

SOCIAL STUDIES STANDARDS FOR SHEAD HIGH SCHOOL

Social Studies Graduation and Course-Specific Standards

Social Studies Standards	
Academic Standards	Learning Targets
<p>1. Reading Comprehension & Analysis Students comprehend, interpret, analyze, and evaluate a wide range and level of complex primary and secondary sources and texts.</p>	<p>Graduation Standards</p> <ol style="list-style-type: none"> 1. Summarize the argument or point of a text, and determine the audience, purpose, and historical context. 2. Analyze a complex set of ideas and philosophies and contextualize the significance in history or a historical event. 3. Evaluate the content and be able to use it in writing or speech as a form of evidence and understanding of content. <p>Course-Specific Standards</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support an analysis of the text. 2. Determine the audience and purpose of texts in order to contextualize writings. 3. Integrate information from diverse sources into a coherent understanding of an idea or event.
<p>2. Reading to Evaluate Students read to evaluate, including separating fact from opinion; recognizing propaganda, stereotypes, and statements of bias; recognizing inconsistency; judging validity of evidence and sufficiency of support.</p>	<p>Graduation Standards</p> <ol style="list-style-type: none"> 1. Evaluate text to determine fact from opinion, identifying propaganda, stereotypes, and statements of bias. 2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. 3. Discerning the difference between primary and secondary sources and how they can support an argument, as well as their own validity in history. <p>Course-Specific Standards</p> <ol style="list-style-type: none"> 1. Recognize inconsistency in text. 2. Analyze a text to judge the validity of evidence and the sufficiency of support. 3. Identify false statements and fallacious reasoning.

	<p>4. Determining primary and secondary source validity and how to use them as factual evidence.</p>
<p>3. Historical Eras Students analyze and interpret historical eras and how they affect the present through an array of texts, digital media, audio, and artifacts.</p>	<p>Graduation Standards</p> <ol style="list-style-type: none"> 1. Contextualize major eras, themes, and historical influences and their impact on society today. 2. Interpret cause and effect -- both long term and short term -- on historical periods as well as the present. <p>Course-Specific Standards</p> <ol style="list-style-type: none"> 1. Develop an understanding of United States chronology as how major events continue to affect the United States today.
<p>4. Writing and Research Students conduct short and sustained research/inquiry projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Graduation Standards</p> <ol style="list-style-type: none"> 1. Collect relevant information using effective research. 2. Follow a standard citation format. 3. Avoid plagiarism and overreliance on any one source. <p>Course-Specific Standards</p> <ol style="list-style-type: none"> 1. Determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source. 2. Integrate information into the text selectively and purposefully to maintain the flow of ideas.
<p>5. Speaking and Listening for Discussion Students initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.</p>	<p>Graduation Standards</p> <ol style="list-style-type: none"> 1. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 2. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. 3. Respond thoughtfully to diverse perspectives; synthesize evidence from all sides of an issue; resolve contradictions when possible; and determine what additional information is required to complete the task. <p>Course-Specific Standards</p>

	<ol style="list-style-type: none"> 1. Exchange ideas, information, and opinions with peers in a civil and insightful manner to contribute to discussions or debates.
<p>6. Speaking and Listening for Presentation Students present information, findings, and supporting evidence conveying a clear and distinct perspective.</p>	<p>Graduation Standards</p> <ol style="list-style-type: none"> 1. Develop a clear line of reasoning. 2. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. 3. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when appropriate. <p>Course-Specific Standards</p> <ol style="list-style-type: none"> 1. Address alternate or opposing perspectives. 2. Make strategic use of digital media in presentations.
<p>7. American Government Students draw on concepts from civics and government to understand political systems, functions of government, power, authority, civic ideals and practices, and the role of citizens.</p>	<p>Graduation Standards</p> <ol style="list-style-type: none"> 1. Determine the role of government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases. 2. Respond thoughtfully to diverse perspectives; synthesize evidence from all sides of an issue; resolve contradictions when possible; and determine what additional information is required to complete the task. <p>Course-Specific Standards</p> <ol style="list-style-type: none"> 1. Analyze the foundations of American government.
<p>8. Clear and Effective Communicator</p>	<p>Graduation Standards</p> <ol style="list-style-type: none"> 1. I identify relevant sources and use them appropriately. 2. I organize information to support a claim. 3. I use communication that is appropriate for the audience.
<p>9. Self-Directed and Lifelong Learner</p>	<p>Graduation Standards</p> <ol style="list-style-type: none"> 1. I complete assignments and meet deadlines. 2. I arrive focused and prepared for class.

	<ol style="list-style-type: none">3. I demonstrate effort and am ready to learn.4. I manage time well.5. I seek new learning experiences.
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WABANAKI STUDIES

ACADEMIC STANDARDS

- A. Maine tribal governments and political systems, and their relationship with local, state, national and international governments
- B. Maine Native American cultural systems and the experience of Maine tribal people throughout history
- C. Maine Native American territories
- D. Maine Native American economic systems.

Subsections A & D are imbedded in the American Government curriculum.

Subsections B & C are imbedded in the United States History curriculum.

****BOTH AMERICAN GOVERNMENT AND UNITED STATES HISTORY ARE REQUIRED FOR GRADUATION AT SHEAD HIGH SCHOOL**

-RESOURCES

“N’tolonapemk” – “Our Relatives’ Place	DVD - Passamaquoddy
“ Nuskicinuwatuwahtipon” – “”Language Keepers”	DVD – Passamaquoddy/Maliseet
“Homeland”	Penobscot Nation Curriculum
“Invisible”	Maine
Abbe Museum – Bar Harbor	
*Passamaquoddy Tribal Education	