

Social Studies Mission Statement

At Stratton School, we believe that our Pre-K - 8th grade Social Studies program is designed to educate students so that they act responsibly as members of a democratic society. It is our goal to design and execute a dynamic and student-centered social studies curriculum framework that links today's classroom with the past, and the future

Students in the social studies program will develop an understanding and appreciation of the contributions that diverse civilizations and cultures have made throughout history and the impact that they have had on the development of democratic ideals. Students will study Political, Economic, Religious, Social, Intellectual and Artistic issues that have shaped the world our students live in today.

In addition, our students will be challenged by actively participating in the democratic process, honoring cultural diversity, utilizing literature and technology, promoting research, developing decision making skills, incorporating strategies for reading, interpreting data, and examining geographic, historical, cultural, and economic situations through a variety of experiences and activities.

Pre-K Outs	K Outs	1st Grade Outs	2nd Grade Outs
<p>CG.K.1: Students understand and can identify community workers and volunteers and the roles they play in promoting the common good.</p>	<p>CG.K.1: Students understand and can identify community workers and volunteers and the roles they play in promoting the common good.</p>	<p>CG.1.1: Students understand key ideas about democratic government, community. Students recognize symbols, monuments, and holidays.</p>	<p>CG.2.1: Students understand key ideas and processes that characterize democratic government.</p>
<p>CG.K.2: Students can understand and recognize symbols, monuments, holidays. (flag)</p>	<p>CG.K.2: Students can understand and recognize symbols, monuments, holidays. (flag)</p>	<p>CG.1.2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules to promote the common good and the peaceful resolution of conflict.</p>	<p>CG.2. 2: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p>
<p>CG.PK.3: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules to promote the common good and the peaceful resolution of conflict.</p>	<p>CG.K.3: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules to promote the common good and the peaceful resolution of conflict.</p>	<p>CG.1.3: Students understand Maine Native Americans by explaining their traditions and customs.</p>	<p>CG.2 3: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service learning project based on a classroom or school</p>

			asset or need, and describing the project's potential civic contribution.
			CG.2. 4: Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.

Personal Finance & Economics Pre-K-2

PF.PK.1: Students understand how money has value and can be traded for goods and services.	PF.K.1: Students understand how money has value and can be traded for goods and services.	PF.1.1: Students understand how spending, saving, and sharing are ways to use money.	PF.2.1: Students understand how to save and spend money.
E.PK.2: Students begin to understand how people make choices to meet their needs and wants.	E.K.2: Students understand how to use resources to meet their needs and wants.	E.1.2: Students understand the nature of economics and making decisions about how to use scarce (water, fuel, farm land) resources to meet their needs and wants.	E.2.2: Students understand the nature of economics as well as key foundational ideas by explaining how people make choices about how to use scarce (water, fuel, farm land) resources and make individual and collaborative plans to meet their own needs and wants.
GC.PK.3: Students begin to understand how individuals, families, and communities are part of an economy.	GC.K.3: Students begin to understand how individuals, families, and communities are part of an economy	GC.1.3: Students understand the influence of economics on individuals and Maine Native Americans by identifying how individuals, families,	GC.2.3: Students understand the influence of economics on individuals and groups in the United States and the World, including Maine

		and communities are influenced by economic factors.	Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.
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Geography P-K-2

G.PK.1: Students understand the nature and basic ideas of geography by identifying questions about their world.	G.K.1: Students understand the nature and basic ideas of geography by identifying questions about their world.	G.1.1: Students understand the nature and basic ideas of geography by gathering information about their immediate neighborhood and community, including maps, photographs, charts and graphs, and then create visual representations of their findings.	G.2.1: Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.
G.PK.2: Students understand how geography impacts individuals and their families.	G.K.2: Students understand how geography impacts individuals and their families.	G.1.2: Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.	G.2.2: Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.

History Pre-K-2

H.PK.1: Students	H.K.1: Students	H.1.1: Students	H.2.1: Students
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<p>begin to understand history as stories of the past.</p>	<p>begin to understand history as stories of the past.</p>	<p>understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.</p>	<p>understand the nature of history and are able to locate sources appropriate to reading level* and identify key figures and events from personal history, the history of the community, the state, or the United States, especially those associated with historically-based traditions.</p>
<p>H.PK.2: Students understand the nature of history as well as the key foundation of ideas by applying terms such as “before” and “after” in sequencing events.</p>	<p>H.K.2: Students understand the nature of history as well as the key foundation of ideas by applying terms such as “before” and “after” in sequencing events.</p>	<p>H.1.2: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans.</p>	<p>H.2.2: : Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs*, or stories of the past.</p>

<p>CG.3.1: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</p>	<p>CG.4.1: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p>
<p>CG.3.2: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining how leaders are elected and how laws are made and implemented.</p> <p>CG.3.3: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying the rights, duties, and responsibilities of citizens within the class, school, or community.</p>	<p>CG.4.2: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches at national levels of government.</p> <p>CG.4.3: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p>
<p>CG.3.4: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators.</p>	<p>CG.4.4: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p>
<p>CG.3.5: Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity (sameness) and diversity (variety).</p>	<p>CG.4.5: Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p>
<p>CG.3.6: Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of</p>	<p>CG.4.6: Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse</p>

diverse cultures.	cultures
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Personal Finance & Economics 3-4

PF.3.1: Students understand the nature of personal finance as well as key foundational ideas by describing situations in which personal choices are related to the use of money.	PF.4.1: Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.
E.3.2: Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about what goods and services are produced and for whom they are produced	E.4.2: Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity.
GC.3.3: Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by describing economic similarities and differences within the community, Maine, and the United States.	GC.4.3: Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.

Geography 3-4

G.3.1: Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.	G.4.1: Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.
G.3.2: Students understand geographic aspects of unity and diversity in the	G.4.2: Students understand geographic aspects of unity and diversity in various

<p>community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities.</p>	<p>regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>
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History 3-4

<p>H.3.1: Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. *Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p>	<p>H.4.1: Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. * Students distinguish between facts and opinions/interpretations in sources.</p>
<p>H.3.2: Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources*, and describing examples in the history of the United States of diverse and shared values and traditions.</p>	<p>H.4.2: Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.</p>

5th Grade Outs

Geography 1: Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of *geographic tools* including digital mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions.

Geography 2: 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, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and non- print sources.

History 1: Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate

6th Grade Outs

(F1) Using the *geographic grid* and a variety of *types of maps, including digital sources*, to locate and access relevant geographic information that reflects multiple perspectives.

(F2) Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of *geographic tools* including digital tools and resources.

(F3) Evaluating a geographic issue of physical, environmental, or cultural importance.

(D1) Identifying consequences of geographic influences through inquiry and formulating predictions.

(D2) Describing the impact of change on the physical and cultural environment.

Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:

(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.

History 1: Students understand major eras, major enduring themes, and *historic* influences in the history of Maine, the United States, and various regions of the world by:

(F1) Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one

appropriate citation.

History 2: Students understand *historical* aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.

(F1) Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

(F2) Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

(F3) Identifying major turning points and events in the history of Maine Native Americans and various *historical and recent immigrant groups* in Maine, the United States, and other cultures in the world.

Civics & Government 1: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the *structures and processes of government* are described in documents, including the Constitution of the United States.

Civics & Government 2: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and giving examples of *governmental structures* including the legislative, executive, and judicial branches at national levels of government.

better understand and make informed decisions about the present and future.

(F2) Identifying major *historical* eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

(F3) Tracing the history of *democratic ideals and constitutional principles* and their importance in the history of the United States and the world.

(F4) Proposing and revising research questions related to a current social studies issue.

(D1) Analyzing interpretations of *historical* events that are based on different perspectives and evidence from primary and secondary sources.

(D2) Analyzing major *historical* eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

(D3) Explaining the history of *democratic ideals and constitutional principles* and their importance in the history of the United States and the world.

(D4) Making decisions related to the classroom, school, community, civic organization, Maine, or beyond; applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

History 2: Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

(F1) Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

(F2) Identifying a variety of cultures

Civics & Government 3: Students understand the basic *rights, duties, responsibilities*, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.

Civics & Government 4: Students understand the basic *rights, duties, responsibilities*, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.

Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.

Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse cultures.

Personal Finance: Students understand the principles and process of personal finance by describing situations in which financial resources and financial institutions can be used to manage money.

Economics: Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and

through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

(F3) Identifying major turning points and events in the history of Maine Native Americans and various *historical and recent immigrant groups* in Maine, the United States, and other cultures in the world.

(D1) Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

(D2) Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

(D3) Describing major turning points and events in the history of Maine Native Americans and various *historical and recent immigrant groups* in Maine, the United States, and other cultures in the world.

Civics & Government 1: Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

(F1) Explaining that the study of government includes the *structures* and functions of government and the political and civic activity of citizens.

(F2) Describing the *structures* and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.

(F3) Explaining the concepts of

services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision.

Global Connections: Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by explaining economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.

federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.

(D1) Comparing the *structures* and processes of United States government with examples of other forms of government.

(D2) Comparing how laws are made in Maine and at the federal level in the United States.

(D3) Analyze examples of *democratic ideals* and *constitutional principles* that include the rule of law, legitimate power, and common good.

Civics & Government 2: Students understand constitutional and legal *rights*, *civic duties and responsibilities*, and roles of citizens in a constitutional democracy by:

(F1) Explaining the constitutional and legal status of "citizen" and provide examples of *rights, duties, and responsibilities* of citizens.

(F2) Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.

(D1) Analyzing examples of the protection of rights in court cases or from current events.

(D2) Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience through selecting, planning, and implementing a *civic action* or *service-learning* project based on a school, community, or state asset or need,

and analyze the project's effectiveness and civic contribution.

Civics & Government 3: Students understand political and civic aspects of cultural diversity by:

(F1) Explaining basic civic aspects of historical and/or *current issues* that involve unity and diversity in Maine, the United States, and other nations.

(F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.

(D1) Explaining constitutional and political aspects of historical and/or *current issues* that involve unity and diversity in Maine, the United States, and other nations.

(D2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.

Personal Finance: Students understand the principles and processes of personal finance by:

(F1) Explaining how scarcity influences choices and relates to the market economy.

(F2) Identifying factors that contribute to spending and savings decisions.

(D1) Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.

Economics: Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by

(F1) Describing the functions of financial

institutions. (F2) Describing the function and process of taxation.

(D1) Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.

Global Connections: Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:

(F1) Researching the pros and cons of economic processes, economic institutions, and economic influences of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world to propose a solution to an economic problem.

(D1) Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.