

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

© 2005

to the

Maine
Learning Results
Grades K-6



O/SS-11

Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the Maine Learning Results for Social Studies. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

*Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.*

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Scott Foresman Social Studies – Here We Go
to the
Maine Learning Results for Social Studies**

Kindergarten

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:

- 1. Identify and practice classroom rights and responsibilities.**

EXAMPLE

- ***Participate in a process to determine classroom rules that protect the rights and property of each student in the class, and establish guidelines for individual and cooperative learning.***

K: 35, 36, 37, 38, 39, 40, 41, 42

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:

- 1. Understand that all nations have governments.**

K: 82-83, 252-253, 269

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:

- 1. Understand that the United States has a constitution.**

K: 252-253

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations. Students will be able to:

- 1. Recognize that there are other nations with different traditions and practices.**

K: 93, 94, 95, 96, 264-265, 267, 268-269, 270, 317, 318-319, 320

HISTORY

A. CHRONOLOGY

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

1. Place individual and family experiences in historical time and place.

K: 128-129, 242-243, 244-245, 252-253, 255, 256-257, 258, 259, 260-261, 262, 263, 264-265, 266, 267, 268-269, 270, 271, 272-273, 274, 276-277, 278, 281, 314-315

2. Distinguish similarities and differences among historical events.

EXAMPLE

- ***After reading or hearing a folk tale, biography, or historical narrative, retell or dramatize the story with the events in the correct sequence.***

K: 242-243, 244-245, 246, 254, 255, 256-257, 258, 262, 264-265, 266, 267, 268-269, 270, 271, 272-273, 274, 278, 281, 313, 314-315, 316

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.

K: 128-129, 268-269, 270, 272-273, 274, 275, 276-277, 278, 291, 292-293, 294-295, 302-303, 304, 312, 313, 314-315, 316, 320

2. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.

K: 93, 220, 267, 318-319, 320

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

Students will learn 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.

Students will be able to:

1. Use artifacts and documents to gather information about the past.

EXAMPLE

- *Given a "history box" containing artifacts belonging to a specific time, make deductions concerning form and use of the objects and what they tell us about life in the past.*

K: 91, 93, 94-95, 128-129, 244-245, 256-257, 258, 264-265, 266, 268-269, 272-273, 274, 275, 276-277, 278, 313, 314-315, 316

GEOGRAPHY

A. SKILLS AND TOOLS

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

EXAMPLE

- *Use maps of world climatic regions to discuss the types of clothing, housing, outdoor activity, etc., which might be found in a specific area.*

K: 156-157, 180, 185, 186-187, 190-191, 192, 199, 220, 224

B. HUMAN INTERACTION WITH ENVIRONMENTS

Students will understand and analyze the relationships among people and their physical environment. Students will be able to:

1. Describe the human and physical characteristics of the immediate environment.

EXAMPLE

- *Using a variety of visual materials, data sources, and/or narratives, describe the human and physical characteristics of a region.*

K: 177, 178-179, 185, 186-187, 189, 190-191, 192, 193, 194-195, 196, 197, 198-199, 200, 201, 202-203, 204, 205, 206-207, 208, 209, 210-211, 212, 213, 214-215, 216, 220, 225, 226-227, 228

ECONOMICS

A. PERSONAL AND CONSUMER ECONOMICS

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:

1. Identify goods and services, giving examples.

K: 85, 86-87, 88, 110-111, 112-113, 124-125, 128-129, 130, 132-133, 134, 135, 136-137, 138, 140-141, 142, 143, 144-145, 146, 160-161, 162, 166

B. ECONOMIC SYSTEMS OF THE UNITED STATES

Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:

1. Explain the terms consumer and product.

K: 112-113, 123, 128-129, 131, 132-133, 134, 135, 136-137, 138, 139, 140-141, 142, 144-145, 148-149, 150, 152-153, 156-157, 158, 159, 160-161, 162, 165, 166

C. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time. Students will be able to:

There are no K-2 Maine Learning Results for Comparative Systems.

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade. Students will be able to:

1. Explain where products come from and how we use them.

K: 112-113, 124-125, 126, 128-129, 132-133, 134, 135, 136-137, 138, 148-149, 156-157, 158, 160-161, 162, 194-195, 207

**Scott Foresman Social Studies – All Together
to the
Maine Learning Results for Social Studies**

Grade One

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:

3. Identify and practice classroom rights and responsibilities.

EXAMPLE

- ***Participate in a process to determine classroom rules that protect the rights and property of each student in the class, and establish guidelines for individual and cooperative learning.***

1: H2-H3, H4-H5, 22a, 22-23, 24-25, 26-27, 27a, 41, 70a

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:

1. Understand that all nations have governments.

1: E14-E15, 70-71, 202a, 202-205, 206-207, 207a, 208-209, 216-217, 218a, 218-221, 222-223, 223a

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:

1. Understand that the United States has a constitution.

1: E14-E15, 202-203, 203-204, 219, 220-221, TR11

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations. Students will be able to:

1. Recognize that there are other nations with different traditions and practices.

1: E10-E11, 64-65, 66-67, 69a, 258a, 258-259, 260-261, 262-263, 264-265, 265a, TR19, TR21, TR28

HISTORY

A. CHRONOLOGY

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

- 1. Place individual and family experiences in historical time and place.**
1: E2-E3, H10-H11, 10-11, 12-13, 28-31, 32-33, 34-35, 58-59, 68-69, 72-73, 102-103, 188-189, 190a, 190-191, 192-193, 194-195, 195a, 196-199, 200-201, 201a, 202-205, 206-207, 207a, 208-209, 210-211, 211a, 212-214, 216-217, 217a, 222-223, 225, 230, 236-237, 240-241, 244-245, 246-249, 250-251, 252-253, 262-263
- 2. Distinguish similarities and differences among historical events.**

EXAMPLE

- ***After reading or hearing a folk tale, biography, or historical narrative, retell or dramatize the story with the events in the correct sequence.***
1: E2-E3, 34-35, 35a, 58-59, 102-103, 183h, 184-185, 195a, 201a, 207a, 229, 230, 251a, 257a, TR17

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

- 1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.**
1: E2-E3, 10-11, 12-13, 28h, 28-29, 30-31, 32-33, 34-35, 42, 58-59, 68-69, 69a, 72-73, 205, 213, 242-243, 246-249, 250-251, 252, 253
- 2. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.**
1: E2-E3, E10-E11, 21a, 35a, 62a, 62-63, 64-65, 66-67, 69a, 80-81, 86, 258-259, 260-261, 262-263, 264-265, 265a

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

Students will learn 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.

Students will be able to:

1. Use artifacts and documents to gather information about the past.

EXAMPLE

- *Given a "history box" containing artifacts belonging to a specific time, make deductions concerning form and use of the objects and what they tell us about life in the past.*

1: E2-E3, E10-E11, 12-13, 28-31, 34-35, 35a, 58-59, 66-67, 69a, 102-103, 148-149, 190a, 190-193, 194-195, 195a, 202-205, 206-207, 208-209, 210, 211, 213

GEOGRAPHY

A. SKILLS AND TOOLS

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

EXAMPLE

- *Use maps of world climatic regions to discuss the types of clothing, housing, outdoor activity, etc., which might be found in a specific area.*

1: H18-H19, 142a, 145, 154-155

B. HUMAN INTERACTION WITH ENVIRONMENTS

Students will understand and analyze the relationships among people and their physical environment. Students will be able to:

1. Describe the human and physical characteristics of the immediate environment.

EXAMPLE

- *Using a variety of visual materials, data sources, and/or narratives, describe the human and physical characteristics of a region.*

1: H16-H17, H18-H19, H20-H21, H22-H23, H26, 48-49, 50a, 50-53, 56-57, 58-59, 60-61, 61a, 74a, 74-77, 78, 79a, 80-81, 86, 116-119, 120, 122-123, 138-139, 142-145, 148-149, 150-153, 154-155, 155a, 156a, 156-159, 160-161, 162-163, 163a, 164-167, 169a, 170-173, 174-175, 175a, 176a, 176-177, 181, 182, R10-R11

ECONOMICS

A. PERSONAL AND CONSUMER ECONOMICS

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:

1. Identify goods and services, giving examples.

1: E4-E5, 90-91, 92-93, 104a, 104-105, 107a, 108, 109, 110, 111, 112-113, 114-115, 116-119, 126-127, 130, 238-239, 267

B. ECONOMIC SYSTEMS OF THE UNITED STATES

Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:

1. Explain the terms consumer and product.

1: E4-E5, 104a, 104-105, 108-109, 116-119, 122-123, 134

C. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time. Students will be able to:

There are no K-2 Maine Learning Results for Comparative Systems.

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade. Students will be able to:

1. Explain where products come from and how we use them.

1: E2-E3, E4-E5, 90-91, 92-93, 102-103, 104a, 116a, 116-119, 120-121, 122-123, 124-125, 126-127, 127a, 234-235, 238-239, 241a

**Scott Foresman Social Studies – People and Places
to the
Maine Learning Results for Social Studies**

Grade Two

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:

4. Identify and practice classroom rights and responsibilities.

EXAMPLE

- ***Participate in a process to determine classroom rules that protect the rights and property of each student in the class, and establish guidelines for individual and cooperative learning.***

2: E12-E13, E14-E15, H2-H3, H4-H5, H6-H7, H8-H9, 4-5, 8a, 8-11, 12-13, 14-15, 15a, 45

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:

1. Understand that all nations have governments.

2: E14-E15, H6-H7, 148-149, 150-151, 152-153, 154a, 154-157, 159a, 160a, 160-163, 165a, 166a, 166-169, 170-171, 171a, 172-175, 176-177, 178-179, 179a, 180a, 180-183, 188-189, 193, 194, 216a, 216-219, 220-221

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:

1. Understand that the United States has a constitution.

2: E14-E15, 166-167, 168-169, 170-171, 171a, 176-177, 178-179, 180-183

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations. Students will be able to:

1. **Recognize that there are other nations with different traditions and practices.**

2: E10-E11, 38-39, 40-41, 41a, 244-245, 246-247, 248-249, 250-253, 256a, 256-259, 260-261, 263a, 272-275

HISTORY

A. CHRONOLOGY

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

1. **Place individual and family experiences in historical time and place.**

2: E2-E3, 66-67, 74-75, 86-87, 116-117, 138-139, 139a, 150-151, 158-159, 170-171, 176-177, 178-179, 179a, 180-183, 195, 196-197, 198-199, 202a, 202-205, 206-207, 208-209, 209a, 210a, 210-213, 214-215, 215a, 216a, 216-219, 220-221, 221a, 222a, 222-225, 226-227, 228-229, 229a, 230a, 230-233, 234-235, 235a, 236a, 236-237, 240-241, 242, 243, 244-245, 246-247, 248-249, 250a, 250-253, 255a, 256a, 256-259, 260-261, 264-267, 270-271, 271a, 272a, 272-275, 276-277, 277a, 279-281, 282-283, 283a, 284a, 284-285, 290, TR17, TR18, TR19, TR20, TR22, TR23, TR25, TR26, TR28

2. **Distinguish similarities and differences among historical events.**

EXAMPLE

- ***After reading or hearing a folk tale, biography, or historical narrative, retell or dramatize the story with the events in the correct sequence.***

2: 195h, 196-197, 200-201, 202-203, 204-205, 209a, 221, 221a, 222-223, 225, 226-227, 228-229, 229a, 230-233, 235a, 236a, 236-237, 240, 241, 242, 244-245, 248-249, 253, 255a, 256-257, 263a, 275, 283a, 284a, 284-285, 290

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

1. **Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.**

2: E2-E3, 22-23, 52-53, 66-67, 86-87, 196-197, 198-199

2. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.

2: E10-E11, 34-35, 40-41, 66-67, 244-245, 246-247, 248-249, 250-253, 256-259, 260-261, 263a, 270-271, 272a, 272-275, 276-277, 284-285

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

Students will learn 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.

Students will be able to:

1. Use artifacts and documents to gather information about the past.

EXAMPLE

- ***Given a "history box" containing artifacts belonging to a specific time, make deductions concerning form and use of the objects and what they tell us about life in the past.***

2: E2-E3, 66-67, 138-139, 198-199, 208-209, 221, 223, 224, 228-229, 229a, 235a, 236a, 287

GEOGRAPHY

A. SKILLS AND TOOLS

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

EXAMPLE

- ***Use maps of world climatic regions to discuss the types of clothing, housing, outdoor activity, etc., which might be found in a specific area.***

2: E8-E9, H16-H17, H18-H19, H20-H21, H22-H23, H24-H25, H26, 12, 20-21, 29, 31, 32, 33, 35, 38-39, 60-61, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 124, 125, 133, 158, 160, 161, 165a, 171, 179, 184-185, 192, 202, 206, 214-215, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2-R11

B. HUMAN INTERACTION WITH ENVIRONMENTS

Students will understand and analyze the relationships among people and their physical environment. Students will be able to:

1. **Describe the human and physical characteristics of the immediate environment.**

EXAMPLE

- *Using a variety of visual materials, data sources, and/or narratives, describe the human and physical characteristics of a region.*

2: E8-E9, H16-H17, H18-H19, H20-H21, H22-H23, H26, 2-3, 4-5, 22-23, 24-27, 29a, 38-39, 40-41, 49h, 49, 50-51, 52-53, 56a, 56-59, 60-61, 61a, 62a, 62-65, 66-67, 67a, 68-71, 72-73, 74-75, 75a, 76a, 76-79, 81a, 82-85, 86-87, 88-89, 89a, 90a, 90-91, 93, 95, 96, 100-101, R2-R3, R10-R11

ECONOMICS**A. PERSONAL AND CONSUMER ECONOMICS**

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:

1. **Identify goods and services, giving examples.**

2: E4-E5, 92, 98-99, 100-101, 104a, 104-107, 108-109, 111a, 112a, 112-115, 116-117, 118-119, 119a, 120a, 120-123, 126-129, 134a, 134-137, 138-139, 139a, 140-141, 144-145, 146

B. ECONOMIC SYSTEMS OF THE UNITED STATES

Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:

1. **Explain the terms consumer and product.**

2: E4-E5, 52-53, 62-65, 68a, 68-71, 72-73, 74-75, 75a, 76-79, 92, 120, 123

C. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time. Students will be able to:

There are no K-2 Maine Learning Results for Comparative Systems.

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade. Students will be able to:

1. Explain where products come from and how we use them.

2: E4-E5, 52-53, 63, 64, 68a, 68-71, 72-73, 74-75, 75a, 76-79, 80-81, 90a, 94, 95, 120a, 120-123, 125a, 134a, 134-137

**Scott Foresman Social Studies – Communities
to the
Maine Learning Results for Social Studies**

Grade Three

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:

- 1. Identify important individual rights (e.g., freedom of religion, speech, ownership of property).**
3: E12-E13, H2-H3, 12-15, 16-17, 24-25, 66-67, 76-77, 82-83, 84-85, 86-87, 88-89, 90-95, 96-97, 120-123, 202-203, 228-229, 233, 256-257, 264-265, 349h, 349, 350-351, 357, 358-361, 362-363, 364-365, 366-368, 369, 370-371, 374-375, 376-379, 384-387, 394-395, 396-397, 402-403

- 5. Explain why certain responsibilities of democratic society are important.**
3: E14-E15, H2-H3, 12-15, 66-67, 76-77, 82-83, 90-95, 121, 233, 256-257, 349, 357, 358-361, 366-368, 369, 370-371, 376-379, 384-387, 390-391, 394-395, 396-397, 402-403

- 6. Identify the functions of government at school, locally, and at the state level.**
3: E12-E13, E14-E15, E16, H2-H3, 90-95, 209, 233, 235, 352-353, 354-355, 357, 358-361, 366-368, 369, 370-371, 372-373, 374-375, 384-387, 390-391, 392-393, 398-401, 410

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:

- 1. Describe why we need governments (e.g., law and order, defense, roads, schools).**
3: E14-E15, 349, 354-355, 357, 358, 360-361, 366-367, 368, 370-371, 383, 384-385, 386-387, 398-401, 404

- 2. Describe the basic structure of local and state governments.**
3: E14-E15, 354-355, 390-391, 392-393, 394-395, 398-401

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:

1. **Explain how the Constitution protects individual rights (e.g., Bill of Rights).**
3: 90-91, 360, 368, 369, 370-371, 374-375, 378-379, 380, 381, 401

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations. Students will be able to:

1. **Identify examples of how the United States interacts with other countries (e.g., trade, treaties).**
3: 334, 335, 336, 338-339, 340-341
2. **Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.**
3: E10-E11, 102, 103, 104-105, 106-107, 108-109, 112-113, 114-115, 124-125

HISTORY**A. CHRONOLOGY**

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

1. **Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.**
3: 24-25, 46-47, 49, 88-89, 96-97, 118-119, 121, 156-157, 173, 176-177, 203, 209, 215, 236-237, 246, 251, 253, 254, 258, 259, 261, 267, 268, 272-273, 298, 312-313, 319, 326-327, 345, 364-365, 368, 369, 370, 371, 373, 396-397, 402-403
2. **Place in chronological order, significant events, groups, and people in the history of Maine.**
EXAMPLE
 - ***Given a set of photographs of the same community taken from the same vantage point at twenty-year intervals, examine them in order to make a list of changes which occurred between each pair of pictures. Speculate on how their own lives might have been different if they attained their current age during any of the periods represented.***
3: E14-E15, H4-H5, 6, 15, 19, 20-21, 22-23, 40, 44, 51, 64, 154, 248-249, 331

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

- 1. Make connections between and among events in their personal lives and those occurring in the community.**

3: E4-E5, E10-E11, E12-E13, 1, 4-5, 6, 9, 10-15, 16-17, 18-23, 37, 38-41, 42-45, 48-53, 64, 66-67, 68-69, 70-71, 74-77, 104-109, 114-117, 120-123, 132, 200-201, 202-203, 218-219, 234, 256-257

- 2. Demonstrate an awareness of major events and people in United States and Maine history:**

- **Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)**
- **Important people in United States and Maine history.**
- **Different kinds of communities in Maine, the United States, and selected world regions.**

3: 9, 10-15, 18-23, 24-25, 26-29, 30-31, 37, 38-41, 42-45, 46-47, 48-53, 54-55, 81, 82-83, 84-87, 88-89, 90-93, 94-95, 96-97, 118-119, 121, 156-157, 173, 176-177, 203, 209, 215, 220-221, 236-237, 246, 251, 253, 254, 258, 259, 261, 267, 268, 272-273, 298, 312-313, 319, 326-327, 345, 364-365, 368, 369, 370, 371, 373, 374-375, 396-397, 402-403

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

Students will learn 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.

- 1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.**

EXAMPLE

- ***Construct a time capsule in which students place artifacts and documents which they feel would serve as an accurate guide to life in the late twentieth century for future students.***

3: E2-E3, H4-H5, 44, 154, 248-249, 255, 256-257, 261, 262-263, 269, 280, 331

GEOGRAPHY

A. SKILLS AND TOOLS

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

- 1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.**

3: E8-E9, H10-H11, H12-H13, H17, H18, 142-143, 144-145, 146-147, 148-149, 152-153, 154-155, 162-163, 164-165, 182-183, R10-R11, R12-R13

- 2. Locate major cities of the world and discuss why they emerged in that particular region.**

3: H14-H15, H16, H18, 144-145, 148-149, 150-151, 152-153, 162-163, 171, 172-175, 178-181, 186-189, 202-203, 214-219, 220-221, 222-223, 224-227, 230-235, 246, 247, 252, R8-R9

B. HUMAN INTERACTION WITH ENVIRONMENTS

Students will understand and analyze the relationships among people and their physical environment. Students will be able to:

- 1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.**

3: 7, 30-31, 39, 48-53, 54-55

- 2. Explain ways in which communities reflect the backgrounds of their inhabitants.**

3: 13, 15, 18-23, 26-31, 38-41, 42-45, 48-53, 68-69, 81, 82-83, 90-95, 104-109, 114-117, 132, 179, 180, 209, 218-219, 226-227, 234-235

- 3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.**

EXAMPLE

- Explain how the founders of a settlement might have evaluated a site, in terms of its resources and environmental characteristics, relative to their needs.**

3: H10-H11, H19, 13, 18-23, 26-31, 44-45, 46-47, 49, 50, 134-135, 136-137, 161-163, 172-175, 178-181, 186-189, 209, 215, 225, 231

ECONOMICS

A. PERSONAL AND CONSUMER ECONOMICS

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:

- 1. Describe barter and money and how each is used in the exchange of resources, goods, and services.**
3: 290-295, 296-297, 300-303, 304-305, 306-308, 310-311, 312-313, 326-327, 332-334
- 2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go the movies instead of buying a gift for a family member).**
3: 281-, 282-283, 287, 289, 290-295, 298-299, 300-303, 304-305, 312-313, 318-319, 321-323, 328-333

B. ECONOMIC SYSTEMS OF THE UNITED STATES

Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:

- 1. Identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?**
3: E4-E5, 292, 306-311, 312-313, 318-323, 326-327, 330, 331, 332-333, 348
- 2. Explain how the economy of Maine affects families and communities.**
3: E4-E5, 47, 292, 306-307, 308, 310-311, 319, 321, 322-323, 329-333, 334-336, 338-339, 340-341, 348

C. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time. Students will be able to:

- 1. Explain how selected cultures or countries meet basic human needs.**
3: 26-27, 28-29, 30-31, 34, 54-55, 84-85, 86-89, 92-93, 104-109, 112-113, 296-297, 337

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade. Students will be able to:

- 1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.**

3: 334-335, 336, 337, 338-339, 340-341

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Grade Four

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:

- 1. Identify important individual rights (e.g., freedom of religion, speech, ownership of property).**
4: E12-E13, H2-H3, 45, 52, 56, 57, 58-59, 60-61, 136-137, 138, 139, 140-141, 147, 148-149, 200-201, 202-203, 204-205, 206, 207, 238-239, 258-259, 260-261, 272, 273, 274, 275, 318-319, 326-328, 329, R24-R27, R44

- 7. Explain why certain responsibilities of democratic society are important.**
4: E12-E13, H2-H3, 43, 45, 52, 53, 56, 57, 58-59, 60-61, 136-137, 138, 139, 140-141, 147, 148-149, 200-201, 202-203, 204-205, 206, 207, 238-239, 258-259, 260-261, 272, 273, 274, 275, 318-319, 326-328, 329, R24-R27, R44

- 8. Identify the functions of government at school, locally, and at the state level.**
4: E12-E13, 46, 47, 48, 49, 50-51, 52, 57, 58, 59, 62-63

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:

- 1. Describe why we need governments (e.g., law and order, defense, roads, schools).**
4: E12-E13, 46, 47, 48, 49, 50-51, 52, 57, 58, 59, 62-63

- 2. Describe the basic structure of local and state governments.**
4: E12-E13, 46, 47, 48, 49, 50-51, 52, 57, 58, 59, 62-63

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:

1. **Explain how the Constitution protects individual rights (e.g., Bill of Rights).**
4: 46, 52, 56, 57, 58, 59

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations. Students will be able to:

1. **Identify examples of how the United States interacts with other countries (e.g., trade, treaties).**
4: 70-71, 74, 76, 77, 82, 83, 84, 85, 143, 414
2. **Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.**
4: E10-E11, 42, 43, 44, 45, 53, 82, 214, 336, 337

HISTORY**A. CHRONOLOGY**

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

1. **Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.**
4: E2-E3, 42, 45, 53, 131, 132, 137, 138, 139, 147, 193, 195, 200-201, 203, 206, 207, 267, 271, 273, 283, 303, 305, 318-319, 329, 339, 340, 341, 349, 389, 402, 407, 416-417
2. **Place in chronological order, significant events, groups, and people in the history of Maine.**
EXAMPLE
 - ***Given a set of photographs of the same community taken from the same vantage point at twenty-year intervals, examine them in order to make a list of changes which occurred between each pair of pictures. Speculate on how their own lives might have been different if they attained their current age during any of the periods represented.***
4: 68-69, 81, 109, 118, 197, 277, 335, 404

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

1. Make connections between and among events in their personal lives and those occurring in the community.

4: E2-E3, E4-E5, E6-E7, E10-E11, 30, 31, 43, 45, 49, 58-59, 60-61, 76-77, 78, 79, 112-115, 116-119, 120-121, 142-143, 144-145, 146, 148-149, 172-173, 174-175, 176-177, 178-179, 180-183, 212-213, 214-215, 238-239, 246-249, 250-251, 282, 290, 304, 314-317, 318-319, 346-348, 370-371, 374-375, 384-388, 410-415, 416-417, 424, R36-R44

2. Demonstrate an awareness of major events and people in United States and Maine history:

- **Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)**
- **Important people in United States and Maine history.**
- **Different kinds of communities in Maine, the United States, and selected world regions.**

4: 42, 45, 53, 66, 67, 68-69, 70-71, 72-74, 94, 112-115, 116-119, 126-129, 131, 132, 133, 136-137, 138, 139, 140-141, 142-146, 147, 148-149, 188-192, 193, 194-195, 196-197, 198-199, 200-201, 203, 206, 207, 233, 234-235, 238-239, 248-249, 256-259, 260-261, 264-267, 268-269, 270-271, 272-273, 274, 275, 283, 290, 303, 305, 318-319, 329, 339, 340, 341, 349, 389, 402, 407, 416-417, R42-R43, R44

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

Students will learn 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.

1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.**EXAMPLE**

- ***Construct a time capsule in which students place artifacts and documents which they feel would serve as an accurate guide to life in the late twentieth century for future students.***

4: H8, 94, 156, 222, 280, 358, 424, R36, R39, R40, R41, R42-R43

GEOGRAPHY

A. SKILLS AND TOOLS

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

- 1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.**

4: E8-E9, H10-H11, H12-H13, H14-H15, H16-H17, H18-H19, H20-H21, H22, 9, 11, 16-17, 18, 19, 20, 21, 22, 24-25, 32, 35, 98, 105, 114, 160, 165, 167, 170-171, 173, 174, 181, 226, 231, 234, 247, 250, 255, 294, 299, 309, 367, 373, 381, 387, R2-R3, R6-R7, R9, R14-R15, R16-R17

- 2. Locate major cities of the world and discuss why they emerged in that particular region.**

4: E8-E9, H10-H11, H16, H17, H18, H19, H20, H21, H22, 98, 160, 167, 226, 247, 255, 294, 309, 323, 341, 347, 362, 372, 381, 393, R8, R12

B. HUMAN INTERACTION WITH ENVIRONMENTS

Students will understand and analyze the relationships among people and their physical environment. Students will be able to:

- 1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.**

4: 240-241, 413

- 2. Explain ways in which communities reflect the backgrounds of their inhabitants.**

4: E2-E3, H4-H5, 43, 44, 45, 103, 128-129, 132-133, 138, 139, 143, 144, 147, 192, 206, 207, 210-211, 214-215, 258-259, 260-261, 328, 336-337, 342-343, 395, 396-397

- 3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.**

EXAMPLE

- Explain how the founders of a settlement might have evaluated a site, in terms of its resources and environmental characteristics, relative to their needs.***

4: E2-E3, 38-39, 126-127, 128, 188-189, 190-191, 192, 256-259, 264-266, 267, 268-269, 270-274, 277, 280-282, 324-328, 334-335, 338-343, 347, 394-397, 401, 402-403, 404-405, 406

ECONOMICS

A. PERSONAL AND CONSUMER ECONOMICS

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:

- 1. Describe barter and money and how each is used in the exchange of resources, goods, and services.**
4: E4-E5, 73, 74, 75, 76, 77, 78, 79
- 2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go the movies instead of buying a gift for a family member).**
4: 60-61, 74, 78, 79

B. ECONOMIC SYSTEMS OF THE UNITED STATES

Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:

- 1. Identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?**
4: E4-E5, 27, 28-29, 30-31, 65, 72-73, 74-75, 76-77, 78, 79, 81, 82-83, 84-85
- 2. Explain how the economy of Maine affects families and communities.**
4: E4-E5, 81, 85, 89, R40, R41

C. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time. Students will be able to:

- 1. Explain how selected cultures or countries meet basic human needs.**
4: E2-E3, E4-E5, E10-E11, 39, 43, 127-129, 188-192, 250-251, 256-259, 324-328, 334-335, 394-397

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade. Students will be able to:

- 1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.**

4: 76, 80, 82-83, 84-85, 268

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Grade Five

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:

- 1. Identify the characteristics of an effective citizen.**
5: E12-E13, H2-H3, 40-41, 92-93, 184-185, 215, 218, 219, 221, 222-223, 225, 271, 272, 274-275, 277, 283, 287, 296-297, 298-299, 301, 302-308, 309, 310-311, 368-369, 405, 416, 422-423, 504-505, 576-577, 668-669
- 2. Evaluate and defend positions on current issues regarding individual rights and judicial protection.**
5: 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 348-349, 368-369, 405, 416, 422-423, 504-505, 576-577, 668-669
- 3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.**
5: 339, 348-349, 354-355, 348, 349, 350, 351, 642-646, 647, 648, 649, R30-R52
- 9. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.**
5: 81, 174-175, 235, 310-311, 468-469, 500, 572-573, 581, 584-585, 642, 643, 644, 645, 646, 647, 648, 649, 652-655, 660, 661, 662-663, 664-665, 666, 668-669
- 10. Explain the functions of and relationships among local, state, and national governments.**
5: E12-E13, E14-E15, 14-15, 16-17, 37, 348-349, 637, 638-639, 640-641, 642, 643-644, 645, 646, 647, 648, 649, 651, 652-653, 654-655, 659, 660-661, 662-663, 664, 665, 668-669

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:

- 1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.**
5: 642, 643, 644, 645, 646, 647, 648, 649
- 2. Compare and contrast the structures of local, state, and national government.**
5: E12-E13, E14-E15, 14-15, 16-17, 37, 348-349, 637, 638-639, 640-641, 642, 643-644, 645, 646, 647, 648, 649, 651, 652-653, 654-655, 659, 660-661, 662-663, 664, 665, 668-669
- 3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.**
5: 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 368-369, 405, 416, 422-423, 504-505, 576-577, 668-669
- 4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.**
5: E14-E15, 14-15, 16-17, 647, R22-R25
- 5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).**
5: E12-E13, E14-E15, 14-15, 16-17, 37, 637, 638-639, 640-641, 642, 643-644, 645, 646, 647, 648, 649, 651, 652-653, 654-655, 659, 660-661, 662-663, 664, 665, 668-669
- 6. Explain the history and functions of Maine state government including the Constitution of Maine.**
5: Related pages: E14-E15, 14-15, 16-17, 18-19

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:

- 1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state).**
5: 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 348-349, 354-355, 368-369, 405, 416, 422-423, 504-505, 576-577, 668-669, TR26, TR28

- 2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.**
5: 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 348-349, 354-355, 368-369, 405, 416, 422-423, 504-505, 576-577, 612-613, 614, 668-669, R30-R52, TR26
- 3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state).**
5: E12-E13, E14-E15, 14-15, 16-17, 37, 368-369, 606-607, 612-613, 614, 637, 638-639, 640-641, 642, 643-644, 645, 646, 647, 648, 649, 651, 652-653, 654-655, 659, 660-661, 662-663, 664, 665, 668-669, R30-R52
- 4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.**
5: 10, 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 364, 368-369, 405, 416, 422-423, 472, 504-505, 576-577, 606-607, 626, 668-669, R30-R52

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations. Students will be able to:

- 1. Explain the foreign policy powers which the Constitution gives to the branches of the government.**
5: 606-607, 611, R30-R52, TR26
- 2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).**
5: 608-611, 624-627, 628-630, 631, 636-637, 638-641, 650-651, 652-653, 654-655, 659, 660-661, 662-663, 664-665
- 3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).**
5: 305, 312-313, 315, 317, 319, 625-630, 632, 637, 638, 639, 640, 652-653, 655, 659, 660, 661, 664

HISTORY

A. CHRONOLOGY

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

1. Describe the effects of historical changes on daily life.

5: E2-E3, E12-E13, H4-H5, 8, 10, 21, 23, 44, 126-127, 128-129, 131, 160-161, 173, 184-185, 194-195, 199, 202-203, 204, 205, 206-207, 208-209, 210-211, 212-213, 214, 216-217, 218-219, 220, 221, 222-223, 224-227, 269, 270, 272-273, 274-275, 348-349, 354-355, 364, 368-369, 406, 408-409, 410-411, 412-413, 414-415, 416-417, 418-419, 420, 421, 422-423, 424-425, 438-439, 441, 443-445, 539, 540-541, 547, 548, 549, 550-551, 562-567, 568-571, 572-574, 575, 576-577, 612, 613, 614, 617, 618, 619, 620, 621, 622, 626-627, 637, 642-644, 645, 646, 647

2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below.)

5: 46-47, 48-49, 52, 54, 60, 66, 72-73, 126-127, 128-129, 130-131, 132, 134, 138, 142, 146, 154, 156, 164, 168, 176, 186-187, 194-195, 196-197, 200, 202, 210, 216, 224, 228-229, 232, 240, 246, 252-253, 260-261, 262-263, 266, 268, 276, 286, 292-293, 330-331, 332-333, 336, 338, 344, 352, 358-359, 360, 362, 370, 380, 386-387, 394-395, 396-397, 400, 402, 408, 416, 426-427, 428, 430, 438, 442, 448-449, 456-457, 458-459, 462, 464, 470, 476, 484, 488-489, 490, 492, 498, 506, 516, 522-523, 530-531, 532-533, 536, 538, 545, 546, 554, 558-559, 560, 562, 568, 578, 586-587, 594-595, 596-597, 600, 602, 608, 616, 624, 632-633, 634, 636, 642, 650, 658, 670-671

Eras in United States History

- **The Americas to 1600**
- **The Colonial Era, 1500-1754**
- **The Revolutionary Era, 1754-1783**
- **Nation Building, 1783-1815**
- **The Expanding Nation, 1815-1850**
- **Civil War and Reconstruction, 1850-1877**
- **Development of the Industrial United States, 1865-1914**
- **The Progressive Era, 1890-1914**
- **Emergence of the United States as a World Power, 1890-1920**
- **The '20's: Prosperity and Problems**
- **Depression and The New Deal, 1929-1941**
- **World War II and Post War United States, 1939-1961**
- **Contemporary United States, 1961-Present**

Eras in World History

- Emergence of Civilization to 1000 BC
- The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD
- The Expansion and Interaction of Civilizations, 600 AD-1450 AD
- The Early Modern World, 1450-1800
- The World in the Nineteenth Century
- The World in the Contemporary Era

3. Trace simultaneous events in various parts of the world during a specific era.

EXAMPLE

- *Select a significant figure from Maine history and research the period of his or her life to discover what events that person might have witnessed or participated in.*
- *Trace movements of pastoral peoples (e.g., the Hebrews, Turks, Huns, Mongols) by examining references to them in the chronologies of other peoples, using these references to build a time-line specifically for the group chosen.*

5: 108-109, 144, 441

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

1. 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:

<p>Declaration of Independence Westward Expansion Civil War</p>	<p>The Constitution Industrialization</p>
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5: E2-E3, 15, 295, 298-301, 331, 337, 339, 345-347, 348, 352-354, 394-395, 398-399, 401, 402-403, 405, 406, 407, 408-413, 414-415, 416-417, 418, 419, 420, 422-423, 424-425, 430-433, 434-435, 436, 437, 438-441, 442-445, 446-447, 450-451, 454, 455, 456-457, 458-459, 460-461, 462, 463, 464-467, 468-469, 470-474, 475, 476-479, 480-482, 483, 484, 485-487, 492, 493-496, 497, 498-503, 506-511, 514-515, 516-521, 524-525, 528, 535, 537, 538-541, 544-545, 546-547, 548-549, 550-552, 553, 554, 555-557

- 2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).**
5: 15, 36, 55, 56, 63, 68, 77, 108, 112, 136, 148, 169, 203, 206, 218, 227, 272, 281, 289, 345, 347, 348, 353, 354, 363, 378, 403, 404, 405, 409, 417, 418, 443, 445, 473, 479, 485, 494, 500, 512, 517, 519, 520, 547, 549, 550, 571, 572, 606, 611, 612, 613, 617, 618, 619, 621, 628, 637, 640, 641, 643, 651, 654
- 3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.**
5: 45, 46-47, 48-49, 50-51, 60-64, 65, 66-69, 70-71, 100, 101, 102-104, 105, 106-109, 110-115, 116-117
- 4. Demonstrate an understanding of selected twentieth century issues and events in United States and in Maine history including "modern" Maine history (1945 to present).**
5: 594-595, 596-597, 599, 623, 624-630, 631, 634, 635, 636-641, 642-644, 645, 646-648, 649, 650-655, 658-660, 661-663, 664-667, 668-669, 672-673, 676, 678-681, 682-685, 686-687, 688-689, 690-691

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

Students will learn 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.

- 1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.**
5: 2-3, 46-47, 126-127, 195-195, 260-261, 330-331, 394-395, 456-457, 530-531, 594-595
- 2. 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.**
5: 11, 38, 80, 150, 169, 173, 219, 221, 223, 227, 238, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 469, 495, 500, 572, 647, 655
- 3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.**
5: 150, 169, 173, 219, 221, 222-223, 227, 238, 260-261, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 469, 495, 500, 572, 647, 655
- 4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.**
5: 92-93, 184-185, 222-223, 274-275, 310-311, 368-369, 422-423, 576-577

5. 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.

5: 2-3, 46-47, 126-127, 195-195, 260-261, 330-331, 394-395, 456-457, 530-531, 594-595

GEOGRAPHY

A. SKILLS AND TOOLS

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

1. 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.

5: E8-E9, H10-H11, H12-H13, H14-H15, H16-H17, H18-H19, H20-H21, H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 665, 671, 677, 678, 682, 686, 688, 690, R2-R17, TR34

2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.

5: H7, H13, H19, H21, 24, 30, 32-33, 61, 109, 111, 140-141, 244-245, 378-379, 512-513, 542-543, 656-657

3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

EXAMPLE

- *Speculate about the types of exchanges of goods and materials which might occur between economic regions, and the routes and types of transportation used.*

5: E4-E5, 19, 20, 21, 22, 28, 30, 34-35, 36, 102, 103, 106, 107, 206, 540, 550, 561, 617, 619, 620, 621, 622

B. HUMAN INTERACTION WITH ENVIRONMENTS

Students will understand and analyze the relationships among people and their physical environment. Students will be able to:

- 1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.**
5: 21, 23, 31, 410, 548, 563-566, 661, 666-667
- 2. Explain patterns of migration throughout the world.**
5: 46-47, 48-49, 50, 51, 52, 54-57, 64, 68-69, 70-71, 107, 108, 111, 131, 136, 138
- 3. Explain how cultures differ in their use of similar environments and resources.**
5: E10-E11, 7, 9, 26, 28, 63, 65, 71, 77, 90, 107, 166, 218, 241, 289, 313, 381, 404, 518, 673
- 4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.**
5: 4-5, 8, 10-11, 12-13, 22, 36, 37, 38, 39, 40-41, 404, 405, 406, 408-409, 410-411, 412-413, 414-415, 416-417, 418-419, 420, 421, 422-423, 424-425, 431, 432-433, 442-445, 570, 571, 572, 573, 574, 575, 576-577, 602-603, 613, 614, 617, 619, 620, 621, 622, 642-643, 644, 645, 646, 647, 648

ECONOMICS**A. PERSONAL AND CONSUMER ECONOMICS**

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:

- 1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.**
5: E4-E5, 20, 22, 35, 36, 37, 39, 40-41, 205, 617, 618, 619, 627, 644
- 2. Identify and analyze the factors that contribute to personal spending and savings decisions.**
5: E4-E5, 21, 22, 30, 35, 204, 566, 618-619, 627, 664
- 3. Use an example to show how incentives affect economic decisions (e.g., tax deferred savings plans, a fast food restaurant's discount promotion).**
5: E4-E5, 20, 21, 31, 40-41, 446-447

B. ECONOMIC SYSTEMS OF THE UNITED STATES

Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:

- 1. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.**
5: E4-E5, 18-19, 20, 21, 22, 408, 409, 410, 411, 412-413, 444, 465, 502, 539, 553, 564, 565, 566, 570-571, 572-573, 574, 575, 576-577, 617, 618, 619, 620, 621, 622, 627, 644, 660, 663, 664
- 2. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how? and for whom?**
5: E4-E5, 18-19, 20, 21, 22, 408, 409, 410, 411, 412-413, 444, 465, 502, 539, 553, 564, 565, 566, 570-571, 572-573, 574, 575, 576-577, 617, 618, 619, 620, 621, 622, 627, 644, 660, 663, 664
- 3. Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision-making.**
5: E4-E5, 18-19, 20, 21, 22, 408, 409, 410, 411, 412-413, 444, 465, 502, 539, 553, 564, 565, 566, 570-571, 572-573, 574, 575, 576-577, 617, 618, 619, 620, 621, 622, 627, 644, 660, 663, 664
- 4. Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities.**
5: Related pages: E4-E5, 18-19, 20, 21, 22, 408, 409, 410, 411, 412-413, 444, 465, 502, 539, 553, 564, 565, 566, 570-571, 572-573, 574, 575, 576-577, 617, 618, 619, 620, 621, 622, 627, 644, 660, 663, 664
- 5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).**
5: E4-E5, 18-19, 20, 21, 22, 408, 409, 410, 411, 412-413, 444, 465, 502, 539, 553, 564, 565, 566, 570-571, 572-573, 574, 575, 576-577, 617, 618, 619, 620, 621, 622, 627, 644, 660, 663, 664

C. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time. Students will be able to:

- 1. Describe the characteristics of traditional, command, market, and mixed economic systems.**
5: E4-E5, 18-19, 20, 21, 22, 444, 465, 502, 539, 553, 565, 566, 617, 618, 627, 644, 660, 663, 664

2. Compare how different economies meet basic wants and needs over time.

5: E4-E5, 18-19, 20, 21, 22, 444, 465, 502, 539, 553, 565, 566, 617, 618, 627, 644, 660, 663, 664

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade. Students will be able to:

1. Describe how changes in transportation and communication technologies have affected trade over time.

5: E6-E7, 538, 539-541, 544-545, 547, 552, 562, 563, 564, 565, 567, 604-605, 617, 666-667, 676

2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

5: E4-E5, E6-E7, 20, 22

3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).

5: 20, 21, 617

**Scott Foresman Social Studies --The World
to the
Maine Learning Results for Social Studies**

Grade Six

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:

1. Identify the characteristics of an effective citizen.

6: E12-E13, H2-H3, 17, 44, 47, 51, 88, 91, 113, 135, 181, 202, 203, 225, 228-229, 257, 264, 293, 305, 329, 339, 379, 399, 443, 463, 471, 497, 533, 555, 573, 581, 588-589, 613, 619, 642, 643

2. Evaluate and defend positions on current issues regarding individual rights and judicial protection.

6: 216-217, 574-575, 597h, 598-599, 600-601, 603, 606-607, 608, 609, 610-611, 612, 613, 614-618, 619, 620-623, 629, 636-641, 642, 643, 644-645, 646-649, 655, 661, 662-663, 665

3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.

6: E14-E15, 472-473

11. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.

6: 216-217, 574-575, 597h, 598-599, 600-601, 603, 606-607, 608, 609, 610-611, 612, 613, 614-618, 619, 620-623, 629, 636-641, 642, 643, 644-645, 646-649, 655, 661, 662-663, 665

12. Explain the functions of and relationships among local, state, and national governments.

6: E14-E15, 464-465, 471, 472-473, 600-601, 603, 607, 608-609, 610, 611, 612, 613, 616-617, 618, 619, 621, 622-623

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:

- 1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.**
6: E4-E5, 514-515, 517, 521, 531, 535, 544-545, 546-547, 576-580, 581, 588-589, 596, 611
- 2. Compare and contrast the structures of local, state, and national government.**
6: E14-E15, 464-465, 471, 472-473, 600-601, 603, 607, 608-609, 610, 611, 612, 613, 616-617, 618, 619, 621, 622-623
- 3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.**
6: 216-217, 574-575, 597h, 598-599, 600-601, 603, 606-607, 608, 609, 610-611, 612, 613, 614-618, 619, 620-623, 629, 636-641, 642, 643, 644-645, 646-649, 655, 661, 662-663, 665
- 4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.**
6: E14-E15, 464-465, 472-473
- 5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).**
6: E14-E15, 471, 472-473, 600-601, 603, 607, 608-609, 610, 611, 612, 613, 616-617, 618, 619, 621, 622-623
- 6. Explain the history and functions of Maine state government including the Constitution of Maine.**
6: Related pages: E14-E15, 464-465, 472-473

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:

- 1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state).**
6: E14-E15, 464-465, 472-473, 532, 611

- 2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.**
6: 472-473, 532, 588, 611
- 3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state).**
6: 339, 588, 611, 640, 643, 644-645, 646-647, 648-649
- 4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.**
6: 588-589, 618, 630, 631, 632, 633, 638, 639, 644, 645, 646, 647, 648-649, 660-661, 662-663, 664-665, 666-667, 668-669, 670-671, 674-675

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations. Students will be able to:

- 1. Explain the foreign policy powers which the Constitution gives to the branches of the government.**
6: 550, 554, 572, 574-575, 583, 584-585, 633
- 2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).**
6: 530-531, 532, 536-537, 550-553, 554, 560, 569, 570, 578, 583, 584-585, 586-587, 618, 645, 646, 639
- 3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).**
6: 458, 530, 536-537, 550, 551, 552, 553, 560-561, 570, 578, 583, 584, 587, 615, 639

HISTORY

A. CHRONOLOGY

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

1. Describe the effects of historical changes on daily life.

6: E2-E3, 16, 19, 20, 21, 22, 24-25, 27, 28-29, 36-37, 38-39, 42-43, 49-53, 54-57, 60-61, 84-87, 89-90, 107-112, 134, 139, 169, 173, 179, 213-215, 220-221, 223-224, 226-227, 228-229, 256, 278, 284, 291-292, 400-405, 420, 474-477, 478-481, 551, 636-641, 644-649, 655, 661-663

2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below.)

6: 2, 3, 4, 5, 10, 18, 26, 30, 34, 40, 48, 54, 62, 70-71, 72-73, 78, 84, 92, 96, 106, 110, 114, 118, 128, 146, 154-155, 156-157, 164, 168, 174, 182, 190, 196, 204, 212, 218, 222, 230, 238-239, 240-241, 246, 252, 260, 266, 272, 276, 282, 288, 294, 298, 306, 314-315, 316-317, 326, 330, 334, 342, 346, 350, 356, 360, 366, 370, 374, 380, 388, 396, 400, 406, 414, 422-423, 424-425, 430, 434, 438, 444, 452, 456, 466, 474, 478, 478-479, 482, 486, 492, 498, 504, 512-513, 514-515, 520, 526, 534, 538, 542, 548, 558, 564, 568, 576, 582, 590, 598-599, 600-601, 606, 614, 620, 626, 630, 636, 644, 650, 654, 660, 664, 665, 668, 672

Eras in United States History

- **The Americas to 1600**
- **The Colonial Era, 1500-1754**
- **The Revolutionary Era, 1754-1783**
- **Nation Building, 1783-1815**
- **The Expanding Nation, 1815-1850**
- **Civil War and Reconstruction, 1850-1877**
- **Development of the Industrial United States, 1865-1914**
- **The Progressive Era, 1890-1914**
- **Emergence of the United States as a World Power, 1890-1920**
- **The '20's: Prosperity and Problems**
- **Depression and The New Deal, 1929-1941**
- **World War II and Post War United States, 1939-1961**
- **Contemporary United States, 1961-Present**

Eras in World History

- Emergence of Civilization to 1000 BC
- The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD
- The Expansion and Interaction of Civilizations, 600 AD-1450 AD
- The Early Modern World, 1450-1800
- The World in the Nineteenth Century
- The World in the Contemporary Era

3. Trace simultaneous events in various parts of the world during a specific era.

EXAMPLE

- *Select a significant figure from Maine history and research the period of his or her life to discover what events that person might have witnessed or participated in.*
- *Trace movements of pastoral peoples (e.g., the Hebrews, Turks, Huns, Mongols) by examining references to them in the chronologies of other peoples, using these references to build a time-line specifically for the group chosen.*

6: 12, 14-16, 55, 130, 134, 251, 303, 347, 348, 372, 615, 656

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

1. **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	The Constitution
Westward Expansion	Industrialization
Civil War	

6: 440, 447, 456, 457, 458, 464-465, 472-473, 474-475, 476-477, 478-479, 480-481

- 2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).**
6: 19, 55, 110, 125, 137, 139, 143, 255, 333, 357, 401, 402, 407, 431, 437, 441, 445, 475, 479, 480, 481, 487, 479, 522, 527, 530, 531, 535, 536, 543, 544, 559, 569, 607, 609, 611, 616, 631, 632, 636, 645, 657, 661, 662, 667
- 3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.**
6: E2-E3, 7, 10-16, 17, 18-23, 24-25, 26-29, 38-39, 45, 46, 55-57, 70-71, 72-73, 78-81, 84-86, 87, 88, 89, 90, 92-95, 102-103, 107-112, 115-117, 129, 130-134, 136-139, 140-143, 154-155, 156-157, 168-173, 174-180, 190-193, 196-201
- 4. Demonstrate an understanding of selected twentieth century issues and events in United States and in Maine history including "modern" Maine history (1945 to present).**
6: 512-513, 514-515, 558-561, 562-653, 566, 567, 568-572, 563, 574-575, 576-580, 581, 582-587, 588-589, 598-599, 600-601, 603, 606-609, 610-612, 614-618, 619, 620-623, 631-633, 637-641, 644-649, 655, 660-663, 664-667, 668-671

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

Students will learn 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.

- 1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.**
6: 2-3, 70-71, 154-155, 238-239, 314-315, 422-423, 512-513, 598-599
- 2. 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.**
6: 16, 216-217, 255, 446, 464, 544, 588, 589, 592, 619, 675
- 3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.**
6: 216-217, 280-281, 472-473, 512-513, 584, 588-589
- 4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.**
6: 216-217, 280-281, 472-473, 512-513, 584, 588-589

- 5. 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.**

6: 2-3, 14, 37, 43, 50, 52, 70-71, 80, 85, 91, 111, 116, 137, 154-155, 181, 203, 238-239, 248, 255, 256, 257, 265, 270, 280-281, 284, 286, 289, 291, 295, 314-315, 328, 331, 335, 339, 352, 358, 363, 379, 383, 401, 407, 409, 410, 422, 423, 431, 437, 440, 443, 457, 458, 459, 463, 471, 476, 477, 487, 488, 495, 499, 500, 501, 512-513, 523, 528, 530, 536, 547, 549, 550, 552, 559, 561, 569, 570, 571, 573, 577, 579, 586, 598-599, 607, 609, 611, 619, 623, 639, 640, 642, 643, 645, 647, 648, 655, 661

GEOGRAPHY

A. SKILLS AND TOOLS

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

- 1. 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.**

6: H10-H11, H12-H13, H14-H15, H16-H17, H18-H19, H20-H21, H22-H23, H24, 15, 21, 35, 49, 57, 58, 79, 82-83, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 166-167, 170, 175, 187, 194-195, 198, 210, 214, 220, 247, 258-259, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 371, 373, 377, 383, 393, 397, 407, 409, 410, 412-413, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552-553, 569, 574, 583, 586, 608, 610, 616-617, 622, 632, 637, 638, 639, 658-659, R2-R21

- 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.**

6: H17, H19, H23, 9, 11, 24, 27, 33, 35, 52, 53, 67, 79, 95, 97, 145, 146, 161, 163, 168, 172, 185, 188, 219, 221, 233, 245, 275, 321, 345, 347, 369, 391, 419, 429, 455, 485, 519, 541, 567, 595, 605, 629, 653

- 3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.**

EXAMPLE

- Speculate about the types of exchanges of goods and materials which might occur between economic regions, and the routes and types of transportation used.***

6: E4-E5, 630, 631, 632, 633, 664-665, 666-667

B. HUMAN INTERACTION WITH ENVIRONMENTS

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- 1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.**
6: E6-E7, 664-665, 666-667, 668-671
- 2. Explain patterns of migration throughout the world.**
6: 12, 14-16, 130, 251, 347, 372, 615, 656
- 3. Explain how cultures differ in their use of similar environments and resources.**
6: E10-E11, 6, 26, 27, 28, 52, 55, 81, 84-90, 92-95, 129, 134, 139, 165, 173, 175, 192-193, 198-201, 226-227, 228-229, 249, 252-256, 270, 262, 269, 278-279, 278-279, 329, 339, 331, 376, 399, 401, 402-404, 405, 409, 410, 416, 420, 430-435, 465, 471, 474-477, 478-481, 557, 579, 578-579, 580, 585, 656
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6: 19, 29, 21, 22-23, 26-29, 37, 38-39, 41-46, 48-53, 78-81, 84-90, 92-95, 107-112, 125, 134, 137-139, 141-143, 159, 169-173, 178-180, 191, 192-193, 198-201, 213, 214-215, 220-224, 248-251, 252-256, 278-279, 282-287, 290-292, 331-333, 334-338, 352-355, 358-359, 361-363, 372-373, 375-378, 381-385, 430-435, 436-437, 441, 445-447, 448-449, 474-477, 478-481, 487-489, 499-503

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6: E4-E5, 474-477, 478-481, 542-543, 551, 662, 664-667
- 2. Identify and analyze the factors that contribute to personal spending and savings decisions.**
6: E4-E5, 542-543
- 3. Use an example to show how incentives affect economic decisions (e.g., tax deferred savings plans, a fast food restaurant's discount promotion).**
6: E4-E5, 542, 552, 632-633, 662, 664-667

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6: E4-E5, 474-477, 478-481, 542-543, 551, 630-631, 632-633, 664-667
- 2. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how? and for whom?**
6: E4-E5, 474-477, 478-481, 542-543, 630-631, 632-633, 662
- 3. Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision making.**
6: E4-E5, 474-477, 478-481, 542, 630-631, 632-633, 664-667, 668-671
- 4. Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities.**
6: Related pages: E4-E5, 474-477, 478-481, 551, 630-631, 662, 664, 665-666, 667, 668-671
- 5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).**
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C. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time. Students will be able to:

- 1. Describe the characteristics of traditional, command, market, and mixed economic systems.**
6: 474-477, 478-481, 630-633, 640-641
- 2. Compare how different economies meet basic wants and needs over time.**
6: 474-477, 478-481, 543-544, 546-547, 560, 630-633, 640-641

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade. Students will be able to:

- 1. Describe how changes in transportation and communication technologies have affected trade over time.**
6: 629, 630-631, 632-633, 653, 661, 662, 664-667, 668-669, 670-671, 678

- 2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.**
6: 611, 621, 622-623, 629, 630-631, 632-633, 664-667

- 3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).**
6: 630-631, 633, 653