

**Social Studies Graduation Standards
and Assessed Performance Indicators 6-12**

^indicates priority indicator

BE Graduation Standard 1 (Social Studies):

APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS

Collaboratively and independently, research, present and defend discipline-based methods and knowledge from civics/government, economics, geography and history in authentic contexts.

6-8th grade Performance Indicators	9-12th grade Performance Indicators
MS.SS.1A^ A. Research, select, and present a position on a social studies topic by proposing and revising research questions, and locating and selecting information from multiple and varied sources, using appropriate social studies tools and methods. (MLR A1 a-d, f-g, i-k; CCSS WH 8.7-9) (Grades 6, 7, 8) MS.SS.1B^ B. Determine the central ideas or information and key steps in a process from a primary or secondary source; including digital texts; provide an accurate summary of the source distinct from prior knowledge or opinions. (MLR A1 e, h, l; CCSS RH 8.2-5, 8.9-10) (Grades 7, 8) MS.SS.1C^ C. Distinguish among fact, opinion and reasoned judgment in a text and cite specific textual evidence to support analysis. (MLR A1 b-c, f; CCSS RH 8.1, 8.8) (Grades 7, 8)	HS.SS.1A A. The student will present, and defend positions on current social studies issues. HS.SS.1B B. The student will develop and modify research questions, and locate, select, evaluate, and synthesize information from multiple and varied sources. HS.SS.1C C. The student will make individual decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills. HS.SS.1D D. The student will make collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.

MS.SS.1D^ D. Develop and present informative/explanatory pieces as well as arguments, on social studies topics orally and/or in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented. (MLR A1 i-l; CCSS WH 8.1-2, 8.4-6, 8.10, CCSS SL 8.4-6) (Grades 7, 8)	
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BE Graduation Standard 2 (Social Studies):

CIVIC ENGAGEMENT

Understand the rights and responsibilities of an American citizen and apply those attributes as a citizen to affect a real world issue.

6-8th grade Performance Indicators	9-12th grade Performance Indicators
MS.SS.2A A. Make and present a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. (MLR A2 b, A3) (Grade 6) MS.SS.2B B. Analyze how people influence government and work for the common good. (MLR B2 d) (Grade 8)	HS.SS.2A A. The student will understand the constitutional and legal rights in a constitutional democracy i.e. the United States political system. HS.SS.2B B. The student will understand the civic duties, and responsibilities, and roles of citizens in a constitutional democracy. i.e. the United States political system. HS.SS.2C

	C. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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BE Graduation Standard 3 (Social Studies):

CIVICS AND GOVERNMENT

Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world.

6-8th grade Performance Indicators	9-12th grade Performance Indicators
MS.SS.3A A. Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, common good, and the rights, duties and responsibilities of citizens. (MLR B1 a-b; B2 a) (Grade 6) MS.SS.3B^ B. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments and law making of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources. (MLR B1 c-e) (Grade 6) MS.SS.3C C. Describe the protection of individual and minority rights as described in the United States Constitution and Bill of Rights and analyze examples of the protection of rights in court cases or from current events.	HS.SS.3A A. The student will understand the role of (effect on) citizens living under other forms of government in the world. HS.SS.3B B. The student will analyze various theories of government. HS.SS.3C C. The student will analyze changes in Americans' participation over time. HS.SS.3D D. The student will analyze alternative models of government from other countries, past and present. HS.SS.3E E. The student will describe the historic and philosophical foundations of the United States republican system of government.

(MLR B2 b-c) (Grade 8) MS.SS.3D D. Using examples of historical or current issues, describe the governmental structures and civic responsibilities within diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in Maine and the United States, and various cultures in the world. (MLR B3 A, B) (Grade 8) MS.SS.3E E. Compare the structures and processes of the United States government with examples of other forms of government. (MLR B1 C, F) (Grade 8)	HS.SS.3F F. The student will analyze the fundamental principles of the American system of government. HS.SS.3G G. The student will examine the United States Constitution by comparing the legislative, executive, and judicial branches of government. HS.SS.3H H. The student will analyze how the legislative, executive, and judicial branches of government have shaped American society. HS.SS.3I2 I. The student will evaluate public policies in terms of intended and unintended outcomes, and related consequences.
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BE Graduation Standard 4 (Social Studies):

ECONOMICS

Understand and apply the concepts and processes from economics to understand decision-making, personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world.

6-8th grade Performance Indicators	9-12th grade Performance Indicators
MS.SS.4A A. Explain how the concept of scarcity requires choices about what, how, for whom and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand and personal finance. (MLR C1 A)	HS.SS.4A A. Analyze why nations adopt economic systems and the consequences for different groups of people. HS.SS.4B

	HS.SS.4J J. Analyze the current and future state of the economy and the selection of monetary policies. HS.SS.4K K. Analyze the role of financial institutions and stock markets/investing in the economy. HS.SS.4L L. Analyze personal finance situations and make decisions regarding investing, saving and spending.
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BE Graduation Standard 5 (Social Studies):

GEOGRAPHY

Analyze the physical, human and environmental geography of Maine, the United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future.

6-8th grade Performance Indicators	9-12th grade Performance Indicators
MS.SS.5A^ A. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools and analyze the value of using different geographic representations. (MLR D1 a-c) (Grades 6, 7) MS.SS.5B^ B. Using geographical concepts, skills and tools, describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future. (MLR D1 a-b, d)	HS.SS.5A A. Explain that geography includes the study of physical, environmental, and cultural features in order to help people better predict and evaluate consequences of geographic influences. HS.SS.5B B. Describe a major region of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. HS.SS.5C C. Analyze geographic data on physical, environmental, and cultural processes that shape and change places and regions.

(Grade 6) MS.SS.5D D. Explain how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places. (MLR D2 A) (Grade 6) MS.SS.5E E. Identify and explain how the forces of cooperation and conflict, have influenced the division and control of the Earth's surface historically and in the present. (MLR D2 B) (Grade 6) MS.SS.5F F. Identify and explain how the movement and interactions of various people groups have influenced the division and control of the Earth's surface historically and in the present. (MLR D2 B) (Grade 6)	HS.SS.5D D. Evaluate the impact of change, including technological change, on the physical and cultural environment. HS.SS.5E E. Analyze and summarize the impact of the elements of culture on the world, specifically including the five major religions, political and economic systems. HS.SS.5F F. Analyze migration, settlement patterns, and cultural diffusion caused by the competition for resources.
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BE Graduation Standard 6 (Social Studies):

HISTORY

Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

6-8th grade Performance Indicators	9-12th grade Performance Indicators
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MS.SS.6A^

A. Describe major turning points and examples of continuity and change in the history of Maine, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world. (MLR E1 b; E2) (Grades 6, 7, 8)

MS.SS.6B^

B. Analyze interpretations of historical events that are based on different perspectives and evidence. (MLR E1 D) (Grades 7)

MS.SS.6C^

C. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. (MLR E1 C) (Grade 7, 8)

MS.SS.6D^

D. Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently. (MLR E1 d; E2 a-c; CCSS RH 6) (Grades 7, 8)

HS.SS.6A

A. The student will evaluate how historical events and developments were shaped by unique circumstances as well as broader historical contexts.

HS.SS.6B

B. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

HS.SS.6C

C. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.

HS.SS.6D

D. Analyze change and continuity in historical eras and the complex and interacting factors that influenced the perspectives of people during those historical eras.

HS.SS.6E

E. Analyze multiple and complex causes and effects of events in the past.

HS.SS.6F2

F. Identify, critique and analyze issues characterized by unity and diversity with minority groups in the history of the United States.

Middle School Topics/Themes by grade level:

6th	7th	8th
• Ideas around civics and government (rights and responsibilities of citizens in states/country, compare to that of other countries) • Geography • Intro to Economics • Intro to Renaissance/Explorers to early Colonialism	• Geography, • Colonialism (13 Colonies, Salem, French and Indian War) • American Revolution • Lewis and Clark • Manifest Destiny (acquisition of west) • Mexican War • Civil War	• Westward expansion • Industrialization • Imperialism • WWI • 1920's, Great Depression • WWII • Cold War • Civil Rights

	● Reconstruction	
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