

Social Studies

Sample Graduation Standards and Performance Indicators

This sample set of graduation standards and performance indicators is based primarily on the Maine Learning Results: Parameters for Essential Instruction (MLR, 2007) and the Common Core State Standards (CCSS, 2010, see key below for coding references). To ensure alignment with some of the more recent national work in the social studies fields, reference is also made to the College, Career, and Civic Life Framework for Social Studies State Standards (June 2013 draft), National Content Standards in Economics (2010), and Geography for Life (2012).

Social Studies Graduation Standard 1

APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS:

Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (MLR, A1; CCSS)

Common Core State Standards - Key

- **RI** Reading Informational Text - Grade 5
- **W** Writing - Grade 5
- **RH** Reading in Literacy for History/ Social Studies - Grade 8 HS
- **WH** Writing in Literacy for History/ Social Studies - Grade 8 HS
- **SL** Speaking and Listening - Grades 5, 8, & HS

Fifth-Grade Performance Indicators

- A. Develop and answer questions related to social studies, by locating and selecting information and presenting findings. (MLR A1; CCSS RI 5.9; W 5.7 - 9)
- B. Determine two or more main ideas of a social studies text and explain how they are supported by key details; summarize the text. (MLR A1 B-D; CCSS RI 5.2, 5.4, 5.10)
- C. Explain how an author uses evidence to support particular points in a text:
 - Identify the evidence by quoting accurately;
 - Explain what the text says explicitly; and
 - Explain inferences by citing from the text. (MLR A1, F, G; CCSS RI 5.1, 5.8)

Eighth-Grade Performance Indicators

- A. Research, select, and present a position on a current social studies issue 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)
- B. Determine the central ideas or information and key steps in a process from a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (MLR A1 e, h, I; CCSS RH 8.2-5, 8.9-10)
- C. Distinguish among fact, opinion and reasoned judgment in a text and cite specific textual evidence to support analysis. (MLR A1 B-C, F;

High School Performance Indicators

- A. Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry. (MLR A1 A-B, F-G, I-J, A2, A3; CCSS WH 7-9)
- B. Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. (MLR A1 B-E, I-J; CCSS RH 1-3, RH 6-9)
- C. Evaluate various explanations and authors' differing points of view on the same event or

- D. Analyze multiple accounts of the same event or topic in social studies, drawing on information from multiple print, non-print, and digital sources, noting important similarities and differences in the point of view they represent. (MLR A1 A, C-E; CCSS RI 5.5-7)
- E. Develop and present informative/explanatory and opinion pieces on social studies topics both orally and in written form in which:
- The point of view is supported by logically ordered statements that include facts and relevant details; and
 - The concluding statement or section is related to the information or opinion presented. (MLR A1, E, G; CCSS W 5.1-2; 5.4-6, 5.10, CCSS SL 5.4-6)

CCSS RH 8.1, 8.8)

- D. Identify aspects of a text that reveal an author's point of view or purpose; integrate visual information with other information in print and digital texts. (MLR A1 C, F, J-K; CCSS RH 8.6-7)
- E. Develop and present informative/explanatory pieces as well as arguments, on social studies topics both orally and 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)

issue, citing specific textual evidence from primary and secondary sources to support analysis. (MLR A1 C-F; CCSS RH 1, RH 3-6, RH 10)

- D. Develop informative/ explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing. (MLR A1 C-F, I-J; CCSS WH 2, WH 4-6, WH 10)
- E. Construct and present arguments both orally and in writing in which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience's knowledge level, concerns, values and possible biases. (MLR A1 E-J; CCSS WH 1, WH 4-6, WH 10, CCSS SL 4-6)

Social Studies Graduation Standard 2

CIVIC ENGAGEMENT:

Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2 + A3)

Fifth-Grade Performance Indicators

- A. Make and present a real or simulated decision related to the classroom, school, community, or civic organization by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. (MLR A2 B, A3)
- B. Provide examples of how people influence government and work for the common good. (MLR B2 C)
- C. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas; individually

Eighth-Grade Performance Indicators

- 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)
- B. Analyze how people influence government and work for the common good. (MLR B2 D)
- C. Develop and present decisions or plans, orally and in writing by:

High School Performance Indicators

- A. Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills. (MLR A2 B, A3)
- B. Evaluate how people influence government and work for the common good. (MLR B2 E)
- C. Develop and present, orally and in writing, individual and collaborative decisions and plans by:

and collaboratively develop a decision or plan. (MLR A2 A; CCSS SL 5.1, 5.3)

- contributing to collaborative discussions that examine alternative ideas;
- considering the pros and cons of these ideas; and
- thoughtfully recognizing the contributions of other group members. (MLR A2 A; CCSS SL 8.1, 8.3)

- considering multiple points of view;
- prioritizing the pros and cons of those ideas;
- building on ideas of others and sharing in an attempt to sway the opinions of others. (MLR A2 A; CCSS SL 1, SL 3)

Social Studies Graduation Standard 3

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)

Fifth-Grade Performance Indicators

- A. Explain and compare how groups of people make rules to define responsibilities that protect the freedoms of individuals and groups and support the common good. (MLR B1 A-B; B3 A)
- B. Explain the structures and processes of government, electing leaders and making laws as described in the United States Constitution and Bill of Rights. (MLR B1 C-E; B2 B)
- C. Identify the rights, duties, and responsibilities of citizens within the class, school, or community. (MLR B2a)
- D. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various other cultures in the United States and the world. (MLR B3 B)

Eighth-Grade Performance Indicators

- 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)
- 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)
- 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. (MLR B2 B-C)
- 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

High School Performance Indicators

- A. Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time. (MLR B1 A-C)
- B. Compare and evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends and events. (MLR B1 D-E; B3 A)
- C. Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. (MLR B2 B-D)
- D. Using examples of historical or current issues, analyze the political structures, power and perspectives of diverse cultures, including Maine Native Americans, various historical

Maine and the United States, and various cultures in the world. (MLR B3 A, B)

- E. Compare the structures and processes of the United States government with examples of other forms of government. (MLR B1 C, F)

and recent immigrant groups in Maine and the United States, and various cultures in the world. (MLR B3 A-B)

Social Studies Graduation Standard 4

ECONOMICS:

Understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world. (MLR C)

Fifth-Grade Performance Indicators

- A. Explain that economics includes the study of scarcity, which leads to economic choices about what goods and services will be produced, how they will be distributed and for whom they will be produced. (MLR C1 A)
- B. Describe situations in which personal choices are related to the use of financial resources (e.g. needs vs. wants, spending, savings and investment) and financial institutions (e.g. banks, interest rates). (MLR C1 C)
- C. Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources. (MLR C1 B)
- D. Describe economic similarities and differences within the community, Maine, the United States, and various cultures in the world, including economic influences related to Maine Native Americans. (MLR C2 A, B)

Eighth-Grade Performance Indicators

- 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)
- B. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of personal financial choices. (MLR C1 C)
- C. Describe the functions and roles of key economic structures and processes including government, taxes, businesses, trade, and financial institutions. (MLR C1 B)
- D. Describe factors in economic development, and how states, regions, and nations, including Maine Native Americans, work together to promote economic unity and interdependence. (MLR C2 A-B)

High School Performance Indicators

- A. Explain and analyze the role of financial institutions, the stock market, and government including fiscal, monetary and trade policies in personal, business and national economies. (MLR C1 A-B, D-E)
- B. Evaluate the different strategies of money management, and the positive and negative impacts that credit can have on personal finances, using economic reasoning. (MLR C1 C)
- C. Explain and apply the concepts of specialization, economic interdependence, comparative advantage, and supply and demand as they relate to economic conditions or issues. (MLR C1 F-G)
- D. Compare different economic systems in a variety of regions and groups including Maine, Maine Native Americans, the United States and various regions of the world; explain the relationship between the region's economic system and its government, and the resulting costs and benefits. (MLR C2 A-C)

Social Studies Graduation Standard 5

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)

Fifth-Grade Performance Indicators

- A. Identify and create visual representations of the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools and representations. (MLR D1 A, B, C)
- B. Describe the human and physical factors that influence a current event or issue and predict the effect the event or issue will have on the community or region. (MLR D1 D)
- C. Describe and compare the physical and human characteristics as exemplified by different countries at different latitudes and differences between urban and rural locations in the United States. (MLR D2 A)
- D. Identify and describe the positive and negative ways humans modify the physical environment and how humans have used technology to do so. (MLR D2 A)
- E. Describe the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world. (MLR D2 B)

Eighth-Grade Performance Indicators

- 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)
- 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)
- C. Analyze the ways physical and human processes define and change people's perceptions of places and regions. (MLR D2 A)
- 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)
- E. Identify and explain how the forces of cooperation and conflict, as well as the movement and interactions of various people groups, including Native Americans in Maine, have influenced the division and control of the Earth's surface historically and in the present. (MLR D2 B)

High School Performance Indicators

- A. Analyze the spatial organization of people, places and environments on the Earth's surface using mental maps, geographic data and representations, geospatial technologies and spatial thinking. (MLR D1 B-C)
- B. Apply geographical concepts, skills, and tools to interpret the past, address the present and plan for the future. (MLR D1 A, D)
- C. Evaluate the impact of change and how culture and experience influence people's perceptions of the physical and human characteristics of places and regions. (MLR D1 d)
- D. Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world. (MLR D1 C, D2 A)
- E. Evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, including Native Americans in Maine, influence the division and control of the Earth's surface historically and in the present. (MLR D2 B)

Social Studies Graduation Standard 6

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)

Fifth-Grade Performance Indicators

- A. Identify various historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, Maine and the United States. (MLR E1 B)
- B. Explain that history includes the study of past human experience based on available evidence from a variety of sources. (MLR E1 A)
- C. Trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States. (MLR E1 C)
- D. Explain why individuals and groups during the same historical period differed in their perspectives, comparing various cultural traditions and the contributions of Maine Native Americans and various people groups in the community, Maine and the United States. (MLR E2; CCSS RI 6)

Eighth-Grade Performance Indicators

- A. Describe major turning points and examples of continuity and change in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world. (MLR E1 B; E2 C)
- B. Analyze interpretations of historical events that are based on different perspectives and evidence. (MLR E1 D)
- 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)
- 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)

High School Performance Indicators

- A. Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world. (MLR E1 B, E2 B)
- B. Select and organize evidence from primary and secondary sources to support an historical interpretation or argument. (MLR E1 A)
- C. Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration) and their impact on societal issues, trends and events. (MLR E1 C)
- D. Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives. (MLR E1 d, E2 a; CCSS RH 6)
- E. Apply an understanding of causality, connections and significance to develop credible explanations of historical events based on reasoned interpretation of evidence. (MLR E1 D)