

Grade	UNIT Title	Essential Question(s)	Outcomes
Gr K	<b>Classroom Community</b> *** (Early Fall)	<i>Why do people need to be able to work together? How do people work together?</i>	<b>K.Civ.11</b> Explain how people can work together to make decisions in the classroom
	<b>Homes &amp; Communities</b> (Nov)	<i>Why does the sequence (order) of events matter? Why do we use maps?</i>	<b>K.His.1</b> Create a chronological sequence of events <b>K.Geo.2</b> Construct maps, graphs and other representations of familiar places
	<b>Community Services</b> (Spring)	<i>What services do people in a community need? Why do we use money?</i>	<b>K.Civ.</b> Identify a symbol of local, state, and national government <b>K.Econ.2</b> Show how money is used as a form of exchange
Gr 1	<b>Aspects of Community</b> (Fall)	<i>Why do people need rules?  How do we decide what we need to buy versus what we want to buy?</i>	<b>1.Civ.12</b> Identify and explain how rules function in public (classroom and school) settings <b>1.Econ.2</b> Distinguish between wants and needs when making purchasing decisions
	<b>Colonial Times and Native Americans</b> *** (Winter)	<i>What was life like for Native Americans and colonists compared to today? How can people solve problems peacefully?</i>	<b>1.His.1</b> Compare life in the past to life today <b>1.Civ</b> Describe how people solve problems peacefully
	<b>Maps</b> (Spring)	<i>How are maps helpful and how do we use them?</i>	<b>1.Geo.2</b> Identify features of familiar places on maps and globes (i.e. water, land, US/Maine)
Gr 2		<i>Why and how do communities change over time? How do communities peacefully resolve conflicts?</i>	<b>2.Civ.14</b> Describe how people have tried to improve their communities over time <b>1.Civ</b> Describe how people solve problems peacefully <b>2.His.1</b> Chronologically sequence events from past to present
	<b>Using Maps and Globes</b>	<i>Why do we use maps and globes?</i>	<b>2.Geo.2</b> Use maps, globes and other simple geographic models to identify environmental characteristics of places

	<p><b>Real Money Value***</b></p>	<p><i>What is the real value of money?</i>  <i>What do symbols on currency mean?</i></p>	<p><b>2.Econ.3</b> Identify prices of products in a local market</p>
<p><b>Gr 3</b></p>	<p><u>Making a Difference: Creating Change</u>                  (persuasive writing &amp; social studies unit)                  (Winter)</p> <p>Local History Unit (includes Jr. Achievement)                  (Spring)</p> <p>***Weather, Climate &amp; Geography (science &amp; social studies unit)                  (Fall)</p>	<p><i>How do people make decisions re: purchase of scarce resources?</i></p> <p><i>How do I take action to improve something in my community?</i>  <i>How can a person's actions/decisions impact the world?</i>  <i>Do people in different cultures make decisions differently (i.e. African Americans / Maine Native Americans)</i></p> <p><i>How has life in our community changed over time?</i>  <i>How do members of a community make decisions about changes?</i>  <i>How do local businesses contribute to a community?</i></p> <p><i>How can climate influence what lives in a place?</i>  <i>How do wearther patterns affect a place over time?</i></p>	<p>(see 3.Eco.3 coming up)</p> <p>3.His.2 Generate questions about individuals and groups who shaped significant historical changes</p> <p>3.Civ.12 Compare procedures for making decisions in a variety of settings including classroom &amp; community</p> <p>3.Eco.3 Identify examples of the variety of resources (natural resources, human capital-labor, physical capital-buildings/roads?) that are used to produce goods and services</p> <p>3. Geo2 Using visual representations, explain the relationship between the location of a place and it's environmental characteristics</p>
<p><b>Gr 4</b></p>	<p>***American Revolution (Social Studies &amp; Reading Unit)</p> <p>Natural Features of Maine (Informational Reading, Science &amp; Social Studies Unit)</p>	<p><i>Why might groups of people decide to not follow rules?</i></p> <p><i>How do people's actions/words/decisions affect others?</i></p> <p><i>What influences people to move from place to place?</i></p> <p><i>How have natural resources in Maine affected population growth and change?</i></p> <p><i>How can climate influence where people choose to live?</i></p>	<p>4. His1 Analyze connections among events and developments as examples of change and/or continuity</p> <p>4.Econ12 Explain ways a government pays for the goods and services it provides</p> <p>4.Civ12 Explain how laws change society and how people change rules and laws</p> <p>4.Geo6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions</p>
	<p>US &amp; Maine Government</p>		<p>4.Civ11 Compare procedures for making decisions in a variety of settings including the US government</p>

<b>Gr 5</b>	<b>***Explorers</b> (Winter)	<i>How do people and historical events influence each other?</i>	<b>5.SS.His1</b> Create and use a chronological sequence of related events to compare developments that happened at the same time
		<i>How people’s perspectives and experiences influence their views of historical events?</i>	<b>5.SS.His5</b> Explain the different perspectives of individuals or groups in the context of a historical time period
		<i>How do natural resources influence population distribution?</i>	<b>5.Geo.11</b> Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places
		<i>How do natural resources and geographical location influence economic activities?</i>	
	<b>TBA</b> (Spring)		<b>5.Econ.2</b> Identify positive and negative incentives that influence the purchasing decisions people make
	<b>TBA</b> (Fall)		<b>5.Civ.11</b> Compare procedures for making decisions in a variety of settings using democratic principles (current events and society)  <b>5. Geo</b> Identify the Earth's major geographic features such as continents, oceans, major mountainw, and rivers using a variety of geographic tools including digital mapping

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\* Note: Based on initial suggestions from K-5 Level Teams on 10/21/18; updated in 1/19 after Gr. 3, 4, and Gr 1 met; in 3/19 for K and again after K-5 met for early release in 3/15/19