences</i> using a prescribed format.</p> <p>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields, including <i>ethical reasoning skills</i>.</p> <p>j. Access and present information ethically and legally.</p>												
<p>A2 Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and <i>ethical reasoning skills</i>.</p> <p>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</p> <p>b. Make a <i>real or simulated decision</i> related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, <i>ethical reasoning skills</i>, and other relevant information.</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
<p>A3 Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a <i>civic action</i> or <i>service-learning</i> project based on a community, school, State, national, or international asset or need, and evaluate the project’s effectiveness and civic contribution.</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
<p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

<p>a. Explain that the study of government includes the <i>structures</i>, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.</p> <p>b. Evaluate <i>current issues</i> by applying <i>democratic ideals</i> and <i>constitutional principles</i> of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in <i>founding documents</i>.</p> <p>c. Explain how and why democratic institutions and interpretations of <i>democratic ideals</i> and <i>constitutional principles</i> change over time.</p> <p>d. Describe the purpose, structures, and processes of the <i>American political system</i>.</p> <p>e. Compare the <i>American political system</i> with examples of political systems from other parts of the world.</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
<p>B2 Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal <i>rights</i>, the civic <i>duties and responsibilities</i>, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <p>a. Explain the relationship between constitutional and legal <i>rights</i>, and civic <i>duties and responsibilities</i> in a constitutional democracy.</p> <p>b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</p> <p>c. Analyze the <i>constitutional principles</i> and the roles of the citizen and the government in major laws or cases.</p> <p>d. Compare the <i>rights, duties, and responsibilities</i> of United States citizens with those of citizens from other nations.</p> <p>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

in civil disobedience.												
<p>B3 Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>a. Analyze the constitutional, political, and civic aspects of historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.</p> <p>b. Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various <i>historical and recent immigrant groups</i> in Maine and the United States, and those of various world cultures.</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
<p>C1 Economic Knowledge, Concepts, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the <i>economic system</i> of the United States, and other <i>economic systems</i> in the world, and how economics serves to inform decisions in the present and future.</p> <p>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of <i>goods and services</i> by business, and is the basis of individual <i>personal finance</i> management including saving and investing.</p> <p>b. Explain and analyze the role of financial institutions, the stock market, and government, including <i>fiscal, monetary, and trade policies</i>, in personal, business, and national economics.</p> <p>c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances, using <i>economic reasoning</i>.</p> <p>d. Identify and explain various <i>economic indicators</i> and how they represent and influence economic activity.</p> <p>e. Analyze economic activities and policies in relationship</p>	❖	❖					❖	❖	❖	❖		

<p>to freedom, efficiency, equity, security, growth, and sustainability.</p> <p>f. Explain and apply the concepts of <i>specialization</i>, <i>economic interdependence</i>, and <i>comparative advantage</i>.</p> <p>g. Solve problems using the theory of <i>supply and demand</i>.</p>												
<p>C2 Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>a. Analyze the role of regional, international, and global organizations that are engaged in <i>economic development</i>.</p> <p>b. Compare a variety of <i>economic systems</i> and the <i>economic development</i> of Maine, the United States, and various regions of the world that are economically diverse.</p> <p>c. Analyze wealth, poverty, resource distribution, and other <i>economic factors</i> of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.</p>	❖	❖			❖		❖	❖	❖	❖	❖	
<p>D1 Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.</p> <p>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of <i>geographic tools</i>.</p> <p>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that</p>		❖	❖			❖	❖		❖	❖		❖

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