

**Social Studies Graduation Standards
and Performance Indicators K-5**

***BOLD** = assessed indicator

Indicators are from the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and Maine Learning Results.

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. (MLR, A1; CCSS)

Kindergarten Performance Indicators	1st grade Performance Indicators	2nd grade Performance Indicators	3rd grade Performance Indicators	4th grade Performance Indicators	5th grade Performance Indicators
<p>*Civ1.K-2 Describe roles and responsibilities of people in authority.</p>	<p>Civ2.K-2 Explain how all people not just official leaders play an important role in a community.</p>	<p>Civ14.K-2 Describe how people have tried to improve their communities over time.</p>	<p>*Civ2.3-5 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. B1.a</p>	<p>Civ8.3-5 Identify core civic virtues and democratic principles that guide government, society, and communities.</p>	<p>*Civ13.3-5 Explain how policies are developed to address public problems. B1</p> <p>Civ14.3-5 Illustrate historical and contemporary means of changing society.</p>

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.****(MLR, A2 + A3)**

Kindergarten Performance Indicators	1st grade Performance Indicators	2nd grade Performance Indicators	3rd grade Performance Indicators	4th grade Performance Indicators	5th grade Performance Indicators
<p>Civ7.K-2 Apply civic virtues when participating in school settings.</p> <p>Civ8.K-2 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p> <p>Civ10.K-2 Compare their own point of view with others' perspectives.</p>	<p>*Civ3.K-2 Explain the need for and purposes of rules in various settings inside and outside of school. B2a</p> <p>Civ12.K-2 Identify and explain how rules function in public (classroom and school) settings.</p>	<p>*Civ6.K-2 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	<p>*Civ11.3-5 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. A1.a, b, c</p> <p>Civ10.3-5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p>	<p>*Civ12.3-5 Explain how rules and laws change society and how people change rules and laws.</p>	<p>*Civ4.3-5 Explain how groups of people make rules to create responsibilities and protect freedoms. B2</p> <p>Civ7.3-5 Apply civic virtues and democratic principles in a school setting.</p> <p>Civ9.3-5 Use deliberative processes when making decisions or reaching judgments as a group.</p>

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. (MLR, B).

Kindergarten Performance Indicators	1st grade Performance Indicators	2nd grade Performance Indicators	3rd grade Performance Indicators	4th grade Performance Indicators	5th grade Performance Indicators
<p>*Civ9.K-2 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. A2a, A2b</p>	<p>*Civ11.K-2 Explain how people can work together to make decisions in the classroom. B2a</p>	<p>Civ5.K-2 Explain what governments are and some of their functions.</p>	<p>Civ6.3-5 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p>	<p>*Civ1.3-5 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. B1</p> <p>Civ5.3-5 Explain the origins, functions, and structure of different systems of</p>	<p>Civ3.3-5 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p>

				government, including those created by the U.S. and state constitutions.	
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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. (MLR C)

Kindergarten Performance Indicators	1st grade Performance Indicators	2nd grade Performance Indicators	3rd grade Performance Indicators	4th grade Performance Indicators	5th grade Performance Indicators
<p>*Eco4.K-2 Describe the goods and services that people in the local community produce and those that are produced in other communities. C2a, C2b</p> <p>Eco6.K-2 Explain how people earn an income.</p> <p>Eco9.K-2</p>	<p>*Eco2.K-2 Identify the benefits and costs of making various personal decisions. C1b</p> <p>Eco3.K-2 Describe the skills and knowledge required to produce certain goods and services.</p> <p>Eco7.K-2</p>	<p>Eco1.K-2 Explain how scarcity necessitates decision making.</p> <p>Eco5.K-2 Identify prices of products in a local market.</p> <p>*Eco12.K-2 Describe examples of the goods and services that governments</p>	<p>*Eco2.3-5 Identify positive and negative incentives that influence the decisions people make. B1.b</p> <p>Eco4.3-5 Explain why individuals and businesses specialize and trade.</p> <p>*Eco5.3-5</p>	<p>*Eco312.3-5 (Eco.3&12) Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services and explain how government pays for them.</p> <p>Eco8.3-5 Identify examples of</p>	<p>Eco1.3-5 Compare the benefits and costs of individual choices.</p> <p>Eco6.3-5 Explain the relationship between investment in human capital, productivity, and future incomes.</p> <p>Eco7.3-5 Explain how profits influence sellers in</p>

Describe the role of banks in an economy. Eco10.K-2 Explain why people save.	Describe examples of costs of production. Eco15.K-2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	provide. Eco13.K-2 Describe examples of capital goods and human capital. *Eco14.K-2 Describe why people in one country trade goods and services with people in other countries. C2a	Explain the role of money in making exchange easier. C1.c Eco9.3-5 Describe the role of other financial institutions in an economy. Eco11.3-5 Explain the meaning of inflation, deflation, and unemployment.	external benefits and costs. Eco10.3-5 Explain what interest rates are. Eco13.3-5 Describe ways people can increase productivity by using improved capital goods and improving their human capital.	markets. *Eco14.3-5 Explain how trade leads to increasing economic interdependence among nations. Eco15.3-5 Explain the effects of increasing economic interdependence on different groups within participating nations.
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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. (MLR D)

Kindergarten Performance Indicators	1st grade Performance Indicators	2nd grade Performance Indicators	3rd grade Performance Indicators	4th grade Performance Indicators	5th grade Performance Indicators
Geo3.K-2 Use maps, globes, and other simple geographic models to identify cultural and environmental	Geo2.K-2 Use maps, graphs, photographs, and other representations to describe places and the relationships and	*Geo1.K-2 Construct maps, graphs, and other representations of familiar places. A1e, D1b	Geo2.3-5 Use maps, satellite images, photographs, and other representations to explain relationships	*Geo1.3-5 Construct maps and other graphic representations of both familiar and unfamiliar places.	Geo5.3-5 Explain how the cultural and environmental characteristics of places change over time.

<p>characteristics of places.</p> <p>*Geo7.K-2 Explain why and how people, goods, and ideas move from place to place.</p> <p>Geo10.K-2 Describe changes in the physical and cultural characteristics of various world regions.</p>	<p>interactions that shape them.</p> <p>*Geo4.K-2 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. D2a</p> <p>*Geo6.K-2 Identify some cultural and environmental characteristics of places.</p> <p>Geo8.K-2 Compare how people in different types of communities use local and distant environments to meet their daily needs.</p> <p>Geo11.K-2 Explain how the consumption of</p>	<p>Geo5.K-2 Describe how human activities affect the cultural and environmental characteristics of places or regions.</p> <p>Geo9.K-2 Describe the connections between the physical and environment of a place and the economic activities found there.</p> <p>Geo12.K-2 Identify ways that a catastrophic disaster may affect people living in a place.</p>	<p>between the locations of places and regions and their environmental characteristics.</p> <p>*Geo8.3-5 Explain how human settlements and movements relate to the locations and use of various natural resources. D1</p> <p>Geo11.3-5 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p>	<p>D1.b</p> <p>Geo3.3-5 Use maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>Geo4.3-5 Explain how culture influences the way people modify and adapt to their environments.</p> <p>Geo12.3-5 Explain how natural and human-made catastrophic events in one place affect people living in other places.</p>	<p>Geo6.3-5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>*Geo7.3-5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D1</p> <p>*Geo9.3-5 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>
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	products connects people to distant places.				
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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. (MLR E)

Kindergarten Performance Indicators	1st grade Performance Indicators	2nd grade Performance Indicators	3rd grade Performance Indicators	4th grade Performance Indicators	5th grade Performance Indicators
<p>*His2.K-2 Compare life in the past to life today.</p> <p>His3.K-2</p>	<p>*His4.K-2 Compare perspectives of people in the past to those of people in the</p>	<p>*His1.K-2 Create a chronological sequence of multiple events.</p>	<p>*His2.3-5 Compare life in specific historical time periods to life today.</p>	<p>His1.3-5 Create and use a chronological sequence of related events to compare developments</p>	<p>His3.3-5 Generate questions about individuals and groups who have shaped significant</p>

<p>Generate questions about individuals and groups who have shaped a significant historical change.</p>	<p>present.</p> <p>His6.K-2 Compare different accounts of the same historical event.</p> <p>His10.K-2 Explain how historical sources can be used to study the past.</p>	<p>A1b, E1d</p> <p>His9.K-2 Identify different kinds on historical sources.</p> <p>His11.K-2 Identify the marker, date, and place of origin for a historical source from information within the source itself.</p> <p>His12.K-2 Generate questions about a particular historical source as it relates to a particular historical event or development.</p> <p>His14.K-2 Generate possible reasons for an event or development in the past.</p> <p>His16.K-2 Select which reasons might be more likely than others to explain a historical event or</p>	<p>E1.b</p> <p>His10.3-5 Compare information provided by different historical sources about the past.</p> <p>His12.3-5 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>His13.3-5 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p>	<p>that happened at the same time.</p> <p>His5.3-5 Explain connections among historical contexts and people's perspectives at the time.</p> <p>His6.3-5 Describe how people's perspectives shaped the historical sources they created</p> <p>*His14.3-5 Explain probable causes and effects of events and developments. E1</p> <p>His16.3-5 Use evidence to develop a claim about the past.</p>	<p>historical changes and continuities.</p> <p>*His4.3-5 Explain why individuals and groups during the same historical period differed in their perspectives. E2</p> <p>His9.3-5 Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>His11.3-5 Infer the intended audience and purpose of a historical source from information within the source itself.</p>
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