



# ***SOCIAL STUDIES CURRICULUM***

REVIEW YEAR 2004-2005

*K – GRADE 12*

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## Social Studies Philosophy

According to the National Council for the Social Studies, “the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Toward that end, teachers of social studies in Gorham are committed to providing students with opportunities to acquire:

- knowledge of significant people, events, concepts, and patterns in the history, geography, culture, politics, and economy of the United States and other societies past and present, and
- skills which enable students to research, interpret, analyze, evaluate, and advocate on issues of public or personal concern.

## Social Studies Grade Span Teams and Linkage Group

K – Grade 1	Grades 2 – 5	Grades 6 – 8	Grades 9 – 12	Linkage
Laurie Kenny	Fran Alves, grade 2 Steve Small, grade 4 Susan Adolf, grade 5	Christopher Mitchell, 6 Rick Rand, grade 7 Amanda Cooper, grade 8	Scott Caulfield Darren Panagakos Rachael Grady	

## Social Studies Standards

### A. Applications of Social Studies Processes, Knowledge, and Skills

1. Researching and Developing Positions on Current Social Studies Issues
2. Making Decisions Using Social Studies Knowledge and Skills
3. Taking Action Using Social Studies Knowledge and Skills

### B. Civics and Government

1. Knowledge, Concepts, Themes, and Patterns of Civics/Government
2. Rights, Duties, Responsibilities, and Citizen Participation in Government

- 3. Individual, Cultural, International, and Global Connections in Civics and Government
- C. Economics
  - 1. Economic Knowledge, Concepts, Themes, and Patterns
  - 2. Individual, Cultural, International, and Global Connections in Economics
- D. Geography
  - 1. Geographic Knowledge, Concepts, Themes, and Patterns
  - 2. Individual, Cultural, International, and Global Connections in Geography
- E. History
  - 1. Historical Knowledge, Concepts, Themes, and Patterns
  - 2. Individual, Cultural, International, and Global Connections in History

## Social Studies Course Descriptions

**TITLE OF COURSE:** Kindergarten Social Studies  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** K  
**LENGTH OF INSTRUCTION:**  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** Grade 5 Social Studies  
**PRE-REQUISITE:** Grade 4 Social Studies  
**GRADE LEVEL:** 5  
**LENGTH OF INSTRUCTION:**  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** Grade 1 Social Studies  
**PRE-REQUISITE:** Kindergarten Social Studies  
**GRADE LEVEL:** 1  
**LENGTH OF INSTRUCTION:**  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** Grade 6 Social Studies  
**PRE-REQUISITE:** Grade 5 Social Studies  
**GRADE LEVEL:** 6  
**LENGTH OF INSTRUCTION:** 55 minutes / day, 5 days a week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** Grade 2 Social Studies  
**PRE-REQUISITE:** Grade 1 Social Studies  
**GRADE LEVEL:** 2  
**LENGTH OF INSTRUCTION:**  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** Grade 7 Social Studies  
**PRE-REQUISITE:** Grade 6 Social Studies  
**GRADE LEVEL:** 7  
**LENGTH OF INSTRUCTION:** 55 minutes / day, 5 days a week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** Grade 3 Social Studies  
**PRE-REQUISITE:** Grade 2 Social Studies  
**GRADE LEVEL:** 3  
**LENGTH OF INSTRUCTION:**  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** Grade 4 Social Studies  
**PRE-REQUISITE:** Grade 3 Social Studies  
**GRADE LEVEL:** 4  
**LENGTH OF INSTRUCTION:**  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** American Studies  
**PRE-REQUISITE:** World History  
**GRADE LEVEL:** 10  
**LENGTH OF INSTRUCTION:** Average of 45 Minutes Daily  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1 (and 1 for English)

**TITLE OF COURSE:** US History/ AP US History  
**PRE-REQUISITE:** World History  
**GRADE LEVEL:** 10  
**LENGTH OF INSTRUCTION:** Average of 45 Minutes Daily  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** World History II  
**PRE-REQUISITE:** American Studies or US History  
**GRADE LEVEL:** 11  
**LENGTH OF INSTRUCTION:** Average of 45 Minutes Daily  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Grade 8 Social Studies  
**PRE-REQUISITE:** Grade 7 Social Studies  
**GRADE LEVEL:** 8  
**LENGTH OF INSTRUCTION:** 55 minutes / day, 5 days a week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** World History I  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 9  
**LENGTH OF INSTRUCTION:** Average of 45 Minutes Daily  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** United States and the World  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 11-12  
**LENGTH OF INSTRUCTION:** Average of 45 Minutes Daily  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** AP Modern European History  
**PRE-REQUISITE:** WH 1/ American Studies  
**GRADE LEVEL:** 11-12  
**LENGTH OF INSTRUCTION:** Average of 45 Minutes Daily  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Comparative Government and Politics  
**PRE-REQUISITE:** World History 1/ American Studies  
**GRADE LEVEL:** 12  
**LENGTH OF INSTRUCTION:** Average 45 minutes daily  
**LENGTH OF COURSE:** Semester  
**CREDIT AWARDED:** 1

## **Electives**

**TITLE OF COURSE:** Human Nature and Social Problems  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 11-12  
**LENGTH OF INSTRUCTION:** Average 45 minutes daily  
**LENGTH OF COURSE:** Semester  
**CREDIT AWARDED:** .5

**TITLE OF COURSE:** The Holocaust  
**PRE-REQUISITE:** World History 2/ American Studies  
**GRADE LEVEL:** 11-12  
**LENGTH OF INSTRUCTION:** Average 45 minutes daily  
**LENGTH OF COURSE:** Semester  
**CREDIT AWARDED:** .5

**TITLE OF COURSE:** Economics  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 11-12  
**LENGTH OF INSTRUCTION:** Average 45 minutes daily  
**LENGTH OF COURSE:** Semester  
**CREDIT AWARDED:** .5

**TITLE OF COURSE:** Contemporary History/ Ethics in Film  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 12  
**LENGTH OF INSTRUCTION:** Average 45 minutes daily  
**LENGTH OF COURSE:** Semester  
**CREDIT AWARDED:** .5

**TITLE OF COURSE:** Women's History  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 11-12  
**LENGTH OF INSTRUCTION:** Average 45 minutes daily  
**LENGTH OF COURSE:** Semester  
**CREDIT AWARDED:** .5

## **Social Studies Course Overviews**

### **Kindergarten**

The Kindergarten program focuses on the community of Gorham. Children learn about their families, their school, their local community, and their relationships to each. They are taught rules and responsibilities in the school environment (bus, playground, and classroom). Students learn to distinguish wants from needs within those relationships. Kindergarten students also begin to learn about their family's history.

### **Grade One**

First graders learn about their local community and the state of Maine. They begin to explore their responsibility as a community member. Their study of history begins with the Native Americans who lived in this region. They are introduced to the role of money and its use in the community.

### **Grade Two**

In second grade students learn about the democratic process through their classroom experiences. A timeline shows how important events and important people have shaped our country's past. They begin to explore the larger world and their relationship within it, and to gain an understanding that there are similarities and differences among countries.

### **Grade Three**

The third graders' program includes a study of the town of Gorham and the concepts of community and citizenship. The third graders learn that all humans have basic needs and that individuals have both rights and responsibilities. They study geography and learn to name and locate the continents, oceans, equator, and hemispheres.

### **Grade Four**

The fourth grade students study the state of Maine. This study begins with the Revolutionary War and takes a journey to modern day Maine. Students learn about people, places, and events that created Maine. Fourth graders also study geography, including longitude, latitude and basic land forms.

### **Grade Five**

Grade five students learn about United States government. They study US events from the Civil War, Westward Expansion and into modern US life. They learn about citizenship and the US Constitution.

### **Grade Six**

Grade Six Social Studies classes focus on the study of Ancient Civilizations. Mesopotamia, Greece, Rome and the Middle Ages are the central focus of units that explore the role of government, religion, trade and culture in ancient peoples. Comparisons are drawn between

these civilizations and our world today. Also covered during the sixth grade year are studies of present day governments, geography, economic systems and Human/Environment Interaction.

### **Grade Seven**

Seventh grade Social Studies includes American History from the Origin of Native American Cultures up to our nation's Westward Expansion. Units of study include, but are not limited to, the Origin of Native American Cultures, the Era of Exploration, the Colonization of (the) America(s), the Colonial Era, the Revolutionary Era, the Constitutional Era, and Expansion (Westward). Specifically, Civics & Government and History are the standards that guide their study.

### **Grade Eight**

Eighth grade students will explore US history from the Civil War to the Vietnam Conflict. This historical survey will provide opportunities to study political geography, government and basic economics. Current events will be compared and contrasted to the nation's history throughout this coverage.

## **High School Social Studies Courses**

### **World History I**

Students in this class will apply the skills of an historian while examining the development of civilizations from prehistoric times to 1800. World History has a particular focus on geography skills, with basic economic concepts and the roles of government taught within a larger historical context. While emphasis is on the western hemisphere, study will be globally inclusive to help students understand the historical factors that led to the colonization of the Americas.

### **American Studies**

This interdisciplinary course explores the American experience through the lenses of both history and literature. Students will trace several themes throughout the chronology of American history, including power, difference, progress and identity.

### **US History**

Students in US History will learn the story of the United States of America, from its foundation to its role in current world affairs. Students will also become proficient at interpreting and constructing timelines, graphs, and charts, recognizing bias and developing understandings through the completion of projects.

### **World History II**

Drawing on the content and skills learned in freshman year World History II continues the intensive study of historical connections, economic relationships, governmental practices and socio-cultural effects from the 19<sup>th</sup> through the 21<sup>st</sup> centuries. A particular focus is on the motivations behind political, economic and socio-cultural changes, through an examination of philosophical worldviews, in an effort to develop students' understanding of the complexity of the present international community. Additional emphases include researching, constructing a country folder and role-playing in a Model United Nations simulation experience.

## **High School Elective Courses**

### **Human Nature & Social Problems**

This class draws from several disciplines, primarily philosophy and psychology, to examine a series of enduring questions about the nature of human beings and the recurring problems societies face. Students read excerpts from a variety of thinkers and traditions, including Plato, the Bible, Descartes, Freud, Marx and others to gain an understanding of some historically influential answers to these questions. Students also analyze current articles and films to consider how issues of human nature are addressed in contemporary culture.

### **Economics**

In this class, students will further investigate core elements of economics including economic systems, supply and demand, market structures, the labor market, types of business organizations, and the role government plays in the economy. Students will also learn the basics of personal finance such as budgeting, paying for college, investing, and the drawbacks.

### **Women's History**

Following completion of this class, students will have a better understanding of women's roles and conditions in the world, and will better perceive anthropological, sociological, philosophical, theological and economic elements in the creation of these conditions. Classroom discussions hinge upon a student commitment to a high level of reading and verbal participation. Additional activities include fieldwork, crafts and the creation of two personal interest projects.

### **The Holocaust**

This course looks at the history of the Holocaust, the destruction of European Jewry during World War II, from many different perspectives. Students will analyze their own values and beliefs as they learn about and come to understand the decisions and actions of victims, victimizers, rescuers/resisters, and bystanders. Finally, students will investigate other genocides in order to complete a comparison with the Holocaust and determine common causes of genocide. Classroom discussions hinge upon a student commitment to a high level of reading and a willingness to articulate and support personal opinions. Priority given to Seniors.

***Prerequisites/Notes: World History II or equivalent. Open to Seniors (priority) and Juniors.***

### **Contemporary History/Ethics in Film**

This class will use films and documentaries to examine world events. Along with spotlighting particular events during the last two decades of the 20th century and the beginning of the 21st century, and connecting these to larger historical themes, students will inquire if film is a legitimate, historical source. Students will be asked to fulfill a variety of writing assignments that require reading, research and critical analysis. Students will be asked to actively participate in class discussions. Students will also be asked to evaluate their learning and contribute to classroom decision-making. Lastly, this class will be completed electronically. A signed parental permission slip to watch some films and documentaries is required.

***Prerequisites/Notes: Seniors only.***

### **Comparative Government & Politics**

The course in Comparative Government and Politics introduces the student to fundamental concepts used by political scientists to study the



processes and outcomes of politics in a variety of country settings. Six countries form the core of the course: China, Great Britain, Iran, Mexico, Nigeria and Russia. Using these countries allows for concrete examples to be used in discussions. Additionally, the course will allow students to participate in Model United Nations at a variety of different conferences and in different capacities. This course is a senior elective and students will be encouraged to use senior internship opportunities to work in some way that offers connections outside the United States.

***Prerequisites/Notes: Seniors only.***

## **Unit Planning Process Overview**

### ✓ *Implementation of Curriculum*

This curriculum document will be implemented for the 2005 – 2006 school year and will continue to be used for the next four years. This document represents the learning results in terms of essential knowledge and essential skills for each grade span and level; however, the Gorham Curriculum has three major components that must be connected using the unit planning process. These four components include:

- Standards – a clear articulation of what our students are expected to know and be able to do
- Assessment – tools and activities used to collect information about student learning
- Methodology – identification of instructional strategies and practices utilized for instruction
- Vocabulary – key words or phrases used within a unit of study that need explanation

### ✓ *Unit Plan Format*

Unit plans provide a teacher usable, student-centered approaches to curriculum. The combination of items in a typical unit plan will provide us with a clear perspective on both assessment and methodology aligned with our written curriculum standards. Our unit design template includes: (sample design template below)

- Content standards
- Essential understandings
- Essential Questions
- Essential knowledge and skills
- Assessment evidence
- Unit vocabulary
- Tools and resources
- Notes

### ✓ *Updating the Curriculum*

As units are initially developed, minor corrections and improvements will be made in the Essential Knowledge and Skills contained in this document. All of these changes should be recorded and maintained for future curriculum cycle review years. Unit plans are completed and submitted to the Director of Assessment and Curriculum through the curriculum web page.

## K – Grade 2 Curriculum



### Gorham Public Schools Kindergarten – Grade 2 Social Studies Curriculum

#### **STANDARD 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

<b>Performance Indicators &amp; Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**Standard B: PURPOSES AND TYPES OF GOVERNMENT**

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

<b>Essential Understandings</b>	<b>K</b>	<b>1</b>	<b>2</b>
1. Understand that all groups have governments.		X	X
2. Understand that communities and nations have leaders.	X	X	X
3. Understand that communities and nations have governing systems.			X
4. Identify the governance of schools.	X	X	X
5. Identify the governance of the school system.		X	X
6. Identify the leaders of school, state and country.		X	X



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**Standard C: FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS**

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

<b>Essential Understandings</b>	<b>K</b>	<b>1</b>	<b>2</b>
1. Understand that the United States has a constitution.			X
2. Participate in a class discussion about how rules are formed and used.			X



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**Standard D: INTERNATIONAL RELATIONS**

Students will understand the political relationships among the United States and other nations.

Essential Understandings	K	1	2
1. Understand that other countries may have different rules.	X	X	X
2. Participate in class discussion about how rules differ in other countries.			X



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**HISTORY**

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.

**Standard A: CHRONOLOGY**

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

<b>Essential Understandings</b>	<b>K</b>	<b>1</b>	<b>2</b>
1. Understand that a time line can be used to sequence past, current and future events.	X	X	X
2. Place an individual, family and historical event on a time line.	X	X	X



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**Standard B: HISTORICAL KNOWLEDGE, CONCEPTS AND PATTERNS**

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

<b>Essential Understandings</b>	<b>K</b>	<b>1</b>	<b>2</b>
1. Understand the similarities and differences between people that lived long ago and today.	X	X	X
2. Participate in class discussions comparing long ago and today.	X	X	X



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**Standard C: HISTORICAL INQUIRY, ANALYSIS AND INTERPRETATION**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

<b>Essential Understandings</b>	<b>K</b>	<b>1</b>	<b>2</b>
1. Use artifacts and documents to gather information about the past.	X	X	X
2. Make predictions about the use of artifacts and documents.	X	X	X
3. Observe and participate in a discussion about artifacts and documents.	X	X	X





## Gorham Public Schools Kindergarten – Grade 2 Social Studies Curriculum

### GEOGRAPHY

In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population, interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.

#### Standard A: SKILLS AND TOOLS

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

Essential Understandings	K	1	2
1. Use and construct maps and other visuals to describe geographic location, direction, size and shape.	X	X	X
2. Participate in discussions about characteristics about their neighborhood.	X		
3. Participate in discussions about their town.	X	X	
4. Locate their town on the map.		X	X
5. Find specific locations on a map: Gorham, Maine and the United States.			X
6. Demonstrate basic map reading skills.			X



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**Standard B: HUMAN INTERACTION WITH ENVIRONMENTS**

Students need to understand the relationships between people and their environments and to expand these concepts into a greater understanding of how people live.

<b>Essential Understandings</b>	<b>K</b>	<b>1</b>	<b>2</b>
1. Understand that people's lives are influenced by their environment.	X	X	X
2. Identify specific ways that various geographical features influence people's lives. (Mountains, oceans, rivers, forests, lakes and islands).	X	X	X



## Gorham Public Schools Kindergarten – Grade 2 Social Studies Curriculum

### ECONOMICS

Students will learn and apply basic economic concepts of production, distribution, and consumption to make decisions as effective participants in an international economy. Students will understand the development, principles, institutions, relationships to culture, and change over time of economic systems in the United States and elsewhere. Students will also understand how these concepts apply to individuals, households, businesses, governments, and societies which make decisions based on the availability of resources, as well as on costs and benefits of choices. These concepts also help to explain the patterns and results of trade, interdependence, and distribution of wealth in local, regional, national, and world economies.

#### Standard A: PERSONAL AND CONSUMER ECONOMICS

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

Essential Understandings	K	1	2
1. Understand that all people have wants and needs.	X	X	X
2. Identify the difference between wants and needs.	X	X	X



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**Standard B: ECONOMIC SYSTEMS OF THE UNITED STATES**

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

<b>Essential Understandings</b>	<b>K</b>	<b>1</b>	<b>2</b>
1. Understand the role of money in our daily lives.	X	X	X
2. Demonstrate the use of money including purchasing goods and services and saving.			X



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**Standard C: COMPARATIVE SYSTEMS**

Students will analyze how different economic systems function and change over time.

Essential Understandings	K	1	2



Gorham Public Schools  
Kindergarten – Grade 2  
Social Studies Curriculum

**Standard D: INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE**

Students will understand the patterns and results of international trade.

<b>Essential Understandings</b>	<b>K</b>	<b>1</b>	<b>2</b>
1. Understand that products used in this country may come from other places in the world.	X	X	X
2. Define terms: consumer and product.			X
3. Identify where a variety of products come from.	X	X	X

## Grades 3 - 5 Curriculum



### Gorham Public Schools Grades 3 - 5 Social Studies Curriculum

#### **CIVICS AND GOVERNMENT**

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.

#### **Standard A: RIGHTS, RESPONSIBILITIES, AND PARTICIPATION**

Students will understand the rights and responsibilities of civic life and employ the skills of effective civic participation.

<b>Essential Understandings</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Students will identify the functions of local and state government.	X		
2. Identify important individual rights.	X	X	
3. Identify the functions of government at school.	X	X	X
4. Identify functions of government at the state level.		X	
5. Identify the characteristics of an effective citizen.	X	X	X
6. Explain why certain responsibilities of a democratic society are important.	X	X	X
7. Evaluate and defend positions on current issues regarding individual rights and judicial protection.			X
8. Describe and analyze the process by which a proposed law is adopted.			X
9. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.			X
10. In an introductory fashion, explain the functions and relations among local, state, and national governments.			X



Gorham Public Schools  
 Grades 3 - 5  
 Social Studies Curriculum

**Standard B: PURPOSES AND TYPES OF GOVERNMENT**

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

<b>Essential Understandings</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Describe why we need governments.	X	X	X
2. Describe the basic structure of local government in the town of Gorham.	X		
3. Describe the basic structure of local government in the state of Maine.		X	
4. In an introductory fashion, compare leadership and civil rights between a democracy and an authoritarian type of government.			X
5. Distinguish between the legislative, executive, and judicial branches of U.S. government.			X
6. Identify key representatives in each branch of the U.S. government.			X
7. Assess competing ideas about the purposes governments should serve (individual vs. collective rights)			X





Gorham Public Schools  
 Grades 3 - 5  
 Social Studies Curriculum

**Standard C: FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS**

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

<b>Essential Understandings</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Understand that the United States has a constitution.	X	X	
2. Explain how a constitution protects individual rights.		X	
3. Explain the meaning and importance of fundamental principles of the American Constitution and democracy.			X
4. Examine civil rights, liberties, and responsibilities established in the U.S. Constitution and Bill of Rights.			X
5. Take and defend positions on current issues involving Constitutional practice of individual rights.			X
6. Explain the importance in a pluralistic society of having certain shared political values and principles.			X



Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**Standard D: INTERNATIONAL RELATIONS**

Students will understand the political relationships among the United States and other nations.

Essential Understandings	3	4	5
1. Compare a foreign culture to that of the United States through the study of current events.		X	X
2. Identify examples of how the United States interacts with other countries, studied primarily through the historical study of the colonies and England.		X	



Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**HISTORY**

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.

**Standard A: CHRONOLOGY**

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

<b>Essential Understandings</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Identify similarities and differences in the characteristics of individuals in Gorham who have made significant contributions to society.	X	X	
2. Place in chronological order significant events, groups and people in the history of Gorham.	X		
3. Place in chronological order significant events, groups and people in the history of Maine.		X	X
4. Describe the effects of historical changes on daily life.			X
5. Identify the sequence of major events and people in the history of the U.S.			X



Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**Standard B: HISTORICAL KNOWLEDGE, CONCEPTS AND PATTERNS**

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

<b>Essential Understandings</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Students will demonstrate and awareness of major events and people in history: -who lives here? -important people -different kinds of communities	X	X	
2. Make connections between and among events in their personal lives and those occurring in the community.	X	X	
3. Demonstrate an understanding of the causes and effects of major events in U.S. history.			X
4. Demonstrate an understanding of selected themes in U.S. history.			X



Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**Standard C: HISTORICAL INQUIRY, ANALYSIS AND INTERPRETATION**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

<b>Essential Understandings</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Identify changes currently occurring in their daily lives and compare these changes to changes in daily life during a specific historic era.	X	X	
2. Judge the accuracy of historical fiction by comparing the characters and events with the descriptions in primary resources.			X
3. Explain why historical counts of the same event sometimes differ and relate this explanation to the evidence presented by the author or point of view of the author.			X
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.			X



Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**GEOGRAPHY**

In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population, interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.

**Standard A: SKILLS AND TOOLS**

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

<b>Essential Understandings</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Students will name and locate the continents, oceans, equator and hemispheres.	X	X	X
2. Students will locate Gorham and sites within Gorham on a map.	X		
3. Students will identify basic land forms.	X	X	
4. Students will know the global environmental regions.		X	
5. Students will know the geographic location of Maine.		X	
6. Students will identify the basic landforms of Maine.		X	
7. Students will identify basic land forms as they appear in the United States.			X
8. Students will know the location and capitals of each US state.			X
9. Students will be introduced to world maps.			X
10. Locate major cities in the world, primarily through the studies of current events.		X	X
11. Understand U.S. social, political, and economic divisions.			X
12. Students will construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.		X	



Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**Standard B: HUMAN INTERACTION WITH ENVIRONMENTS**

Students need to understand the relationships between people and their environments and to expand these concepts into a greater understanding of how people live.

Essential Understandings	3	4	5
1. Students will study the relationship between Gorham's early settlers and Gorham geography.		X	
2. Students will know the effects of climate and terrain of the global regions on its inhabitants.			X
3. Students will know the effects of climate and terrain on the inhabitants of Maine.		X	
4. Students will analyze the influence of land forms found in the United States on US history.			X
5. Students will understand the concept of political boundaries, as illustrated on US and world maps.			X
6. Students will understand the migration of peoples and US westward expansion as illustrated in maps.			X
7. Demonstrate an understanding of why certain areas of the world are more densely populated than others.		X	X
8. Explain ways in which communities reflect the background of their inhabitants.		X	
9. Use a variety of materials and geographic tools to explain how the physical environment supports and sustains human activities.		X	



Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**ECONOMICS**

Students will learn and apply basic economic concepts of production, distribution, and consumption to make decisions as effective participants in an international economy. Students will understand the development, principles, institutions, relationships to culture, and change over time of economic systems in the United States and elsewhere. Students will also understand how these concepts apply to individuals, households, businesses, governments, and societies which make decisions based on the availability of resources, as well as on costs and benefits of choices. These concepts also help to explain the patterns and results of trade, interdependence, and distribution of wealth in local, regional, national, and world economies.

**Standard A: PERSONAL AND CONSUMER ECONOMICS**

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

Essential Understandings	3	4	5
1. Identify goods and services, giving examples of each in historical and modern day Gorham.	X		
2. Describe barter and money and how each is used in the exchange of resources, goods, and services.	X	X	
3. Identify a situation in which a personal decision is made about the use of scarce resources in historical and modern day Gorham.	X		
4. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services in historical and modern day Gorham.	X		





Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**Standard B: ECONOMIC SYSTEMS OF THE UNITED STATES**

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

Essential Understandings	3	4	5
1. Identify the three basic economic questions all economic systems must answer: What to produce? How? For whom?		X	
2. Explain how the economy of Maine affects families and communities		X	



Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**Standard C: COMPARATIVE SYSTEMS**

Students will analyze how different economic systems function and change over time.

Essential Understandings	3	4	5
1. Explain how selected cultures meet basic human needs.	X	X	



Gorham Public Schools  
Grades 3 - 5  
Social Studies Curriculum

**Standard D: INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE**

Students will understand the patterns and results of international trade.

Essential Understandings	3	4	5
1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places.	X	X	

## Grades 6 - 8 Curriculum



### Gorham Public Schools Grades 6 - 8 Social Studies Curriculum

#### **CIVICS AND GOVERNMENT**

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.

#### **Standard A: RIGHTS, RESPONSIBILITIES, AND PARTICIPATION**

Students will understand the rights and responsibilities of civic life and employ the skills of effective civic participation.

<b>Essential Understandings</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Identify the characteristics of an effective citizen.		X	
2. Evaluate and defend positions on current issues regarding individual rights and judicial protection.		X	
3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.		X	
4. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.		X	
5. Explain the functions of and relationships among local, state, and national governments.		X	



Gorham Public Schools  
 Grades 6 – 8  
 Social Studies Curriculum

**Standard B: PURPOSES AND TYPES OF GOVERNMENT**

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

Essential Understandings	6	7	8
1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.	X		
2. Compare and contrast the structures of local, state, and national government.	X		
3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.	X		
4. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).	X		
5. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.		X	
6. Explain the history and functions of Maine state government including the Constitution of Maine.		X	



Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**Standard C: FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS**

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

Essential Understandings	6	7	8
1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state).		X	
2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.		X	
3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state).		X	
4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.		X	



Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**Standard D: INTERNATIONAL RELATIONS**

Students will understand the political relationships among the United States and other nations.

Essential Understandings	6	7	8
1. Explain the foreign policy powers which the Constitution gives to the branches of the government.			X
2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).			X
3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).			X



Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**HISTORY**

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.

**Standard A: CHRONOLOGY**

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

Essential Understandings	6	7	8
1. Describe the effects of historical changes on daily life.	X		
2. Identify the sequence of major events and people in the history of selected world cultures (i.e. Mesopotamia, Ancient Greece, Ancient Rome, and Middle Ages)	X		
3. Trace simultaneous events in various parts of the world during a specific era.	X		





Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**Standard B: HISTORICAL KNOWLEDGE, CONCEPTS AND PATTERNS**

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

Essential Understandings	6	7	8
1. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.	X		
2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).		X	
3. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to: Declaration of Independence The Constitution Westward Expansion Industrialization Civil War		X X X X	X X X
4. Demonstrate an understanding of selected twentieth century issues and events in United States and in Maine history including "modern" Maine history (1945 to present).			X



Gorham Public Schools  
 Grades 6 – 8  
 Social Studies Curriculum

**Standard C: HISTORICAL INQUIRY, ANALYSIS AND INTERPRETATION**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

<b>Essential Understandings</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.		X	X
2. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.		X	X
3. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.		X	X
4. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.			X
5. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.			X



Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**GEOGRAPHY**

In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population, interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.

**Standard A: SKILLS AND TOOLS**

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

Essential Understandings	6	7	8
1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.	X		
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.	X		
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.			X



Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**Standard B: HUMAN INTERACTION WITH ENVIRONMENTS**

Students need to understand the relationships between people and their environments and to expand these concepts into a greater understanding of how people live.

Essential Understandings	6	7	8
1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.	X		
2. Explain patterns of migration throughout the world.	X		
3. Explain how cultures differ in their use of similar environments and resources.	X		
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.	X		



Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**ECONOMICS**

Students will learn and apply basic economic concepts of production, distribution, and consumption to make decisions as effective participants in an international economy. Students will understand the development, principles, institutions, relationships to culture, and change over time of economic systems in the United States and elsewhere. Students will also understand how these concepts apply to individuals, households, businesses, governments, and societies which make decisions based on the availability of resources, as well as on costs and benefits of choices. These concepts also help to explain the patterns and results of trade, interdependence, and distribution of wealth in local, regional, national, and world economies.

**Standard A: PERSONAL AND CONSUMER ECONOMICS**

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

<b>Essential Understandings</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.			X
2. Identify and analyze the factors that contribute to personal spending and savings decisions.			X
3. Use an example to show how incentives affect economic decisions (e.g., tax deferred savings plans, a fast food restaurant's discount promotion).			X



Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**Standard B: ECONOMIC SYSTEMS OF THE UNITED STATES**

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

Essential Understandings	6	7	8
1. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.			X
2. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? How? And for whom?			X
3. Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision making.			X
4. Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities.			X
5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).			X



Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**Standard C: COMPARATIVE SYSTEMS**

Students will analyze how different economic systems function and change over time.

Essential Understandings	6	7	8
1. Describe the characteristics of traditional, command, market, and mixed economic systems.			X
2. Compare how different economies meet basic wants and needs over time.			X



Gorham Public Schools  
Grades 6 – 8  
Social Studies Curriculum

**Standard D: INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE**

Students will understand the patterns and results of international trade.

Essential Understandings	6	7	8
1. Describe how changes in transportation and communication technologies have affected trade over time.			X
2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.			X
3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).			X



## Grades 9 - 12 Curriculum



### Gorham Public Schools Grades 9 - 12 Social Studies Curriculum

#### **CIVICS AND GOVERNMENT**

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.

#### **Standard A: RIGHTS, RESPONSIBILITIES, AND PARTICIPATION**

Students will understand the rights and responsibilities of civic life and employ the skills of effective civic participation.

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students must understand their rights outlined in the Constitution and the Bill of Rights		X		
2. Students must understand the connection between modern public policy and the historical foundations of that modern policy.		X		
3. Students will understand why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy.			X	
4. Students will understand the circumstances under which civil disobedience might be justified.	X	X	X	
5. Given a description students will be able to identify potential rights violations			X	
6. Students will develop and defend a position in formal debate format.		X		
7. Given a list of reasons students will assess their importance with rationale based on personal or historical experience.			X	
8. Given an instance where civil disobedience might be justified, students will explain whether it is justified with a rationale.	X	X	X	



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**Standard B: PURPOSES AND TYPES OF GOVERNMENT**

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

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students will understand similarities and differences between monarchies, republics, autocracies, confederations, federations and unitary systems.		X		
2. Students will understand the evolution of representative government and the idea of social contract.	X		X	
3. Given a description of a type of government, students will be able to identify it.			X	
4. Students will be able to place these types of governments on a continuum relative to each other.			X	
5. Students will be able to place the United States on a continuum in relation to the others.			X	
6. Students will be able to compare and contrast the purpose and structure of the United States government with other governments with respect to ideology, values and histories.			X	
7. Students will be able to analyze the ideas of Enlightenment philosophers and connect those ideas to the realities of representative government.	X	X	X	



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**Standard C: FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS**

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students will understand the fundamental principles of government and constitutions.	X	X	X	
2. Students will understand the structure of the United States Government.		X	X	
3. Students will understand the structure and organization of the United States Constitution.		X		
4. Students will have a basic understanding of current issues regarding judicial protection and individual rights.		X		
5. Students will explain the historical foundations of the constitutional government in the United States.	X	X		
6. Students will demonstrate an understanding of the meaning and importance of traditional democratic assumptions.	X	X		
7. Students will be able to explain the assumptions of the Declaration of Independence, contained within the Constitution and the problems of the Articles of Confederation and how they were rectified in the Constitutional Convention.		X		
8. Students will be able to diagram the three branches of government including the operation of checks and balances within the system, the delineation of national, state and local bodies of government, and the primary function and structure of each branch.		X		
9. Students will be able to evaluate, take and defend a position on one of these issues.			X	



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**Standard D: INTERNATIONAL RELATIONS**

Students will understand the political relationships among the United States and other nations.

Essential Understandings	9	10	11	12
1. Students will understand the effect that international relations has on foreign policy.	X	X	X	
2. Students will understand that different nations use different models of international cooperation according to their paradigms.	X	X	X	
3. Students will analyze the processes used to develop foreign policy.	X	X	X	
4. Students will evaluate the benefits and difficulties of international cooperation using specific examples.	X	X	X	
5. Students will be able to explain why the relationship between the United States and the Soviet Union changed between 1917 and 1992 and what benefits and difficulties that created.		X		



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**HISTORY**

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.

**Standard A: CHRONOLOGY**

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

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students will understand that major events and people have significant impact on American and world history.	X	X	X	
2. Students will identify, analyze and debate the impact of major events and people that characterize significant eras in American and world history.	X	X	X	
3. Students will be able to construct a timeline of significant eras in American and world history.	X	X	X	



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**Standard B: HISTORICAL KNOWLEDGE, CONCEPTS AND PATTERNS**

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

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students will understand the causes and effects of major events in American and world history.	X	X	X	
2. Students will understand the basic historical knowledge, concepts and patterns of American and world history.	X	X	X	
3. Given an invention, students will describe the implications and consequences of that invention.	X	X	X	
4. Students will demonstrate an understanding of selected major events in ancient and modern world history and their connection to American history.	X	X	X	
5. Students will explain how different ways of knowing and believing have influenced human culture.	X	X	X	
6. Students will demonstrate an understanding of enduring themes in history.	X	X	X	
7. Students will describe how the basic ideas of various schools of philosophy have affected societies	X	X	X	



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**Standard C: HISTORICAL INQUIRY, ANALYSIS AND INTERPRETATION**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

Essential Understandings	9	10	11	12
1. Students will understand the difference between primary and secondary sources, and the problems associated with each.	X	X	X	
2. Students will examine and analyze primary and secondary sources to differentiate historical fact and interpretation, and to support or reject historical hypotheses.	X	X	X	
3. Students will compare and contrast the reliability of information received from multiple sources to assess a historical issue.	X	X	X	



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**GEOGRAPHY**

In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population, interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.

**Standard A: SKILLS AND TOOLS**

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

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students will understand how maps are constructed and interpreted.	X	X	X	
2. Students will use maps to answer complex geographic, political and environmental problem.	X	X	X	
3. Students will explain how maps reflect economic, social and political decision-making and the consequences of those decisions.	X	X	X	
4. Students will explain how cultural and technological features can link or divide regions.	X	X	X	





Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**Standard B: HUMAN INTERACTION WITH ENVIRONMENTS**

Students need to understand the relationships between people and their environments and to expand these concepts into a greater understanding of how people live.

Essential Understandings	9	10	11	12
1. Students will understand that humans and their physical environment inter-relate.	X	X	X	
2. Students will be able to explain those factors that shape regions over time.	X	X	X	



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**ECONOMICS**

Students will learn and apply basic economic concepts of production, distribution, and consumption to make decisions as effective participants in an international economy. Students will understand the development, principles, institutions, relationships to culture, and change over time of economic systems in the United States and elsewhere. Students will also understand how these concepts apply to individuals, households, businesses, governments, and societies which make decisions based on the availability of resources, as well as on costs and benefits of choices. These concepts also help to explain the patterns and results of trade, interdependence, and distribution of wealth in local, regional, national, and world economies.

**Standard A: PERSONAL AND CONSUMER ECONOMICS**

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

Essential Understandings	9	10	11	12
1. Students will understand what the costs and benefits of economic choices.			X	
2. Students will understand that economic decisions are based on the availability of resources.		X	X	
3. Given a hypothetical scenario, students will be able to make a cost-benefit analysis.			X	
4. Students will be able to explain a cost-benefit analysis they have made in their personal lives.			X	
5. Students will be able to explain the rise of unions.		X	X	



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**Standard B: ECONOMIC SYSTEMS OF THE UNITED STATES**

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

Essential Understandings	9	10	11	12
1. Students will understand the development of the United States as an industrial power.		X		
2. Students will identify specific industries that developed in the United States and their cascading effects on the development of other and future industries.		X		



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**Standard C: COMPARATIVE SYSTEMS**

Students will analyze how different economic systems function and change over time.

Essential Understandings	9	10	11	12
1. Students will understand how culture and paradigms influence comparative economic systems.	X	X	X	
2. Students will explain the impact of cultural values on economic decisions using examples.	X	X	X	
3. Students will compare the strengths and weaknesses of the market economy with other economic models.		X	X	



Gorham Public Schools  
Grades 9 - 12  
Social Studies Curriculum

**Standard D: INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE**

Students will understand the patterns and results of international trade.

Essential Understandings	9	10	11	12
1. Students will understand that patterns of international trade fluctuate with historical change.	X	X	X	
2. Students will be able to provide examples of how trade policies such as tariffs, taxes and embargos change patterns of trade.	X	X	X	