



We the People
THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education and funded by the U.S. Department of Education
under the Education for Democracy Act approved by the United States Congress.

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 answer research questions related to social studies by locating and selecting information and presenting findings.		Students 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.		Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.	
a. Identify research questions related to social studies, seeking multiple perspectives from varied sources.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises	a. Propose and revise research questions related to a current social studies issue.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises	a. Develop research questions related to current social studies issues.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises
b. Identify key words and concepts related to research questions making adjustments when necessary.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises	b. Determine the nature and extent of information needed.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises	b. Select and apply research methods that suit the purpose of the inquiry.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises
c. Locate and access information by using text features.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises	c. Locate and access relevant information that includes multiple perspectives from varied sources.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises	c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises

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

3–5	WTP Level I Text	6–8	WTP Level II Text	9–12	WTP Level III Text
		i. Select a clear supportable position.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises	i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields, including ethical reasoning skills.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises
		j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a variety of audiences.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises	j. Access and present information ethically and legally.	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises
		k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields	Simulated Congressional Hearing Tool Critical Thinking Exercises What do you Think Exercises		
		l. Use information ethically and legally.	Simulated Congressional Hearing Tool Critical Thinking Exercises 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 individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.		Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.		Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.	
a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas and, collaboratively, develop a decision or plan.	Simulated Congressional Hearing Assessment Tool <i>Project Citizen Curriculum</i>	a. Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions or other group members.	Simulated Congressional Hearing Assessment Tool <i>Project Citizen Curriculum</i>	a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.	Simulated Congressional Hearing Assessment Tool <i>Project Citizen Curriculum</i>
b. Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills and other relevant information.	Simulated Congressional Hearing Assessment Tool <i>Project Citizen Curriculum</i>	b. Make a real or simulated decision related to the classroom, school, community, civic organization, state of Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills and other relevant information.	Simulated Congressional Hearing Assessment Tool <i>Project Citizen Curriculum</i>	b. Make a real or simulated decision related to the classroom, school, community, civic organization, state of Maine, the United States, or an international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.	Simulated Congressional Hearing Assessment Tool <i>Project Citizen Curriculum</i>

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 and participate in a civic action or service learning project based on a classroom, school, or local community asset or need and describe evidence of the project’s effectiveness and civic contribution.	Simulated Congressional Hearing Assessment Tool <i>Project Citizen Curriculum</i>	Students select, plan and implement 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.	Simulated Congressional Hearing Assessment Tool <i>Project Citizen Curriculum</i>	Students select, plan, and implement a civic action or service learning project based on a community, school, state, national or international asset or need and evaluate the project’s effectiveness and civic contribution.	Simulated Congressional Hearing Assessment Tool <i>Project Citizen Curriculum</i>

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 the basic ideals, purposes, principles, structures and processes of democratic government in Maine and the United States.		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.		Students understand the ideals, purposes, principles, structures and processes of constitutional government in the United States and in the American political system, as well as in examples of other forms of government and political systems in the world.	
a. Explain that the study of government includes how governments are organized and how citizens participate.	Unit 1 Lessons 1–6 Unit 2 Lessons 7–10 Unit 3 Lessons 11–15 <i>Project Citizen Curriculum</i>	a. Explain that the study of government includes the structures and functions of government and the political and civic activity of citizens.	Unit 1 Lessons 1–4 Unit 4 Lessons 18–22 Unit 5 Lesson 26 <i>Project Citizen Curriculum</i>	a. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and other regions of the world.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 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. Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.	Unit 1 Lessons 1–6 Unit 2 Lesson 10 Unit 3 Lesson 11 Unit 4 Lessons 16–20 Unit 5 Lessons 21–22	b. Analyze examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.	Unit 1 Lessons 1–4 Unit 2 Lesson 7 Unit 4 Lessons 18–22 Unit 5 Lessons 23–27 Unit 6 Lessons 28–29	b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 Unit 5 Lessons 27–32 Unit 6 Lessons 33–39
c. Explain and give examples of governmental structures including the legislative, executive, and judicial branches and the local, state, and national levels of government.	Unit 2 Lessons 7–10 Unit 3 Lessons 11–16	c. Describe the structures and processes of U.S. government and government of Maine and how these are framed by the U.S. Constitution, Maine constitution, and other primary sources.	Unit 1 Lessons 1–4 Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 4 Lessons 18–22	c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.	Unit 2 Lessons 8-14 Unit 3 Lessons 15-20 Unit 4 Lessons 21-26 Unit 6 Lessons 33-39
d. Explain how leaders are elected and how laws are made and implemented.	Unit 2 Lessons 7-10 Unit 3 Lessons 11-16	d. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the U.S. Constitution, the Maine constitution, and other primary sources.	Unit 1 Lessons 1-4 Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 4 Lessons 18–22	d. Describe the purpose, structures, and processes of the American political system.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 Unit 5 Lessons 27–32
e. Explain that the structures and processes of government are described in documents, including the constitutions of Maine and the United States.	Unit 2 Lessons 7–10 Unit 3 Lessons 11–16	e. Compare how laws are made in Maine and at the federal level in the United States.	Unit 3 Lessons 12, 15, 18	e. Compare the American political system with examples of political systems from other parts of the world.	Unit 1 Lesson 4 Unit 6 Lessons 36, 38
		f. Compare the structures and processes of U.S. government with examples of other forms of government.	Unit 3 Lessons 11–17 Unit 6 Lessons 28–29		

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 the basic rights, duties, responsibilities and roles of citizens in a democracy.		Students understand constitutional and legal rights, civic duties and responsibilities and roles of citizens in a constitutional democracy.		Students understand the constitutional and legal rights, the civic duties and responsibilities and roles of citizens in a democratic republic and the role of citizens living under other forms of government in the world.	
a. Identify the rights, duties, and responsibilities of citizens within the class, school, or community.	Unit 1 Lessons 1–6 Unit 4 Lessons 16–20 Unit 5 Lessons 21–22	a. Explain the constitutional and legal status of “citizen” and provide examples of rights, duties, and responsibilities of citizens.	Unit 5 Lessons 23–27 Unit 6 Lessons 28–29	a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a democratic republic.	Unit 5 Lessons 27-32 Unit 6 Lessons 33-35
b. Identify and describe the U.S. Constitution and Bill of Rights as documents that establish government and protect the rights of the individual citizen.	Unit 4 Lessons 16–20 Unit 5 Lessons 21–22	b. Describe how the powers of government are limited to protect individual rights and minority rights as described in the U.S. Constitution and Bill of Rights.	Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 4 Lessons 18–22 Unit 5 Lessons 23–27 Unit 6 Lessons 28–29	b. Evaluate the relationship between the government and the individual as evident in the U.S. Constitution, Bill of Rights, and landmark court cases.	Unit 5 Lessons 27-32 Unit 6 Lessons 33-35
c. Provide examples of how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.	Unit 5 Lessons 21–22 <i>Project Citizen Curriculum</i>	c. Analyze examples of the protection of rights in court cases or examples from current events.	Unit 5 Lessons 23–27	c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.	Unit 5 Lessons 27-32 Unit 6 Lessons 33-35

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 <i>Project Citizen Curriculum</i>

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 civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans.		Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.		Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.	
a. Identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.	Unit 4 Lessons 16–20	a. Explain basic constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.	Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 4 Lessons 18–22 Unit 5 Lessons 23–27 Unit 6 Lessons 28–29	a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 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 and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world.	Unit 1 Lessons 1–6 Unit 2 Lessons 7–10 Unit 5 Lessons 22–24	b. Describe the political structures and civic responsibilities within diverse cultures, including Maine’s Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.	Unit 3 Lessons 11–17 Unit 4 Lessons 18–22 Unit 5 Lessons 23–27 Unit 6 Lessons 28–29	b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine’s (and other) Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 Unit 5 Lessons 27–32 Unit 6 Lessons 33–39

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 personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world.		Students understand the principles and processes of personal economics, the influence of economics on personal life and business and the economics systems of Maine, the United States and various regions of the world.		Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world and how economics serves to inform decisions in the present and future.	
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.	N/A	a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and about how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.	N/A	a. Explain that the study of economics includes the analysis and description of production and distribution and consumption of goods and services by business, and is the basis of individual personal finance management including saving and investing.	N/A

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 economic 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 economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native American communities.		Students understand economic aspects of unity and diversity in Maine, the United States and the world, including Maine Native American communities.	
a. Describe economic similarities and differences within the community, Maine, and the United States.	N/A	a. Describe factors in economic development and how states, regions, and nations have worked together to promote economic unity and interdependence.	N/A	a. Analyze the role of regional, international and global organizations that are engaged in economic development.	N/A
b. Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.	N/A	b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.	N/A	b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.	N/A
				c. Analyze wealth, 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.	N/A

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

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 various major eras in the history of the community, Maine, and the United States.		Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.		Students understand major eras, major enduring themes, and historic influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.	
a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.	Unit 1 Lessons 1, 5, 6 Unit 2 Lessons 7–10 Unit 4 Lessons 19–20 Unit 5 Lessons 21–22	a. Explain that history includes the study of past human experience based on available evidence from a variety of sources, and explain how history can help one better understand and make informed decisions about the present and future.	Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 5 Lesson 25	a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources, and how history can help one better understand and make informed decisions about the present and future.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 Unit 5 Lessons 27–32 Unit 6 Lessons 33–39
b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, Maine, and the United States.	Unit 1 Lessons 1, 5, 6 Unit 2 Lessons 7–10 Unit 4 Lessons 19–20 Unit 5 Lessons 21–22	b. Identify and analyze 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.	Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 5 Lesson 25	b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world, and the implications for the present and future.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 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
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.	Unit 5 Lessons 22–24	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.	Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 5 Lesson 25	c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 Unit 5 Lessons 27–32 Unit 6 Lessons 33–39
		d. Analyze interpretations of historical events that are based on different perspectives and evidence.	Unit 1 Lessons 1–4 Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 4 Lessons 18–22 Unit 5 Lessons 23–27 Unit 6 Lessons 28–29	d. Analyze and critique varying interpretations of historic people, issues, or events and explain how evidence is used to support different interpretations.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 Unit 5 Lessons 27–32 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 historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.		Students understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.		Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.	
a. Describe examples in the history of the United States of diverse and shared values and traditions.	Unit 1 Lessons 1–5 Unit 4 Lessons 17–21 Unit 5 Lesson 22	a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.	Unit 1 Lessons 1–4 Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 4 Lessons 18–22 Unit 5 Lessons 23–27	a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 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 cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States.	Unit 5 Lesson 22	b. Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States and eastern and western societies.	Unit 1 Lessons 1–4 Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 4 Lessons 18–22 Unit 5 Lessons 23–27	b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States and other cultures in the world.	Unit 1 Lessons 1–7 Unit 2 Lessons 8–14 Unit 3 Lessons 15–20 Unit 4 Lessons 21–26 Unit 5 Lessons 27–32 Unit 6 Lessons 33–39
		c. Describe 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.	Unit 1 Lessons 1–4 Unit 2 Lessons 5–10 Unit 3 Lessons 11–17 Unit 4 Lessons 18–22 Unit 5 Lessons 23–27 Unit 6 Lessons 28–29		