

MAINE STATE LEGISLATURE

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**Links Between Maine's *Learning Results*
and
*Taking Responsibility***

**Maine Department of Education
Maine Character Education Partnership
February 2001**

In Maine, we have made it a priority to ensure that all stakeholders will understand that character education efforts are not separate from the academic standards set forth in *Learning Results*. Rather, we present standards for ethical and responsible student behavior as integral to our high expectations of students. The importance of character is implied throughout the language of the Maine's *Common Core* as well as in the academic standards of *Learning Results* formally adopted by the Maine Legislature in 1996. We have, however, recently moved a step beyond these academic standards to specific standards for ethical and responsible behavior in the February 2001 report of the Commission for Ethical and Responsible Student Behavior, *Taking Responsibility*.

The Maine Legislature has explicitly called for and authorized the development of statewide standards. All Maine schools are required to develop codes of conduct based upon this report. These standards, which are set forth in *Taking Responsibility* call for the teaching and modeling of values that will result in educating academically successful students of good character. Throughout the research and drafting of *Taking Responsibility*, Maine Department of Education staff and Commission members worked diligently to ensure that the Commission's work was clearly linked to the standards in the *Common Core* and Maine's *Learning Results*.

The specific content standards and performance indicators of Maine's *Learning Results* are predicated upon six GUIDING PRINCIPLES that serve as the philosophical framework for all educational reform efforts in Maine. Each of these GUIDING PRINCIPLES points to the importance of students' character development. GUIDING PRINCIPLES IV and V most explicitly stress the importance of educating for character. The GUIDING PRINCIPLES are as follow:

Each Maine student must leave school:

I. A CLEAR AND EFFECTIVE COMMUNICATOR

- A. Uses oral, written, visual, artistic, and technological modes of expression;
- B. Reads, listens to and interprets messages from multiple sources; and
- C. Uses English and at least one other language.

II. A SELF-DIRECTED LEARNER

- A. Creates career and education plans that reflect personal goals, interests, and skills, and available resources;
- B. Demonstrates the capacity to undertake independent study; and
- C. Finds and uses information from libraries, electronic databases, and other resources.

III. A CREATIVE AND PRACTICAL PROBLEM SOLVER

- A. Observes situations objectively to clearly and accurately define problems;
- B. Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
- C. Identifies patterns, trends, and relationships that apply to solutions and problems; and
- D. Generates a variety of solutions, builds a case for the best response, and critically evaluates [the] effectiveness of this response.

IV. A RESPONSIBLE AND INVOLVED CITIZEN

- A. Recognizes the power of personal participation to affect the community and demonstrates participation skills;
- B. Understands the importance of accepting responsibility for personal decisions and actions;

- C. Knows the means of achieving personal and community health and well-being; and
- D. Recognizes and understands the diverse nature of society.

V. A COLLABORATIVE AND QUALITY WORKER

- A. Knows the structure and functions of the labor market;
- B. Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace; and
- C. Demonstrates reliability, flexibility, and concern for quality.

VI. AN INTEGRATIVE AND INFORMED THINKER

- A. Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation; and
- B. Comprehends relationships among different modes of thought and methods associated with traditional disciplines.

There are eight CONTENT AREAS in Maine's *Learning Results* for which standards have been set and performance indicators by grade level have been identified. The eight CONTENT AREAS are: Career Preparation; English Language Arts; Health and Physical Education; Mathematics; Modern and Classical Languages; Science and Technology; Social Studies; and Visual and Performing Arts.

In Career Preparation the standards are arranged into four categories. Three out of four of these standards clearly support Maine's character education efforts. These three are A, C, and D of the following:

A. PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. To interact successfully with people and organizations students need to adapt to the changing nature of the workplace. Strong interpersonal, teamwork, leadership and negotiation skills are essential for this success.

***Performance Indicators**

Students will be able to:

- Develop effective ways to interact with others during school and after-school activities (Pre-K – 2).
- Demonstrate workplace behaviors such as punctuality, flexibility, teamwork, and perseverance (Pre-K – 2).
- Demonstrate how positive and negative attitudes affect one's ability to work with others (3 – 4).
- Use communication and listening skills that result in successful interactions with others (3 – 4).
- Explain value of work to the individual and to society in general (3 – 4).
- Determine effective workplace behaviors and skills (5 – 8).
- Use teamwork strategies and apply communication and negotiation skills to decision making (5 – 8).
- Demonstrate the leadership and membership skills necessary to succeed as a member of a team (9 – 12).

B. EDUCATION/CAREER PLANNING AND MANAGEMENT

C. INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied to the workplace and other settings. Students will select and apply appropriate technological resources and problem-solving strategies to real life situations using problem solving strategies in purposeful ways.

* Bold type indicates the actual standards. Italics indicate a descriptor or rationale for that standard. Highlighted passages indicate which standards and/or descriptors most explicitly contain language related to values, ethics, and/or character.

* This is only a sampling of performance indicators that most directly relate to elements and issues of character.

Performance Indicators

Students will be able to:

- Research the need for ethical and legal standards concerning the application of technology (5 – 8).
- Demonstrate knowledge of customer satisfaction strategies (9 – 12).
- Use mathematical, scientific, and technological tools to design and apply solutions to a community problem (9 – 12).

D. BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities. *The skills to manage work, family, and community responsibilities for the well being of themselves and others are critical for personal success.*

Performance Indicators

Students will be able to:

- Demonstrate an understanding of the importance of the conservation of resources (Pre-K – 2).
- Exhibit during the school day, the personal qualities that lead to responsible behavior (3 – 4).
- Demonstrate an understanding of earning, spending and saving in relation to personal security and the economic stability of the family (3 – 4).
- Identify how critical factors such as history, the environment, the economy, or personal characteristics may affect individual and family choices (5 – 8).
- Develop strategies to balance multiple responsibilities and conflicting priorities (5 – 8).
- Assume personal responsibility during their time in school (5 – 8).
- Illustrate how resources and support systems, available within a community assist individuals in their roles as workers and family members (9 – 12).
- Use knowledge and theories of growth and development to help balance multiple responsibilities (9 – 12).
- Demonstrate an understanding of the importance of community involvement to family and community life (9 – 12).

In the English Language Arts, the content standards fall into eight categories: Process of Reading; Literature and Culture; Language and Images; Informational Texts; Processes of Writing and Speaking; Standard English Conventions; Stylistic and Rhetorical Aspects of Writing and Speaking; and Research-Related Writing and Speaking. The content standards and performance indicators for Literature and Culture are an ideal partner to character education efforts, particularly those involving respect and tolerance of diversity. The standard, its descriptor/rationale, and indicators read as follows:

B. LITERATURE AND CULTURE

Students will use reading, listening, and viewing strategies to experience literature and culture. *Literary texts that are rich in quality, add to the understanding of history and various cultures and build an appreciation of the many dimensions (e.g., philosophical, ethical, and aesthetic) of human experience.*

Performance Indicators

Students will be able to:

- Draw logical conclusions about what will happen next or how things might have turned out differently in a story (Pre-K – 2).
- Use literary pieces to better understand and appreciate the actions of others (3 – 4).
- Respond to speakers in a variety of ways (e.g., listening attentively, responding politely) (3 – 4).
- Identify and explain how characters and situations found in various materials are like people and events in their own lives or in other works (3 – 4).
- Demonstrate understanding of enduring themes of literature (e.g., themes of coming of age, love and duty, heroism, and appearance vs. reality) (3 – 4).
- Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience (5 – 8).
- Make abstract connections (e.g., connections about thoughts, ideas, values) between their own lives and the characters, events, and circumstances represented in various works (9 – 12).
- Draw from broad base of knowledge about literature of the United States and the world to examine and critique how the print and visual texts explore the human experience and condition (9 – 12).

The content standards for Health and Physical Education fall into nine categories, six of which are standards for Health Education and three of which are standards for Physical Education. Six out of the nine standards have a substantial relationship to character education efforts. The standards, their descriptors/rationales, and indicators read as follows:

Health Education

A. HEALTH CONCEPTS

Students will understand health promotion and disease prevention concepts.

Knowledge of how disease and injury affect the body and learning about the health benefits of preventive care, timely treatment, and appropriate personal behaviors are at the heart of health education. Students who protect their health have a better chance of remaining healthy and productive throughout their lives.

Performance Indicators

Students will be able to:

- Identify indicators of physical, mental, emotional, and social health during childhood (3 – 4).
- Describe ways in which a healthful school and community environment influences personal health (3 – 4).
- Explain the difference between positive and negative responses to stress (3 – 4).
- Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease (5 – 8).
- Describe the relationship among physical, mental, emotional, and social health (5 – 8).
- Analyze the effects of risky behaviors on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary lifestyle, and behaviors resulting in injury) (5 – 8).

- Analyze the relationship between personal health practices and individual well-being (9 – 12).
- Describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life (9 – 12).
- Describe how stress management relates to disease prevention (9 – 12).

B. HEALTH INFORMATION, SERVICES AND PRODUCTS

C. HEALTH PROMOTION AND RISK REDUCTION

Students will understand how to reduce their health risks through the practice of healthy behaviors. *In taking responsibility for personal health, students lay a foundation for a healthy, productive life. Many diseases and injuries can be prevented by avoiding harmful behaviors and taking fewer risks. More importantly, student can take steps to improve their health such as eating better foods, exercising regularly, and paying attention to preventive care.*

Performance Indicators

Students will be able to:

- Apply coping strategies when they feel too excited, anxious, angry or out of control (Pre-K -- 2).
- Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicine) (3 – 4).
- Demonstrate healthful ways to deal with or avoid threatening and stressful situations (3 – 4).
- Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease (5 – 8).
- Explain the importance of assuming responsibility for personal health (5 – 8).
- Demonstrate ways to avoid or change situations that threaten personal safety (5 – 8).
- Distinguish between healthy and unhealthy stress management techniques (5 – 8).
- Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace (9 – 12).
- Demonstrate strategies to avoid, change, and report unsafe situations (9 – 12).

D. INFLUENCES ON HEALTH

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. *Students receive almost a constant stream of information about their health and behavior. As a first step to making decisions that protect health, students need to recognize how different messages influence their actions.*

Performance Indicators

Students will be able to:

- Describe the influences of media on health (Pre-K – 2)
- Describe ways to be a responsible friend and family member (3 – 4).
- Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care) (5 – 8).
- Describe how school, family, and peers influence the health of adolescents (5 – 8).

- Analyze how different cultures affect health beliefs and practices (gender equity) (9 – 12).
- Evaluate the effect of media and other factors on personal, family, and community health (9 – 12).
- Analyze how the family, peers, and community influence the health of individuals (9 – 12).

E. COMMUNICATION SKILLS

Students will understand that skillful communication can contribute to better health for them, their families and the community. *Students need effective communication skills to develop and maintain healthy personal relationships. The ability to organize and convey information, beliefs, opinions, and feelings is a skill that can reduce and avoid conflict. Communication skills enable individuals to be advocates for a healthy school, home, workplace, and community.*

Performance Indicators

Students will be able to:

- Demonstrate healthy ways to express needs, wants, and feelings (Pre-K – 2)
- Differentiate between negative and positive ways to deal with conflict (3 – 4).
- Demonstrate non-violent strategies to resolve conflicts (3 – 4).
- Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure) (5 – 8).
- Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure (5 – 8).
- Demonstrate conflict resolution strategies (5 – 8).
- Demonstrate healthy ways to listen and communicate with family, peers, and others (9 – 12).
- Demonstrate strategies that can be used to prevent or solve conflicts without harm (9 – 12).
- Analyze the possible causes of conflict in schools, families, and communities (9 – 12).
- Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities (9 – 12).

F. DECISION-MAKING AND GOAL SETTING

Students will learn how to set personal goals and make decisions that lead to better health. *Knowledge of good health practices will not help students unless they have the foresight and discipline to act on that knowledge. The practical application of knowledge requires students to develop skills such as goal setting and decision making. Students who have the right combination of knowledge and skills can begin to contribute to their own good health, to healthy families, and to safer communities.*

Performance Indicators

Students will be able to:

- Explain when assistance is needed in making health-related decisions and setting health goals (Pre-K – 2)
- Demonstrate individual and collaborative decision-making processes to resolve health problems (5 – 8).
- Explain how decisions regarding health behaviors have consequences for them and others (5 – 8).

- Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble (9 – 12).
- Analyze health concerns that require collaborative decision making (9 – 12).

Physical Education

- A. PHYSICAL FITNESS
- B. MOTOR SKILLS
- C. PERSONAL AND SOCIAL INTERACTIONS

Students will demonstrate responsible personal and social behaviors in physical activity settings. Whether working alone, with another individual, or with a group, students engaged in physical activities are expected to demonstrate self-respect and consideration of others as they seek to meet a challenge or solve a problem.

Performance Indicators

Students will be able to:

- Identify the rules of a given activity (Pre-K – 2).
- Demonstrate cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities (Pre-K – 2).
- Use equipment appropriately and responsibly (Pre-K – 2).
- Describe rules and behaviors that contribute to productive participation in physical activity (Pre-K – 2).
- Demonstrate appropriate communication skills in a variety of physical activities and describe how these skills can enhance group/team cooperation and effort (3 – 4).
- Follow activity-specific rules, procedures, and etiquette (3 – 4).
- Assess their own performance without blaming others (3 – 4).
- Describe ways in which respect for individual similarities and differences among people is demonstrated in physical activity settings (5 – 8).
- Identify behaviors that are supportive and inclusive in physical activity (5 – 8).
- Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity (5 – 8).
- Describe personal and group conduct necessary to participate cooperatively and ethically in both competitive and noncompetitive physical activities (9 – 12).
- Accommodate for the differences in skill in the performance levels of participants by adapting activities to encourage individual success (9 – 12).
- Initiate independent and responsible personal behavior in physical activity settings (9 – 12).
- Identify opportunities to share and learn from others through physical activity (9 – 12).

Content standards for Modern and Classical Languages are classified under six headings: Person to Person Communication; Reading, Listening, and Viewing for Understanding; Oral and Written Presentations; Workings of Language; Cultural Practices, Products, and Perspectives; and Cross Cultural Connections and Comparisons. The last two classifications most readily lend themselves to the integration of character education. The language of the standards, descriptors/rationale, and performance indicators for these two classifications read as follows:

E. CULTURAL PRACTICES, PRODUCTS, AND PERSPECTIVES

Students will gain insight into another culture through an understanding of its social practices, products, and perspectives. *Social practices describe the way people behave toward one another. Products include tangible things like food, tools, or a piece of art, and intangible things like laws, music, or rituals. Perspectives include ideas, attitudes, and values. Students will develop an awareness of other people's world views, their unique way of life, and patterns of behavior which order their world. Students will be able to communicate more effectively through speech and behavior.*

Performance Indicators

Students will be able to:

- Discuss patterns of behavior typical of their peer group in another culture (5 – 8).
- Identify and discuss connections between cultural values and socially approved behaviors of another culture (9 – 12).
- Identify and discuss social, political, and economic issues that affect youth or the community in the culture studied (e.g., legal rights, political organizing, employment opportunities) (9 – 12).

F. CROSS-CULTURAL CONNECTIONS AND COMPARISONS

Students will recognize the connections that link people, countries, and historical periods such as religious traditions, historical events, political thought, or geography. *Students will become aware of the contributions of another culture to their own and further their knowledge of other disciplines through the second language.*

Performance Indicators

Students will be able to:

- Identify cultural practices and values relating to family, school, work, and play of people both in their own and another culture (5 – 8).
- Demonstrate an awareness of the relationship between cultural practices (e.g., rituals, work habits, sports, leisure activities) and values by comparing selected practices from another culture with their own (9 – 12).

Content standards for Science and Technology fall into thirteen categories: Classifying Life Forms; Ecology; Cells; Continuity and Change; Structure of Matter; The Earth; The Universe; Energy; Motion; Inquiry and Problem Solving; Scientific Reasoning; Communication; and Implications of Science and Technology. Of these thirteen Science and Technology categories, the performance indicators for one in particular – Implications of Science and Technology – clearly demonstrates an ethical dimension and authorizes teachers to show students the impact and importance of values in the realm of science and technology. The standard, descriptor/rationale, and indicators read as follows:

M. IMPLICATIONS OF SCIENCE AND TECHNOLOGY

Students will understand the historical, social, economic, environmental, and ethical implications of science and technology. *Scientific and technological breakthroughs are influenced by prevailing beliefs and conditions which in turn are impacted by new ideas and inventions. By assessing the impacts of technological activity on the environment, students will develop their own sense of global stewardship.*

Performance Indicators

Students will be able to:

- Demonstrate some practices for recycling and care of resources (Pre-K – 2).
- Investigate and describe the role of scientists and inventors (3 – 4).
- Follow activity-specific rules, procedures, and etiquette (3 – 4).
- Explain practices for conservation in daily life, based on recognition that renewable and non-renewable resources have limits (3 – 4).
- Research and evaluate the social and environmental impacts of scientific and technological developments (5 – 8).
- Discuss ethical issues surrounding specific scientific and technological development (5 – 8).
- Give examples of actions which may have expected or unexpected consequences that may be positive, negative, or both. (5 – 8).
- Recognize scientific and technological contributions of diverse people including women, different ethnic groups, races, and physically disabled (5 – 8).
- Demonstrate the importance of resource management, controlling environmental impacts, and maintaining natural ecosystems (9 – 12).
- Evaluate the ethical use or introduction of new scientific or technological developments (9 – 12).

The content area of Social Studies is broken down into four academic categories; Civics and Government; History; Geography; and Economics. Opportunities for the discussion of ethics and character exist under virtually all of these headings. For each of these four headings several content standards and performance indicators have been developed.

CIVICS AND GOVERNMENT

Students will learn the constitutional principles and the democratic foundations of national, state, and local systems and institutions. Further, students will learn how to exercise the rights and responsibilities of participation in civic life and to analyze and evaluate public policies. This understanding entails insight into political power, how it is distributed and expressed, the types of and purposes of governments, and their relationships with the governed. Political relationships among the United States and other nations are also included in this content area.

A. RIGHTS, RESPONSIBILITIES AND PARTICIPATION

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

Performance Indicators

Students will be able to:

- Identify and practice classroom rights and responsibilities (Pre-K – 2).
- Identify important individual rights (e.g., freedom of religion, speech, ownership of property) (3 – 4).
- Explain why certain responsibilities of democratic society are important (3 – 4).
- Identify the characteristics of an effective citizen (5 – 8).
- Evaluate and defend positions on current issues regarding individual rights and judicial protection (5 – 8).
- Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues (5 – 8).
- Develop and defend a position on a public policy issue within our democracy (9 – 12).

- Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience (9 – 12).
- Describe the circumstances under which civil disobedience might be justified (9 – 12).
- Demonstrate an understanding of the processes of voter registration and voter participation (9 – 12).

B. PURPOSE AND TYPES OF GOVERNMENT

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

Performance Indicators

Students will be able to:

- Describe why we need governments (e.g., law and order, defense, roads, schools) (3 – 4).
- Assess competing ideas about the purposes government should serve (e.g., individual rights vs. collective rights) (5 – 8).
- Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories (9 – 12).
- Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion (9 – 12).

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.

Performance Indicators

Students will be able to:

- Explain how the Constitution protects individual rights (e.g., Bill of Rights) (3 – 4)
- 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) (5 – 8).
- Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights (5 – 8).
- Explain the importance, in a pluralistic society, of having certain shared political values and principles (5 – 8).
- Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism (9 – 12).
- Examine civil rights issues related to well-known Supreme Court decisions (9 – 12).

D. INTERNATIONAL RELATIONS

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

Performance Indicators

Students will be able to:

- Recognize that there are other nations with different traditions and practices (Pre-K – 2).
- Compare a foreign culture to that of the United States. Include an analysis of how decisions are made (3 – 4).
- Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II) (5 – 8).
- Evaluate the benefits and difficulties of international cooperation, using specific examples (9 – 12).

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 our 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.

A. CHRONOLOGY

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

Performance Indicators

Students will be able to:

- Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras (3 – 4).

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 world history.

Performance Indicators

Students will be able to:

- Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world (Pre-K – 2).
- Make connections between and among events in their personal lives and those occurring in the community (3 – 4).
- Demonstrate an understanding of the lives of selected individuals who have had a major influence on history (9 – 12).
- Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice) (9 – 12).

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPERTATION

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.

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.

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. HUMAN INTERACTION WITH ENVIRONMENTS

Students will understand and analyze the relationships among people and their physical environments.

Performance Indicators

Students will be able to:

- Explain ways in which communities reflect the backgrounds of their inhabitants (3 – 4).
- Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions (9 – 12).

ECONOMICS

Students will learn to 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 patterns and results of trade, interdependence, and distribution of wealth in local, regional, national, and world economies.

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.

Performance Indicators

Students will be able to:

- Identify a situation in which a personal decision is made about the use of scarce resources (e.g. deciding to use allowance to the movies instead of buying a gift for a family member) (3 – 4).

B. ECONOMIC SYSTEMS OF THE UNITED STATES

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

Performance Indicators

Students will be able to:

- Explain how the economy of Maine affects families and communities (3 – 4).
- Explain the positive and negative impacts of advertising techniques on consumer behavior (9 – 12).

C. COMPARATIVE SYSTEMS

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

Performance Indicators

Students will be able to:

- Explain the impact of cultural values on economic decisions, using at least two examples (9 – 12).

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade.

Performance Indicators

Students will be able to:

- Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries (3 – 4).

Content Standards for Visual and Performing arts fall into three categories. The language of two of these standards and their performance indicators clearly supports the examination of values and ethics. The standards, descriptors/rationales, and performance indicators for these content areas read as follows:

A. CREATIVE EXPRESSION

Students will create and/or perform to express ideas and feelings. *Students communicate through their works, revise and problem-solve, use a variety of processes, and integrate their works with other disciplines.*

- ◆ *Each art form has specific vocabulary, elements, principles, and structures that allow for communication of ideas, feelings and moods.*
- ◆ *Problem-solving skills, reflection, self-evaluation, revising, and refinement are part of the process used in the creation and development of art works.*
- ◆ *The development and creation of artwork in the arts use a variety of approaches, styles, media, and performance modes, including electronic technology.*
- ◆ *Students will understand that the roles, skills, relationships, and differences among the arts are transferable from one arts discipline to another as well as to other disciplines.*

Performance Indicators

Students will be able to:

- Understand and demonstrate acceptable rules of behavior when attending arts events (e.g., museums, galleries, plays, and concerts) (Pre-K – 2).
- Use materials and tools in a safe and responsible manner (Pre-K – 2).
- Understand that the success of musical, theatrical, and dance groups depends on collaboration (Pre-K – 2).
- Explain how the arts originate from human experience, are a communal experience, and encourage kinship with others (5 – 8).

B. CULTURAL HERITAGE

Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. *The arts are the record of our diverse world cultures and provide understanding of who we are, where we've been, and possible directions for our future.*

Performance Indicators

Students will be able to:

- Explain how cultural values are shown through the arts (3 – 4).
- Compare and contrast cultural values as expressed in works and explain how these values may differ from those of their own daily experience (5 – 8).
- Identify how the factors of time and place (such as climate, resources, ideas, and technology) are reflected in visual and performing arts (5 – 8).
- Analyze common characteristics and purposes of various visual and/or performing art works across time and among cultural and social groups, and explain how these characteristics and purposes fulfill social, religious, or ceremonial functions in a particular cultural and historical context (9 – 12).

C. CRITICISM AND AESTHETICS

Students will reflect upon and assess the characteristics and merits of art works. *An understanding of how the senses are used to make artistic choices in daily life, together with an understanding of how these choices affect feeling, mood, and emotions, helps us make judgments about the merits and meaning of work in the arts. The elements, principles, and structures of art forms can be composed in ways which enrich, persuade, and influence society, either directly, through performances, original works and exhibits or indirectly, through electronic and printed media.*

Performance Indicators

Students will be able to:

- Examine the effect of artistic choices on others and on the environment (3 – 4).
- Investigate how the elements, principles, and structures of the arts can be manipulated by communication media to persuade and influence (3 – 4).
- Analyze, interpret, and evaluate subtle and complex meaning in visual and/or performing arts intended to persuade and influence (as in electronic media, theater, commercial, and political advertising) (9 – 12).