

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
			Geography <ul style="list-style-type: none"> • Geography of the Atlantic world, including the Americas and England • Preparations for and challenges of a transatlantic voyage 	<p><u>GEOGRAPHY</u></p> <p>B. HUMAN INTERACTION WITH ENVIRONMENTS</p> <p>Students will understand and analyze the relationships among people and their physical environment. Students will be able to:</p> <p>MIDDLE GRADES 5-8</p> <p>2. Explain patterns of migration throughout the world.</p>
			Economics <ul style="list-style-type: none"> • Challenges to surviving the early years of a new colony • Colonial agriculture, hunting and fishing • Cash crops • Fur trade • Trade with Europe 	<p><u>GEOGRAPHY</u></p> <p>B. HUMAN INTERACTION WITH ENVIRONMENTS</p> <p>Students will understand and analyze the relationships among people and their physical environment. Students will be able to:</p> <p>MIDDLE GRADES 5-8</p> <p>3. Explain how cultures differ in their use of similar environments and resources.</p> <p><u>ECONOMICS</u></p>

				<p>A. PERSONAL AND CONSUMER ECONOMICS</p> <p>Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:</p> <p>MIDDLE GRADES 5-8</p> <ol style="list-style-type: none"> 1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services. <p>B. ECONOMIC SYSTEMS OF THE UNITED STATES</p> <p>Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:</p> <p>MIDDLE GRADES 5-8</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss. 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? 3. Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision
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				<p>making.</p> <p>5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).</p> <p><u>ECONOMICS</u></p> <p>D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE</p> <p>MIDDLE GRADES 5-8</p> <ol style="list-style-type: none"> 1. Describe how changes in transportation and communication technologies have affected trade over time. 2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.
			<p>Culture</p> <ul style="list-style-type: none"> • Style and materials for dress and housing of European settler • Law, justice and punishment • Raids, militias and defense 	<p>A. CHRONOLOGY</p> <p>Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:</p> <p>MIDDLE GRADES 5-8</p> <ol style="list-style-type: none"> 1. Describe the effects of historical changes on daily life. 2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See <i>History in Maine</i>)

				<p>suggested list below in "Secondary Grades".)</p> <p>SECONDARY GRADES</p> <p>1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below.)</p> <p><u>Eras in United States History</u></p> <ul style="list-style-type: none"> • The Americas to 1600 • The Colonial Era, 1500-1754 • The Revolutionary Era, 1754-1783 <p>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS</p> <p>Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:</p> <p>MIDDLE GRADES 5-8</p> <p>1. 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:</p> <p>Declaration of Independence The Constitution</p>
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			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> • Style and materials for dress and housing • Contributions to European survival • Trade, including fur, seeds, guns, and metal goods • Treaties and conflict 	<p><u>GEOGRAPHY</u></p> <p>B. HUMAN INTERACTION WITH ENVIRONMENTS</p> <p>Students will understand and analyze the relationships among people and their physical environment. Students will be able to:</p> <p>MIDDLE GRADES 5-8</p> <ol style="list-style-type: none"> 4. Explain how cultures differ in their use of similar environments and resources.
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