

We the People: The Citizen and the Constitution

### CORRELATION GUIDE for Maine's Social Studies Framework and Standards

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#### Introduction

The purpose of this correlation is to show how *We the People: The Citizen and the Constitution*, Levels I, II, and III, fit Maine's Social Studies Framework and Standards.

The first column of the chart lists the standard tasks that third- through fifth-grade students must perform to meet the Maine standards. The second column lists the Level 1 lessons of *We the People* that correspond to Maine's requirements. All *We the People* unit and lesson references are indicated in **bold**.

The remaining columns follow a similar pattern. Column three lists the tasks for sixth- through eighth-grade students, column four lists the corresponding *We the People* Level II lessons, column five lists the benchmark tasks for high school students, and column six lists the corresponding *We the People* Level III lessons.

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A1. Researching and Developing Positions on Current Social Studies Issues

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students identify and		Students research,		Students research,	
answer research questions		select, and present a		develop, present, and	
related to social studies by		position on a current		defend positions on	
locating and selecting		social studies issue by		current social studies	
information and		proposing and		issues by developing	
presenting findings.		revising research		and modifying	
		questions and locating		research questions,	
		and selecting		and locating, selecting,	
		information from		evaluating, and	
		multiple and varied		synthesizing	
		sources.		information from	
				multiple and varied	
				sources.	
a. Identify research	Simulated	a. Propose and revise	Simulated	a. Develop research	Simulated
questions related to social	Congressional	research questions	Congressional	questions related to	Congressional
studies, seeking multiple	Hearing Tool	related to a current	Hearing Tool	current social studies	Hearing Tool
perspectives from varied		social studies issue.		issues.	
sources.	Critical Thinking		Critical Thinking		Critical Thinking
	Exercises		Exercises		Exercises
	What do you Think		What do you Think		What do you Think
	Exercises		Exercises		Exercises
b. Identify key words and	Simulated	b. Determine the nature	Simulated	b. Select and apply	Simulated
concepts related to research	Congressional	and extent of	Congressional	research methods that	Congressional
questions making	Hearing Tool	information needed.	Hearing Tool	suit the purpose of the	Hearing Tool
adjustments when				inquiry.	
necessary.	Critical Thinking		Critical Thinking		Critical Thinking
	Exercises		Exercises		Exercises
					***
	What do you Think		What do you Think		What do you Think
	Exercises	T 1	Exercises	N. 1 . 1	Exercises
c. Locate and access	Simulated	c. Locate and access	Simulated	c. Make judgments	Simulated
information by using text	Congressional	relevant information	Congressional	about conflicting	Congressional
features.	Hearing Tool	that includes multiple	Hearing Tool	findings from different	Hearing Tool
	C.W. ITH. I.	perspectives from	C. W. A. Th. A. C.	sources, incorporating	C.W. J.W. J.
	Critical Thinking	varied sources.	Critical Thinking	those from sources that	Critical Thinking
	Exercises		Exercises	are valid and refuting	Exercises
	What do you Think		What do you Think	others.	What do you Think
	What do you Think Exercises		What do you Think Exercises		What do you Think Exercises
	H VAPOICAC	1	I R.YETCISES	1	H.VATCICAC

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
d. Collect, evaluate, and	Simulated	d. Demonstrate facility	Simulated	d. Synthesize	Simulated
organize for a specific	Congressional	with note-taking,	Congressional	information from varied	Congressional
purpose.	Hearing Tool	organizing information,	Hearing Tool	sources, fieldwork,	Hearing Tool
		and creating		experiments, and/or	
	Critical Thinking	bibliographies.	Critical Thinking	interviews that reflect	Critical Thinking
	Exercises	3 17	Exercises	multiple perspectives.	Exercises
	What do you Think		What do you Think		What do you Think
	Exercises		Exercises		Exercises
e. Communicate findings	Simulated	e. Distinguish between	Simulated	e. Utilize media	Simulated
from a variety of print and	Congressional	primary and secondary	Congressional	relevant to audience and	Congressional
nonprint sources.	Hearing Tool	sources.	Hearing Tool	and support oral,	Hearing Tool
r	g		<b>9</b>	written, and visual	g
	Critical Thinking		Critical Thinking	communication.	Critical Thinking
	Exercises		Exercises	Communication.	Exercises
	LACTUSCS		Excicises		Lacreises
	What do you Think		What do you Think		What do you Think
	Exercises		Exercises		Exercises
f. Describe plagiarism and	Simulated	f. Evaluate and verify	Simulated	f. Create and present a	Simulated
demonstrate appropriate	Congressional	the credibility of the	Congressional	coherent set of findings	Congressional
citation.	Hearing Tool	information found in	Hearing Tool	that integrate	Hearing Tool
citation.	Treating 1001	print and nonprint	incaring 1001	paraphrasing,	Treating 1001
	Critical Thinking	sources.	Critical Thinking	quotations, and	Critical Thinking
	Exercises	sources.	Exercises	citations.	Exercises
	Exercises		Exercises	citations.	Exercises
	What do you Think		What do you Think		What do you Think
	Exercises		Exercises		Exercises
g. Distinguish between facts	Simulated	g. Use additional	Simulated	g. Develop a clear and	Simulated
and opinions/interpretations	Congressional	sources to resolve	Congressional	well-supported position.	Congressional
in sources.	Hearing Tool	contradictory	Hearing Tool	wen supported position.	Hearing Tool
in sources.	Treating Tool	information.	licaring root		Treating 1001
	Critical Thinking	information.	Critical Thinking		Critical Thinking
	Exercises		Exercises		Exercises
	What do you Think		What do you Think		What do you Think
	Exercises		Exercises		Exercises
		h. Summarize and	Simulated	h. Present and defend a	Simulated
		interpret information	Congressional	well-supported position	Congressional
		found in various	Hearing Tool	to a variety of audiences	Hearing Tool
		sources such as	11001	using a prescribed	110011119 1001
		fieldwork, experiments,	Critical Thinking	format.	Critical Thinking
		and interviews.	Exercises	ionnat.	Exercises
		and mich views.	LACI CISCS		LACI CISCS
			What do you Think		What do you Think
			Exercises		Exercises
			EACT CISCS		L'ACI CISCS

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
		i. Select a clear	Simulated	i. Select and use	Simulated
		supportable position.	Congressional	appropriate tools,	Congressional
			Hearing Tool	methods, and sources	Hearing Tool
				from government,	
			Critical Thinking	history, geography,	Critical Thinking
			Exercises	economics, or related	Exercises
				fields, including ethical	
			What do you Think	reasoning skills.	What do you Think
			Exercises		Exercises
		j. Present a well-	Simulated	j. Access and present	Simulated
		supported position,	Congressional	information ethically	Congressional
		based on findings that	Hearing Tool	and legally.	Hearing Tool
		integrate paraphrasing,			
		quotations, and	Critical Thinking		Critical Thinking
		citations, to a variety of	Exercises		Exercises
		audiences.			
			What do you Think		What do you Think
			Exercises		Exercises
		k. Use appropriate	Simulated		
		tools, methods, and	Congressional		
		sources from	Hearing Tool		
		government, history,			
		geography, economics,	Critical Thinking		
		or related fields	Exercises		
			What do you Think		
		1.77	Exercises		
		1. Use information	Simulated		
		ethically and legally.	Congressional		
			Hearing Tool		
			C '' 1 mi ' 1 '		
			Critical Thinking		
			Exercises		
			What do you Think		
			What do you Think		
			Exercises		

# A2. Making Decisions Using Social Studies Knowledge and Skills

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students make		Students make		Students make	
individual and		individual and		individual and	
collaborative decisions		collaborative decisions		collaborative decisions	
on matters related to		on matters related to		on matters related to	
social studies using		social studies using		social studies using	
relevant information		relevant information		relevant information	
and research and		and research and		and research and	
discussion skills.		discussion skills.		discussion skills.	
a. Contribute equitably	Simulated	a. Develop individual	Simulated	a. Develop individual	Simulated
to collaborative	Congressional Hearing	and collaborative	Congressional Hearing	and collaborative	Congressional Hearing
discussions, examine	Assessment Tool	decisions/plans by	Assessment Tool	decisions/plans by	Assessment Tool
alternative ideas, and		contributing equitably to		considering multiple	
work cooperatively to	Project Citizen	collaborative	Project Citizen	points of view,	Project Citizen
share ideas and,	Curriculum	discussions, seeking and	Curriculum	weighing pros and cons,	Curriculum
collaboratively, develop		examining alternative		building on the ideas of	
a decision or plan.		ideas, considering the		others, and sharing	
		pros and cons, and		information in an	
		thoughtfully and		attempt to sway the	
		respectfully recognizing		opinions of others.	
		the contributions or			
		other group members.			
b. Make a real or	Simulated	b. Make a real or	Simulated	b. Make a real or	Simulated
simulated decision	Congressional Hearing	simulated decision	Congressional Hearing	simulated decision	Congressional Hearing
related to the classroom,	Assessment Tool	related to the classroom,	Assessment Tool	related to the classroom,	Assessment Tool
school, community, or		school, community,		school, community,	
civic organization by	Project Citizen	civic organization, state	Project Citizen	civic organization, state	Project Citizen
applying appropriate	Curriculum	of Maine, or beyond by	Curriculum	of Maine, the United	Curriculum
and relevant social		applying appropriate		States, or an	
studies knowledge and		and relevant social		international entity by	
skills, including		studies knowledge and		applying appropriate	
research skills and other		skills, including		and relevant social	
relevant information.		research skills and other		studies knowledge and	
		relevant information.		skills, including	
				research skills, ethical	
				reasoning skills, and	
				other relevant	
				information.	

A3. Taking Action Using Social Studies Knowledge and Skills

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students select, plan	Simulated	Students select, plan	Simulated	Students select, plan,	Simulated
and participate in a	Congressional Hearing	and implement a civic	Congressional Hearing	and implement a civic	Congressional Hearing
civic action or service	Assessment Tool	action or service	Assessment Tool	action or service	Assessment Tool
learning project based		learning project based		learning project based	
on a classroom, school,	Project Citizen	on a school,	Project Citizen	on a community,	Project Citizen
or local community	Curriculum	community, or state	Curriculum	school, state, national	Curriculum
asset or need and		asset or need and		or international asset	
describe evidence of		analyze the project's		or need and evaluate	
the project's		effectiveness and civic		the project's	
effectiveness and civic		contribution.		effectiveness and civic	
contribution.				contribution.	

B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices and the role of citizens in the community, the state of Maine, the United States, and the world.

B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students understand		Students understand		Students understand	
the basic ideals,		the basic ideals,		the ideals, purposes,	
purposes, principles,		purposes, principles,		principles, structures	
structures and		structures, and		and processes of	
processes of		processes of		constitutional	
democratic		constitutional		government in the	
government in Maine		government in Maine		United States and in	
and the United States.		and the United States		the American political	
		as well as examples of		system, as well as in	
		other forms of		examples of other	
		government in the		forms of government	
		world.		and political systems	
				in the world.	
a. Explain that the study	Unit 1 Lessons 1–6	a. Explain that the study	Unit 1 Lessons 1–4	a. Explain that the study	Unit 1 Lessons 1–7
of government includes		of government includes	** ** **	of government includes	** ** * * * * * * * * * * * * * * * * *
how governments are	Unit 2 Lessons 7–10	the structures and	Unit 4 Lessons 18–22	the structures, functions,	Unit 2 Lessons 8–14
organized and how	TI 1.0 T	functions of government	TI 11 7 7	institutions, and forms	TI 1/2 T
citizens participate.	Unit 3 Lessons 11–15	and the political and	Unit 5 Lesson 26	of government and the	Unit 3 Lessons 15–20
	B	civic activity of citizens.	B	relationship of	TI 1/ 4 T
	Project Citizen		Project Citizen	government to citizens	Unit 4 Lessons 21–26
	Curriculum		Curriculum	in the United States and	U-:4 5 I 27 22
				other regions of the	Unit 5 Lessons 27–32
				world.	11 11 6 1 22 20
					Unit 6 Lessons 33–39

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
b. Explain and provide	Unit 1 Lessons 1–6	b. Analyze examples of	Unit 1 Lessons 1–4	b. Evaluate current	Unit 1 Lessons 1–7
examples of democratic		democratic ideals and		issues by applying	
ideals and constitutional	Unit 2 Lesson 10	constitutional principles	Unit 2 Lesson 7	democratic ideals and	Unit 2 Lessons 8–14
principles to include the		to include the rule of		constitutional principles	
rule of law, legitimate	Unit 3 Lesson 11	law, legitimate power,	Unit 4 Lessons 18–22	of government in the	Unit 3 Lessons 15–20
power, and common		and common good.		United States, including	
good.	Unit 4 Lessons 16–20		Unit 5 Lessons 23–27	checks and balances,	Unit 4 Lessons 21–26
				federalism, and consent	
	Unit 5 Lessons 21–22		Unit 6 Lessons 28–29	of the governed as put	Unit 5 Lessons 27–32
				forth in founding	11 11 6 1 22 20
	TI 1.0 T	D 7 4	*****	documents.	Unit 6 Lessons 33–39
c. Explain and give	Unit 2 Lessons 7–10	c. Describe the	Unit 1 Lessons 1–4	c. Explain how and why	Unit 2 Lessons 8-14
examples of	H. 2.2.1	structures and processes	11.2.2.1	democratic institutions	H. 2 2 1 15 20
governmental structures	Unit 3 Lessons 11–16	of U.S. government and	Unit 2 Lessons 5–10	and interpretations of	Unit 3 Lessons 15-20
including the legislative,		government of Maine and how these are	II.2.2.I	democratic ideals and	H. 24 4 H
executive, and judicial branches and the local,		framed by the U.S.	Unit 3 Lessons 11–17	constitutional principles change over time.	Unit 4 Lessons 21-26
state, and national levels		Constitution, Maine	Unit 4 Lessons 18–22	change over time.	Unit 6 Lessons 33-39
of government.		constitution, wante	Unit 4 Lessons 18–22		Unit o Lessons 33-39
of government.		primary sources.			
d. Explain how leaders	Unit 2 Lessons 7-10	d. Explain the concepts	Unit 1 Lessons 1-4	d. Describe the purpose,	Unit 1 Lessons 1–7
are elected and how	Unit 2 Lessons 7-10	of federalism and	Unit I Lessons 1-4	structures, and	Unit I Lessons 1–7
laws are made and	Unit 3 Lessons 11-16	checks and balances and	Unit 2 Lessons 5–10	processes of the	Unit 2 Lessons 8–14
implemented.	Chit 5 Lessons 11-10	the role these concepts	Cint 2 Lessons 3–10	American political	Onit 2 Lessons 0–14
implemented.		play in the governments	Unit 3 Lessons 11–17	system.	Unit 3 Lessons 15–20
		of the United States and	Cint o Lessons II 17	System.	Cint & Ecssons 13 20
		Maine as framed by the	Unit 4 Lessons 18–22		Unit 4 Lessons 21–26
		U.S. Constitution, the			
		Maine constitution, and			Unit 5 Lessons 27–32
		other primary sources.			
		r j			
e. Explain that the	Unit 2 Lessons 7–10	e. Compare how laws	Unit 3 Lessons 12, 15,	e. Compare the	Unit 1 Lesson 4
structures and processes		are made in Maine and	18	American political	
of government are	Unit 3 Lessons 11–16	at the federal level in		system with examples	Unit 6 Lessons 36, 38
described in documents,		the United States.		of political systems	,
including the				from other parts of the	
constitutions of Maine				world.	
and the United States.					
		f. Compare the	Unit 3 Lessons 11–17		
		structures and processes			
		of U.S. government	Unit 6 Lessons 28–29		
		with examples of other			
		forms of government.			

# B2. Rights, Duties, Responsibilities, and Citizen Participation in Government

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students understand		Students understand		Students understand	
the basic rights, duties,		constitutional and		the constitutional and	
responsibilities and		legal rights, civic		legal rights, the civic	
roles of citizens in a		duties and		duties and	
democracy.		responsibilities and		responsibilities and	
		roles of citizens in a		roles of citizens in a	
		constitutional		democratic republic	
		democracy.		and the role of citizens	
				living under other	
				forms of government	
				in the world.	
a. Identify the rights,	Unit 1 Lessons 1–6	a. Explain the	Unit 5 Lessons 23–27	a. Explain the	Unit 5 Lessons 27-32
duties. and		constitutional and legal		relationship between	
responsibilities of	Unit 4 Lessons 16–20	status of "citizen" and	Unit 6 Lessons 28–29	constitutional and legal	Unit 6 Lessons 33-35
citizens within the class,		provide examples of		rights, and civic duties	
school. or community.	Unit 5 Lessons 21–22	rights, duties, and		and responsibilities in a	
		responsibilities of		democratic republic.	
		citizens.			
b. Identify and describe	Unit 4 Lessons 16–20	b. Describe how the	Unit 2 Lessons 5–10	b. Evaluate the	Unit 5 Lessons 27-32
the U.S. Constitution		powers of government		relationship between the	
and Bill of Rights as	Unit 5 Lessons 21–22	are limited to protect	Unit 3 Lessons 11–17	government and the	Unit 6 Lessons 33-35
documents that establish		individual rights and		individual as evident in	
government and protect		minority rights as	Unit 4 Lessons 18–22	the U.S. Constitution,	
the rights of the		described in the U.S.		Bill of Rights, and	
individual citizen.		Constitution and Bill of	Unit 5 Lessons 23–27	landmark court cases.	
		Rights.	11 11 6 1 20 20		
. D	TI.4 5 T 21 22		Unit 6 Lessons 28–29		II.'4 5 I 25 22
c. Provide examples of	Unit 5 Lessons 21–22	c. Analyze examples of	Unit 5 Lessons 23–27	c. Analyze the	Unit 5 Lessons 27-32
how people influence	Duningt Citie	the protection of rights		constitutional principles and the roles of the	Unit 6 L agg 22 25
government and work	Project Citizen	in court cases or			Unit 6 Lessons 33-35
for the common good,	Curriculum	examples from current		citizen and the	
including voting,		events.		government in major	
writing to legislators,				laws or cases.	
performing community					
service, and engaging in					
civil disobedience.					

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
		d. Analyze how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.	Unit 6 Lessons 28–29 Project Citizen Curriculum	d. Compare the rights, duties, and responsibilities of U.S. citizens with examples from other nations.	Unit 6 Lessons 36,38
				e. Evaluate how people influence government and work for the common good, including voting, writing to legislators, performing community service and engaging in civil disobedience.	Unit 6 Lessons 33–35  Project Citizen Curriculum

B3. Individual, Cultural, International, and Global Connections in Civics and Government

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students understand		Students understand		Students understand	
civic aspects of unity		political and civic		political and civic	
and diversity in the		aspects of unity and		aspects of unity and	
daily life of various		diversity in Maine, the		diversity in Maine, the	
cultures in the United		United States, and		United States, and the	
States and the world,		various world cultures		world, including	
including Maine		including Maine		Maine Native	
Native Americans.		Native Americans.		Americans.	
a. Identify examples of	Unit 4 Lessons 16–20	a. Explain basic	Unit 2 Lessons 5–10	a. Analyze the	Unit 1 Lessons 1–7
unity and diversity in		constitutional, political,		constitutional, political,	
the United States that		and civic aspects of	Unit 3 Lessons 11–17	and civic aspects of	Unit 2 Lessons 8–14
relate to how laws		historical and/or current		historical and/or current	
protect individuals or		issues that involve unity	Unit 4 Lessons 18–22	issues that involve unity	Unit 3 Lessons 15–20
groups to support the		and diversity in Maine,		and diversity in Maine,	
common good.		the United States, and	Unit 5 Lessons 23–27	the United States, and	Unit 4 Lessons 21–26
		other nations.		other nations.	
			Unit 6 Lessons 28–29		Unit 5 Lessons 27–32
					Unit 6 Lessons 33–39

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
b. Describe civic beliefs	Unit 1 Lessons 1-6	b. Describe the political	Unit 3 Lessons 11–17	b. Analyze the political	Unit 1 Lessons 1–7
and activities in the		structures and civic		structures, political	
daily life of diverse	Unit 2 Lessons 7–10	responsibilities within	Unit 4 Lessons 18–22	power, and political	Unit 2 Lessons 8–14
cultures, including		diverse cultures,		perspectives of diverse	
Maine Native	Unit 5 Lessons 22–24	including Maine's	Unit 5 Lessons 23–27	cultures, including those	Unit 3 Lessons 15–20
Americans and various		Native Americans,		of Maine's (and other)	
cultures in the United		various historical and	Unit 6 Lessons 28–29	Native Americans,	Unit 4 Lessons 21–26
States and the world.		recent immigrant groups		various historical and	
		in the United States, and		recent immigrant groups	Unit 5 Lessons 27–32
		various cultures in the		in Maine and the United	
		world.		States, and those of	Unit 6 Lessons 33–39
				various world cultures.	

C. Economics: Students draw on 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 world.

C1. Economic Knowledge, Concepts, Themes and Patterns

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students understand		Students understand		Students understand	
personal economics		the principles and		the principles and	
and the basis of the		processes of personal		processes of personal	
economies of the		economics, the		economics, the role of	
community, Maine, the		influence of economics		markets, the economic	
United States, and		on personal life and		system of the United	
various regions of the		business and the		Stated, and other	
world.		economics systems of		economic systems in	
		Maine, the United		the world and how	
		States and various		economics serves to	
		regions of the world.		inform decisions in the	
				present and future.	
a. Explain that	N/A	a. Explain that	N/A	a. Explain that the study	N/A
economics includes the		economics is the study		of economics includes	
study of scarcity which		of how scarcity requires		the analysis and	
leads to economic		choices about what,		description of	
choices about what		how, for whom, and in		production and	
goods and services will		what quantity to		distribution and	
be produced, how they		produce, and about how		consumption of goods	
will be distributed, and		scarcity relates to		and services by	
for whom they will be		market economy,		business, and is the	
produced.		entrepreneurship, supply		basis of individual	
		and demand, and		personal finance	
		personal finance.		management including	
				saving and investing.	

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
b. Explain how entrepreneurs and other 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.	N/A	b. Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing and trade.	N/A	b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary and trade policies in personal, business, and national economics.	N/A
c. Students describe situations in which personal choices are related to the use of financial resources and financial institutions including the use of money, consumption, savings, investment and banking.	N/A	c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.	N/A	c. Evaluate different forms of money management and the positive and negative impacts that credit can have on individual finances using economic reasoning.	N/A
				d. Identify and explain various economic indicators and how they represent and influence economic activity.	N/A
				e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.	N/A
				f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.	N/A
				g. Solve problems using the theory of supply and demand.	N/A

# C2. Individual, Cultural, International and Global Connections in Economics

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students understand		Students understand		Students understand	
economic aspects of		economic aspects of		economic aspects of	
unity and diversity in		unity and diversity in		unity and diversity in	
the community, Maine,		Maine, the United		Maine, the United	
and regions of the		States, and various		States and the world,	
United States and the		world cultures,		including Maine	
world, including		including Maine		Native American	
Maine Native		Native American		communities.	
American		communities.			
communities.					
a. Describe economic	N/A	a. Describe factors in	N/A	a. Analyze the role of	N/A
similarities and		economic development		regional, international	
differences within the		and how states, regions,		and global organizations	
community, Maine, and		and nations have		that are engaged in	
the United States.		worked together to		economic development.	
		promote economic unity			
		and interdependence.			
b. Identify economic	N/A	b. Describe the	N/A	b. Compare a variety of	N/A
processes, economic		economic aspects of		economic systems and	
institutions, and		diverse cultures,		the economic	
economic influences		including Maine Native		development of Maine,	
related to Maine Native		Americans, various		the United States, and	
Americans and various		historical and recent		various regions of the	
cultures in the United		immigrant groups in the		world that are	
States and the world.		United States, and		economically diverse.	
		various cultures in the			
		world.			
				c. Analyze wealth,	N/A
				poverty, resource	
				distribution and other	
				economic factors of	
				diverse cultures,	
				including Maine's and	
				other Native American	
				communities, various	
				historical and recent	
				immigrant groups in	
				Maine and the United	
				States, and various	
				world cultures.	

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

D1. Geographic Knowledge, Concepts, Themes, and Patterns

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students understand		Students understand		Students understand	
the geography of the		the geography of the		the geography of the	
community, Maine, the		community, Maine, the		United States, and	
United States, and		United States, and		various regions of the	
various regions of the		various regions of the		world and the effect of	
world.		world and the		geographic influences	
		geographic influences		on decisions about the	
		on life in the past,		present and future.	
		present, and future.			
a. Explain that	N/A	a. Explain that	N/A	a. Students explain that	N/A
geography includes the		geography includes the		geography includes the	
study of Earth's		study of physical,		study of physical,	
physical features		environmental, and		environmental, and	
including climate and		cultural features of the		cultural features at the	
the distribution of plant,		state, nations, and		local, state, national,	
animal, and human life.		various regions of the		and global levels helps	
		world to identify		people to better predict	
		consequences of		and evaluate	
		geographic influences		consequences of	
		and make predictions.		geographic influences.	
b. Create visual	N/A	b. Use the geographic	N/A	b. Describe the major	N/A
representations of the		grid and a variety of		regions of the earth and	
world, showing a basic		types of maps to gather		their major physical,	
understanding of the		geographic information.		environmental, and	
geographic grid,				cultural features using a	
including the equator				variety of geographic	
and prime meridian.	37/4	71 .:0 1	37/4	tools.	27/4
c. Identify the earth's	N/A	c. Identify the major	N/A	c. Analyze local,	N/A
major geographic		regions of the Earth and		national, and global	
features such as		their major physical		geographic data on	
continents, oceans,		features and political		physical, environmental,	
major mountains, and		boundaries using a		and cultural processes	
rivers using a variety of		variety of geographic		that shape and changes	
geographic tools.	NI/A	tools.	NT/A	places and regions.	NI/A
d. Explain examples of	N/A	d. Describe the impact	N/A	d. Evaluate the impact	N/A
changes in the Earth's		of change, including		of change, including	
physical features and		technological change,		technological change,	
their impact on communities and		on the physical and cultural environment.		on the physical and cultural environment.	
		cultural environment.		cultural environment.	
regions.					

D2. Individual, Cultural, International, and Global Connections in Geography

3–5	WTP Level I Text	6-8	WTP Level II Text	9–12	WTP Level III Text
Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.		Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native American Communities.		Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.	
a. Identify examples of how geographic features unify communities and regions as well as support diversity.	N/A	a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.	N/A	a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.	N/A
b. Describe 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.	N/A	b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.	N/A	b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.	N/A

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and the world.

E1. Historical Knowledge, Concepts, Themes, and Patterns

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students understand		Students understand		Students understand	
various major eras in		major eras, major		major eras, major	
the history of the		enduring themes, and		enduring themes, and	
community, Maine,		historic influences in		historic influences in	
and the United States.		the history of Maine,		the United States and	
		the United States, and		world history,	
		various regions of the		including the roots of	
		world.		democratic	
				philosophy, ideals, and	
				institutions in the	
				world.	
a. Explain that history	Unit 1 Lessons 1, 5, 6	a. Explain that history	Unit 2 Lessons 5–10	a. Explain that history	Unit 1 Lessons 1–7
includes the study of		includes the study of		includes the study of the	
past human experience	Unit 2 Lessons 7–10	past human experience	Unit 3 Lessons 11–17	past based on the	Unit 2 Lessons 8–14
based on available		based on available		examination of a variety	
evidence from a variety	Unit 4 Lessons 19–20	evidence from a variety	Unit 5 Lesson 25	of primary and	Unit 3 Lessons 15–20
of sources.		of sources, and explain		secondary sources, and	
	Unit 5 Lessons 21–22	how history can help		how history can help	Unit 4 Lessons 21–26
		one better understand		one better understand	
		and make informed		and make informed	Unit 5 Lessons 27–32
		decisions about the		decisions about the	
		present and future.		present and future.	Unit 6 Lessons 33–39
b. Identify various	Unit 1 Lessons 1, 5, 6	b. Identify and analyze	Unit 2 Lessons 5–10	b. Analyze and critique	Unit 1 Lessons 1–7
major historical eras,		major historical eras,		major historical eras,	
major enduring themes,	Unit 2 Lessons 7–10	major enduring themes,	Unit 3 Lessons 11–17	major enduring themes,	Unit 2 Lessons 8–14
turning points, events,		turning points, events,		turning points, events,	
consequences, persons,	Unit 4 Lessons 19–20	consequences, and	Unit 5 Lesson 25	consequences, and	Unit 3 Lessons 15–20
and timeframes in the		people in the history of		people in the history of	
history of the	Unit 5 Lessons 21–22	Maine, the United		the United States and	Unit 4 Lessons 21–26
community, Maine, and		States, and various		the world, and the	
the United States.		regions of the world.		implications for the	Unit 5 Lessons 27–32
				present and future.	
					Unit 6 Lessons 33–39

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
c. Trace and explain	Unit 5 Lessons 22–24	c. Trace and explain the	Unit 2 Lessons 5–10	c. Trace and critique the	Unit 1 Lessons 1–7
how the history of		history of democratic		roots and evolution of	
democratic principles is		ideals and constitutional	Unit 3 Lessons 11–17	democratic ideals and	Unit 2 Lessons 8–14
preserved in historic		principles and their		constitutional principles	
symbols, monuments,		importance in the	Unit 5 Lesson 25	in the history of the	Unit 3 Lessons 15–20
and traditions important		history of the United		United States and the	
in the community,		States and the world.		world using historical	Unit 4 Lessons 21–26
Maine, and the United				sources.	
States.					Unit 5 Lessons 27–32
					H 4 6 F 22 20
					Unit 6 Lessons 33–39
		d. Analyze	Unit 1 Lessons 1–4	d. Analyze and critique	Unit 1 Lessons 1–7
		interpretations of	H '' 2 I	varying interpretations	H 421 0 14
		historical events that are	Unit 2 Lessons 5–10	of historic people,	Unit 2 Lessons 8–14
		based on different	II:4 2 I	issues, or events and	II.: 4 2 I
		perspectives and evidence.	Unit 3 Lessons 11–17	explain how evidence is used to support different	Unit 3 Lessons 15–20
		evidence.	Unit 4 Lessons 18–22	interpretations.	Unit 4 Lessons 21–26
			Unit 4 Lessons 10-22	interpretations.	Unit 4 Lessons 21-20
			Unit 5 Lessons 23–27		Unit 5 Lessons 27–32
			CHIC S LICSSONS 25-27		CHIC 5 LICSSONS 21 52
			Unit 6 Lessons 28–29		Unit 6 Lessons 33–39

E2. Individual, Cultural, International, and Global Connections in History

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
Students understand		Students understand		Students understand	
historical aspects of		historical aspects of		historical aspects of	
unity and diversity in		unity and diversity in		unity and diversity in	
the community, Maine,		Maine, the United		the United States and	
and the United States,		States, and various		the world, including	
including Maine		world cultures,		Native American	
Native American		including Maine		communities.	
communities.		Native Americans.			
a. Describe examples in	Unit 1 Lessons 1–5	a. Explain how both	Unit 1 Lessons 1–4	a. Identify and critique	Unit 1 Lessons 1–7
the history of the United		unity and diversity have		issues characterized by	
States of diverse and	Unit 4 Lessons 17–21	had important roles in	Unit 2 Lessons 5–10	unity and diversity in	Unit 2 Lessons 8–14
shared values and		the history of Maine, the		the history of the United	
traditions.	Unit 5 Lesson 22	United States, and other	Unit 3 Lessons 11–17	States and other nations,	Unit 3 Lessons 15–20
		nations.		and describe their	
			Unit 4 Lessons 18–22	effects.	Unit 4 Lessons 21–26
			Unit 5 Lessons 23–27		Unit 5 Lessons 27–32
					Unit 6 Lessons 33–39

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
b. Describe various	Unit 5 Lesson 22	b. Identify and compare	Unit 1 Lessons 1–4	b. Identify and analyze	Unit 1 Lessons 1–7
cultural traditions and		a variety of cultures		major turning points and	
contributions of Maine		through time, including	Unit 2 Lessons 5–10	events in the history of	Unit 2 Lessons 8–14
Native Americans and		comparisons of native		Native Americans and	
various historical and		and immigrant groups in	Unit 3 Lessons 11–17	various historical and	Unit 3 Lessons 15–20
recent immigrant groups		the United States and		recent immigrant groups	
in the community,		eastern and western	Unit 4 Lessons 18–22	in the United States and	Unit 4 Lessons 21–26
Maine, and the United		societies.		other cultures in the	
States.			Unit 5 Lessons 23–27	world.	Unit 5 Lessons 27–32
					Unit 6 Lessons 33–39
		c. Describe major	Unit 1 Lessons 1–4		
		turning points and			
		events in the history of	Unit 2 Lessons 5–10		
		Maine Native			
		Americans and various	Unit 3 Lessons 11–17		
		historical and recent			
		immigrant groups in	Unit 4 Lessons 18–22		
		Maine, the United			
		States, and other	Unit 5 Lessons 23–27		
		cultures in the world.			
			Unit 6 Lessons 28–29		