



The Oxford Hills School District

Curriculum Guide for Families: 4th Grade

2018-2019

Mission:

The Oxford Hills School District, in partnership with parents and communities, engages and supports all students in diverse and challenging learning opportunities to prepare them to graduate as healthy, responsible, and productive citizens, ready to succeed in our global societies.

Core Beliefs:

Therefore, the Oxford Hills School District, in collaboration with its parents and communities, will:

- ★ Meet students where they are, motivating and helping them develop their individual learning paths.
- ★ Hold students to high expectations and provide adequate time and support to achieve them.
- ★ Prepare students for success by helping them develop critical thinking and problem-solving skills.
- ★ Foster high aspirations and the skills of self-determination, self-control, and self-advocacy.
- ★ Guide students to be curious learners and ethical leaders, able to adapt to changing times.
- ★ Ensure these learning experiences occur in a safe, caring, and welcoming environment.

Introduction

Welcome to the Curriculum Guide for 4th grade. This document is created so that you can understand the important learning goals and objectives for your child this year. In MSAD #17, all of our curriculum, instruction, and assessment is organized to support children in meeting the *Maine Learning Results*, our state standards.

This guide outlines the knowledge and skills in the four core content areas: English Language Arts, Mathematics, Science, and Social Studies, so that families understand what their children should know and be able to do by the end of fourth grade.

This guide is a working document and will be adjusted each year as we refine our work.

English Language Arts

By the end of the school year, most fourth-grade students should be able to:

Reading Informational and Literary Text:

- ★ Determine the main idea and key details of nonfiction and literary text. Summarize the text.
- ★ Compare and contrast different accounts of the same event or topic.
- ★ Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing:

- ★ Write opinion pieces, informative/explanatory texts, and narratives that are appropriate to task, audience, and purpose
- ★ With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.
- ★ Use evidence from literary and informational texts to support their writing.

Language:

- ★ Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.
- ★ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening:

- ★ Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics, building on others' ideas and expressing their own thinking clearly.
- ★ Report on a topic or text, tell a story, or share an experience in an organized manner. Speak clearly at an understandable pace.

Foundational Skills:

- ★ Know and apply grade-level phonics and word analysis skills in decoding words.
- ★ Read with sufficient accuracy and fluency to support comprehension.
- ★ Read at a Text Level S or T by the end of the year.

Curriculum Materials used to support equity and rigor of learning in MSAD #17:

- ★ *The Reading Units of Study* and *The Writing Units of Study*

Reading Units:

- ★ *Interpreting Characters*
- ★ *Reading the Weather, Reading the World*
- ★ *Reading History: The American Revolution*
- ★ *Historical Fiction Book Clubs*
- ★ Other units could include *Biography Book Clubs*, *Making Meaning from Poems*, *Nonfiction Book Clubs*, etc.

Writing Units:

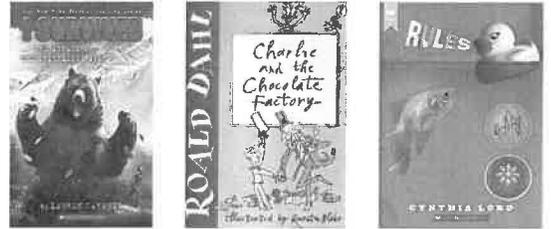
- ★ *The Arc of the Story: Writing Realistic Fiction*
- ★ *Boxes and Bullets: Personal and Persuasive Essays*



- ★ *Bringing History to Life*
- ★ *Literary Essay*
- ★ Other units could include *Literary Essay, Revision, Poetry Anthologies, Historical Fiction, Journalism, etc.*

Typical Grade Level Books for Fourth Grade

- ★ *Charlie and the Chocolate Factory* by Roald Dahl
- ★ *Stuart Little* by EB White
- ★ *How to Eat Fried Worms* by Thomas Rockwell
- ★ *Smile* by Raina Telgemeier
- ★ *Because of Winn Dixie* by Kate DiCamillo
- ★ *I Survived Series* by Lauren Tarshish
- ★ *Tales of a Fourth Grade Nothing* by Judy Blume
- ★ *Wish Tree*, by Catherine Applegate
- ★ *Wish* by Barbara O'Connor



Determining a Grade on the Progress Report or Report Card

Teachers collect evidence of student learning on the grade level standards and performance indicators as the year progresses. For the English Language Arts, the score on the progress report is determined by how the body of student evidence meets the standard on district scoring guides. The evidence includes, but is not limited to, the following:

- On demand and process pieces of writing
- Reader's and Writer's notebooks
- Unit assessments in reading
- Running records for fluency and comprehension
- Speaking and listening activities such as class discussion, partner work, etc.

Mathematics

By the end of the school year, all fourth-grade students should be able to:

Operations and Algebraic Thinking:

- ★ Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
- ★ Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Number and Operations in Base Ten

- ★ Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- ★ Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- ★ Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.

- ★ Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

Numbers and Base 10-Fractions

- ★ Explain equivalent fractions by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
- ★ Understand concepts about fractions: adding, subtracting, decomposing fractions with the same denominator, and use visual fraction models.
- ★ Solve word problems involving addition and subtraction of fractions.

Geometry

- ★ Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- ★ Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- ★ Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- ★ Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
- ★ Make a line plot to display a data set of measurements in fractions of a unit . Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Measurement and Data

- ★ Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Units

- ★ Arrays, Factors, and Multiplicative Comparison: Measuring and Classifying Shapes
- ★ Generating and Representing Measurement Data: Measuring and Classifying Shapes
- ★ Multiple Towers and Cluster Problems: Multiplication and Division
- ★ Measuring and Classifying Shapes: 2-D Geometry and Measurement
- ★ Large Numbers and Landmarks: Addition, Subtraction, and the Number System
- ★ Fraction Cards and Decimal Grids: Fractions and Decimals
- ★ How Many Packages and Groups? Multiplication and Division
- ★ Penny Jars and Towers: Analyzing Patterns and Rules

Curriculum Materials used to support equity and rigor of learning in MSAD #17:

- *Investigations*
- District-designed common assessment probes

Determining a Grade on the Progress Report or Report Card

Teachers collect evidence of student learning on the grade level standards and performance indicators as the year progresses. For the Mathematics, the score on the progress report is determined by how the body of student evidence meets the standard on district scoring guides. The evidence includes, but is not limited to, the following:

- *Investigations* Unit Assessments
- District Math Probes
- Classroom Assessments
- Projects
- Math observations and /or conferences
- Exit Tickets

Science

By the end of the school year, all fourth-grade students will be working with the following 8 science practices:

1. Asking questions
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematical and computational thinking
6. Constructing explanations (science) and designing solutions (engineering)
7. Engaging in argument
8. Obtaining, evaluating, and communicating information

Standards:

Life Science

- ★ Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Plants and animals internal structures support their survival.

Earth Science

- ★ Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.
- ★ Observe the effects of erosion by weather or vegetation.
- ★ Use maps to describe patterns of Earth's features.
- ★ Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Physical Sciences:

- ★ Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- ★ Use evidence and observations to relate the speed of an object to the energy of an object, and that energy can be transferred. Make predictions based upon observations.
- ★ Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- ★ Generate patterns that can be used to transfer information.

Engineering Design and Human Impact are integrated throughout.

Curriculum Materials used to support equity and rigor of learning in MSAD #17:

- *Perfect Pairs: Using Fiction and Nonfiction to Teach Life Science*
- *Mystery Science*
- Science Notebooks
- Science units created by teachers in their Grade Level Teams
- Nonfiction texts about science content

Determining a Grade on the Progress Report or Report Card

Teachers collect evidence of student learning on the grade level standards and performance indicators as the year progresses. For Science, the score on the progress report is determined by how the body of student evidence meets the standard. The evidence includes, but is not limited to, the following:

- Projects
- Experiments
- Evidence-based scientific discussion and discourse
- Science journals or notebooks

Social Studies

By the end of the school year, most fourth-grade students should be able to:

Civics and government

- ★ Students will understand the geography of the community and Maine.
- ★ Students will understand the basic structure of Maine government and basic rights, duties, responsibilities and roles of citizenship.

Geography

- ★ Students will compare and contrast the geographic features of two or more Maine/Native American Tribes.
- ★ Students will understand the geography of the community, Maine, the United States and selected regions of the world.

Economics

- ★ Students will understand the basis of the economies of the community, Maine and the United States.
- ★ Students will understand personal economics and the basis of the economies of Maine Native Americans and selected peoples in the United States.
- ★ Students will analyze the differences in a barter & trade economy based on scarcity and natural resources in contrast to present-day goods.
- ★ Students will understand personal economics and the basis of economies of the community, Maine, United States, and selected areas of the world.

History

- ★ Students will understand selected major eras in the history of Maine.
- ★ Students will understand the historical influence of the concepts of unity and diversity of Maine Native Americans.
- ★ Students will investigate the motivation and exploration of Maine and the United States through the 1600s.
- ★ Students will understand selected major eras in the history of the community, Maine and the United States.

Social Studies Content/Units:

- The State of Maine
- Northeast Native Americans
- Explorers Through 1600s

Determining a Grade on the Progress Report or Report Card

Teachers collect evidence of student learning on the grade level standards and performance indicators as the year progresses. For Social Studies, the score on the progress report is determined by how the body of student evidence meets the standard. The evidence includes, but is not limited to, the following:

- Projects
- Writing connected to social studies
- Speaking and Listening Activities

Assessments for Grade 4

Assessment	What subject?	What is it used for?	When?
State: <i>Maine Educational Assessment (MEA)</i>	English Language Arts and Math	<ul style="list-style-type: none"> ★ State reporting ★ Measuring local growth over time 	March-April The scores will be sent home when the state provides them.
District: <i>STAR Assessment</i>	English Language Arts and Math	<ul style="list-style-type: none"> ★ Track district progress over time ★ To understand school, classroom, and individual strengths and challenges 	September, January, May/June
District: <i>Teachers College Reading Assessment</i> The teacher listens to the child read and they have a conversation about the reading.	Reading Fluency and Comprehension	<ul style="list-style-type: none"> ★ Track district progress over time ★ To understand school, classroom, and individual strengths and challenges ★ To determine an independent text level for a student 	September, January, May/June The results will be used to inform the classroom teachers about independent reading levels.

Skills to strengthen at home

Looking to help your child at home? Here are some ideas from the fourth grade teachers!

- ★ Make time in your evening schedule for reading every night.

- ★ Practice math facts with your child.
- ★ Work with time on an old-fashioned analog clock.
- ★ Take advantage of everyday experiences. For example, when you are grocery shopping:
 - Write the the grocery list together
 - Work on adding up the cost of the groceries
 - Use coupons help with subtraction
 - Look at nutrition labels to support healthy eating
 - Sort the groceries into categories like fruits and vegetables, grains, etc.



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NEWSLETTER

MENU

Breakout Sessions #2

Session Title: Freedom in Her Voice: Closing the confidence gap and developing female leaders

Session Description:

Between the ages of 8 and 14, girls' confidence levels fall by 30 percent. At 14, when girls are hitting their low, boys' confidence is still 27 percent higher. Damour, psychologist and author, asks a critical question "What if school is a confidence factory for our sons, but only a competence factory for our daughters?" Middle and High schools are at the forefront of building self-esteem, instilling confidence, and influencing girls' beliefs in their abilities which continues into college and work environments.

During this interactive session, awareness of gender bias will be heightened with a greater understanding of how bias and stereotypes affect girls' confidence. With a gendered world shaping our beliefs and behaviors, different standards and expectations are set for boys and girls - ultimately affecting how capability is defined, success is achieved, and female voices are interpreted and heard. When gender bias is reduced, confidence and competence are on equal playing ground, girls and women are better positioned to achieve their aspirations. By the end of the session, participants will experience a breakthrough by seeing gender bias more often, have skills to counteract it, and a plan to build girls and women's confidence. Ultimately, be an active participant in achieving gender equality.

Speakers:

Mary Axelsen, Vice President, EnviroLogix

Students from Olympia Snowe Leadership Institute, Biddeford High School

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Session Title: Education Inside and Outside the Bars in Maine

Session Description:

This session will offer a discussion around the current programs and services that exist to educate incarcerated and formerly incarcerated individuals in Maine, national best practices and educational initiatives, and what's needed to bring educational opportunities to Mainers with justice system involvement.

Speakers:

Mara Sanchez, Policy Associate, University of Southern Maine

Ryan Thornell, Deputy Commissioner, Maine Department of Corrections

Joseph Jackson, Coordinator, Maine Prisoner Advocacy Coalition

Abdulkadir Ali, Opportunity Scholars Initiative, University of Southern Maine

Katherine Darling, Assistant Professor of Sociology, University of Maine at Augusta

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Session Title: Development of Partners for Children: Business and School Collaboration

Session Description:

In this session, participants will hear about the creation of the Partners for Children toolkit, a business and school initiative. They will hear from partners who came together around their common goals of helping kids get a strong start, creating and piloting the toolkit. Facilitators will walk participants through the idea stages of the initiative, development of the toolkit, implementation of the toolkit, reflections on the first year and adjustments made in consideration of the pandemic. Planned programming is focused on students needing extra learning support.

Speakers:

Jennifer Burns, Senior Director of Education, United Way of Greater Portland

Angela Atkinson Duina, Assistant Professor, University of Southern Maine

Alexis Jones, Principal, Brown Elementary School

Lisa Morrissette, Director of Marketing, Dead River Company

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Session Title: Business Partnerships and Workforce Development

Session Description:

In this session participants will learn about a unique workforce training partnership fostered between industry and Destination Occupation. Participants will hear about the Recruit, Train, Hire and Repeat program (Right THeRe program) and this holistic approach to identifying employer needs within the manufacturing industry in Maine. Other elements explored include working with other workforce entities to advance the Right THeRe model including: Career Centers, Goodwill, Fedcap, Aspire Program, Corrections, Vocational Rehabilitation, Adult Education and more. The

audience will hear stories from employers and students on the value of this approach to recruitment, training and hiring.

Speakers:

Lisa G Martin, Executive Director, Manufacturers Association of Maine

Rachel Knight, Founder and CEO, Destination Occupation

Bret Watson, President, Jotul North America

Student panelists TBD

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Session Title: Make It Happen! College Readiness for English Language Learners and Multilingual Students

Session Description:

Make It Happen! is a college readiness program designed for high school English language learner students. Students who attend Portland's three high schools work closely with Site Coordinators, volunteers, and community partners to build competitive academic profiles for college admission and learn how to navigate and access financial aid. In addition, Make it Happen! students are encouraged to take challenging classes, improve their standardized test scores, engage in leadership activities, community service, and career readiness opportunities. At this session you will learn about Make It Happen! and how it works. Current and former students will talk about their experience with the program at Portland Public Schools and share their visions for the future.

Speakers:

Timothy Cronin, Program Director, Make It Happen!, Portland Public Schools

Grace Valenzuela, Executive Director, Communications and Community Partnerships, Portland Public Schools

Danielle L Wong, Site Coordinator, Portland Public Schools

Graduates of Portland Public Schools Make It Happen! Program

Daniela Aryaie, Student at University of Southern Maine

*Curriculum director
attended 12/4/20*

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Session Title: Aroostook Treaty Education Center: Connecting to Maine's Indigenous Cultures & Communities

Session Description:

This session will focus on the continuing impact of the 1776 Treaty of Alliance and Friendship between the Wabanaki Nations and the United States of America in Maine. Participants will gain a deeper understanding of the Maliseet tribal perspective on our shared history and learn about the opportunities for schools and communities to collaborate and support connections to foster learning experiences for descendants and beneficiaries of the 1776 Treaty.

Speakers:

Henry John Bear, Maliseet Tribal Representative

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Session Title: The Future of Higher Education

Session Description:

This session features a presentation from author/professor/entrepreneur Scott Galloway, a national thought leader in how higher education must

adapt to meet the demands of our time. A top-ranked professor, author, and entrepreneur, Galloway is the founder of several firms and was elected to the World Economic Forum's "Global Leaders of Tomorrow," which recognized 100 individuals under the age of 40 "whose accomplishments have had impact on a global level." Come hear his take and join in for a Q&A at the end.

Speakers:

Scott Galloway, Author & Professor, New York University Stern School of Business; Founder, Section4



Building Historical Empathy-Sacagawea

Goals:

- 1. Understand the importance of Sacagawea to the success of Lewis and Clark's Expedition**
- 2. Describe ways that Native Americans of the West, Pacific, North West etc. had cultures that were different from each other-dependent on the natural environment and resources available**
- 3. Name the Five tribes of the Wabanaki**
- 4. DEFINE stereotype**

Meet the buses in the hallway at Rowe-escort to Art Room

Review of rules and location of bathroom etc.

What time is lunch and recess?

ACTIVITY:

Warm Up Activity while buses arrive:

https://docs.google.com/document/d/1jfMFloRxEa3nYRm55P19J6ICBbdxV_HzYmtHUttR7_l/edit

Wabanki map information & word searches

Discuss the reason behind each word on the search

ACTIVITY:

Draw a Native American

Discuss historical stereotypes-show video

<https://www.youtube.com/watch?v=xzWHxPxH08Q>

NorthEast vs. Western tribes

ACTIVITY: biography reading-check for notes- reward?

Sacagawea biography-we may need reading time

Brainstorm a list of specific EVENTS where Sacagawea saved the expedition or shows perseverance



*Watch short video after using book

11:20 lunch 11:40 recess

ACTIVITY: making puppets from spoons

Recreating with puppets one of the events Sacagawea saved them or times where she suffers extreme hardships and she perseveres

ACTIVITY:If extra time: acrostic poem-EMPATHY

1:25 Review bus lists etc. and clean up

List of buses from bus garage

TO DO:

We need lunch times & bus #s

Attendance e-mails to secretaries on Monday

Social Studies Goals

A. Clear and Effective Communicator: Students research and use background knowledge to give audiovisual presentations about current and historical issues.

B. Self-Directed and Lifelong Learner: Students generate questions and explore primary and secondary sources to answer those questions while demonstrating a growth mindset.

C. Creative and Practical Problem Solver: Students draw conclusions about current and historical problems using valid research and critical thinking.

NAGC Goals

4.2. <i>Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
4.3. <i>Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1 Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
4.4. <i>Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.
	4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.

LD 291: An Act to Require Teaching of Maine Native American History and Culture in Maine's Schools and the Maine Native Studies Maine Learning Results

A1 Researching and Developing Positions on Current Social Studies Issues Performance Indicators Gr 3-5

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings. a. Identify research questions related to social studies - seeking multiple perspectives from varied sources. b. Identify key words and concepts related to research questions, making adjustments when necessary. c. Locate and access information by using text features. d. Collect, evaluate, and organize for a specific purpose. e. Communicate findings from a variety of print and non-print sources.

B3 Individual, Cultural, International, and Global Connections in Civics and Government 3-5

Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans.

LIST OF CONCEPTS TO BE COVERED 2019-2020

Brown vs. Board of Education-looking at images of students "getting" to school-October 7

Native Americans-Sacagawea-November 18

Dickens/work houses & kids working in mills-December 16

Disabilities-Wonder-January 13

Africa as a huge continent-Somalia immigration? Chocolate -February 10

Irish Pot famine/Immigrants- April 13

Environmental Activism (Wishtree)-May 4

DAY #1 of STEM -Engineering

Get Paris School time for lunch 12:30 Recess 12:00

https://docs.google.com/spreadsheets/d/1-nlVAfUJ76VYqofQLnvfCJyGiwnqrxEqW_a0KxJTyrY/edit#gid=0 attendance sheet on Google

XWarm -up Challenge

Making a "door" in a paper wall so that it stands up and can be opened

Defining the Engineering Process

https://pbskids.org/designsquad/pdf/parentseducators/DS_TG_DesignProcess.pdf (very dry)

<https://docs.google.com/document/d/1quhHZF8YnWVG5lv7qoN-kmOxTDZqKFilxZ7yItZ7MPw/edit> I made 23 copies of this one

Xhttps://www.youtube.com/watch?v=MAhpfFt_mWM 4 min video

XRead worksheet together then watch video

What is an Engineer?

XBrainstorm a list of types of engineers

Pass out our list

X*Bad Design Google SlideShow link:

Mini Lesson on Thanksgiving and Wabanakis

<https://www.youtube.com/watch?v=NKUIN2Zaug8>

<https://www.tolerance.org/magazine/teaching-thanksgiving-in-a-socially-responsible-way>

Maps of Wabanaki

https://docs.google.com/document/d/1yp0i1SAnihEBUM6KWaP-YCAsYI_pBpvkbQKdZII7RUg/edit

<https://docs.google.com/document/d/1eBo0tuBIXmcvOPwnP6S8h5yoaf1vOSQrdPMOXHPuYp4/edit>

Engineering Challenge: design a moccasin

Slide show of various moccasins-add link

DESIGN A MOCCASIN

Review of the process again-focus on pattern design

Look at materials avail. & time limits

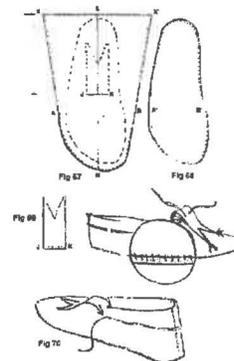
Brown felt-yeah we have lots of this

Glue guns

Paper for pattern making

Beads for decorating

Perm markers



Reflection on Design Summary

What Did I change and improve today? What problems did I solve

What would I do differently next time?

GG-updating last year's reflection form

If time: engineering word search- DJ-done and copied This could be for a prize if brought back

Biomechanical
Biomedical
Aeronautical
Automotive
Civil
Structural
Architectural
Electrical
Computer
Electronics
Mechatronics
Robotics
Microelectronics
Chemical
Materials Science
Agricultural
Paper
Acoustic

What do engineers do?

Nuclear
Photonics
Physics
Nanotechnology
Mining
Ceramics
Geomatics
Metallurgy
Molecular
Genetic
Environmental
Water resources

Energy
Vehicle
Thermal
Information
Textile
Cryptographic
Web
Information
Avionics
Products
Marine
Optomechanical
Sustainability
Industrial
Systems
Manufacturing
Geological

Social Studies Goals

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	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
4.3. Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1 Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.
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LD 291: An Act to Require Teaching of Maine Native American History and Culture in Maine's Schools and the Maine Native Studies Maine Learning Results

B3 Individual, Cultural, International, and Global Connections in Civics and Government 3-5

Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans.

STEM Maine Learning Results Gr 6-8

Embed Career and Education Development Instruction - The knowledge, skills, and behaviors outlined in Career and Education Development Standards are essential for all students. It is important that the knowledge, skills, and behaviors of career and education development be connected to the context of schools, career, and community. Although stand-alone courses in career and education development may serve to help students focus on career, college, and citizenship goal, all content areas need to embed career and education standards to enable students to make the connection between content areas schoolwork, and career, college, and citizenship goals. School administrative units should determine the most appropriate content areas and school settings in which to embed these standards.

OUTLINE OF CAREER AND EDUCATION DEVELOPMENT STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Learning about Self-Knowledge and Interpersonal Relationships

1. Self-Knowledge and Self-Concept
2. Beliefs and Behaviors that Lead to Success
3. Interpersonal Skills
4. Career and Life Roles

B. Learning About and Exploring Education, Career, and Life Roles

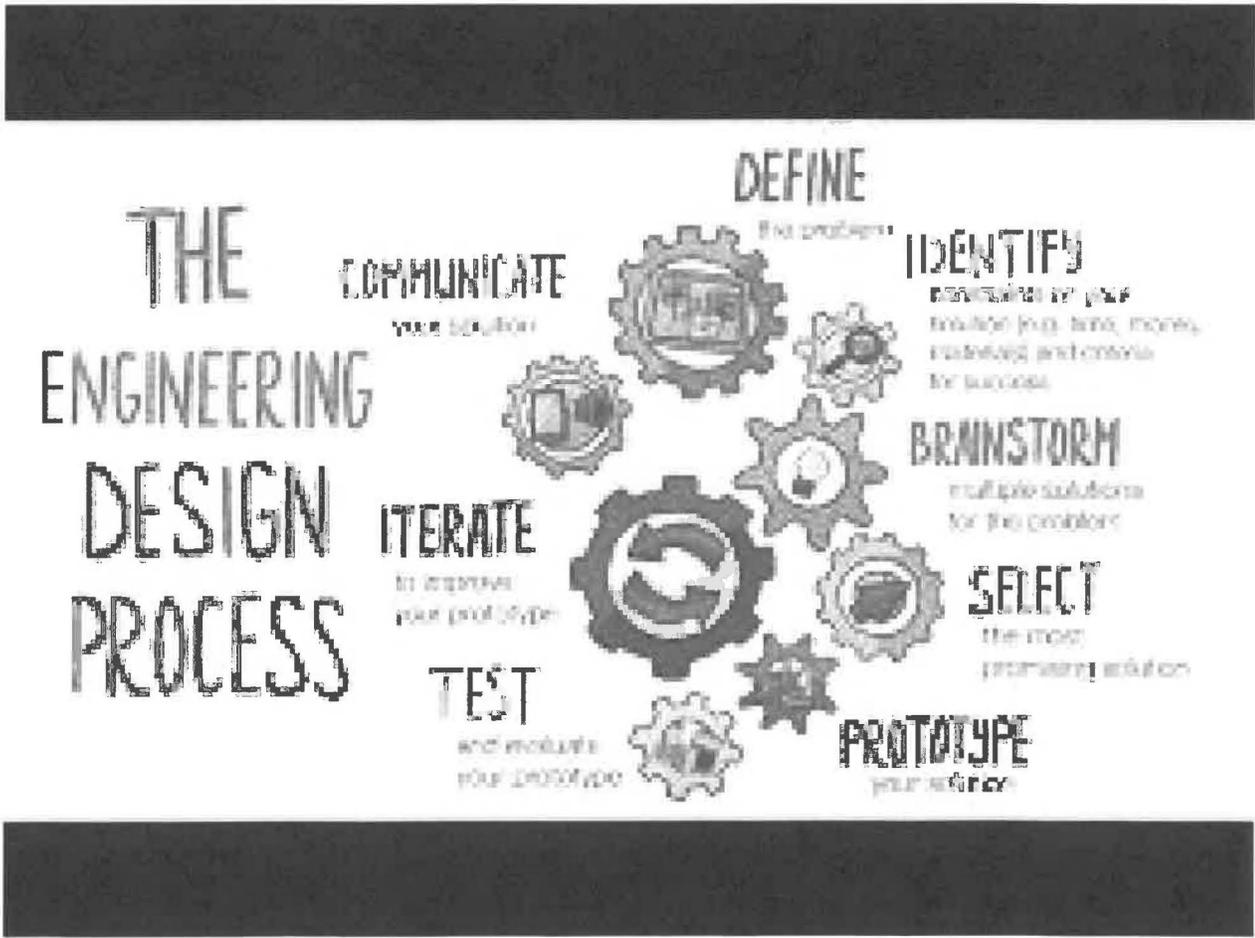
1. Relationships among Learning, Work, the Community, and the Global Economy
2. Skills for Individual/Personal Success in the 21st Century
3. Education and Career Information

C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

1. The Planning Process
2. Decision-Making
3. Influences on Decision-Making
4. Societal Needs and Changes that Influence Workplace Success

MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles

MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.



Oxford Hills School District
Kindergarten through Grade 11 Social Studies Curriculum – Board Approved 6/09/09

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KINDERGARTEN

GEOGRAPHY

ESSENTIAL QUESTION(S):

- How do maps and globes help me to explore my world?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change

UNIT QUESTION(S):

- How do I find land and water on maps and globes?

OVERARCHING VOCABULARY:

Geography (study of the Earth's surface and people)

UNIT VOCABULARY:

Land	Water
Map	Globe

HAO/OC/SOC:

_____ Students will understand the nature of geography and key foundation ideas as found in the descriptors below. (D1b,c)

1. Identify land and water using basic maps and globes.
2. Create a simple visual representation showing land and water.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts - read-alouds, show and tell, guided reading, classroom magazines

SUGGESTED RESOURCES:

- Houghton-Mifflin Social Studies: The World I See
- Nystrom: Exploring Where and Why
- Classroom maps and globes
- Weekly Reader, Scholastic News
- Literacy Links:
 - Read alouds:
 - Pak, Yu Cha; From Here to There
 - Sweeney, Joan; Me on The Map
 - Walters, Virginia; Are We There Yet Daddy
 - Yolen, Jane; Letting Swift River Go
- Guided reading:
 - Here I am (Newbridge)level 5
 - The World Around Us(Sundance)level 2
 - Take a Look (Newbridge) level 11
 - Find it on the Map (Steck-Vaughn) level 5
 - Where Is Water? (readingatoz.com) level B

Grade 1

GEOGRAPHY

ESSENTIAL QUESTION(S):

- How do maps and globes help me to explore my world?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change

UNIT QUESTION(S):

- How are physical and manmade features represented on maps and globes?

OVERARCHING VOCABULARY:

Geography (study of the Earth's surface and peoples)

UNIT VOCABULARY:

Compass rose	Neighborhood
Community	Map key
Physical features	Manmade features
Map	Globe

HAO/OC/SOC:

_____ Students will understand the nature of geography and key foundation ideas, as found in the descriptors below. (D1b,c)

1. Identify physical and man-made features, compass rose, and maps key as related to neighborhoods, towns and cities.
2. Create a simple visual representation of their immediate environment such as classroom, school, home, neighborhood, or town.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

- Scholastic News/Weekly Reader/Time for Kids
- I Know A Place (Houghton Mifflin Social Studies)
- Nystrom Block Buddy Atlas
- Exploring Our World Neighborhoods and Communities (Scholastic Professional Books #0-590-89809-4)
- Find it on the Map by David Bauer (Steck-Vaughn Shutterbug Books #0-7398-5851-3)
- Other Steck-Vaughn Shutterbug Books in the area of Social Studies
- Me on the Map by Joan Sweeney (Crow Publishers #0-517-700095-3)

Grade 2

GEOGRAPHY

ESSENTIAL QUESTION(S):

- How do maps and globes help me to explore my world?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity/Change, and Economics

UNIT QUESTION(S):

- How does geography effect and change people's lives?

OVERARCHING VOCABULARY:

Geography (study of Earth's surface and people)

UNIT VOCABULARY:

Compass rose	Map key
Countries	Continents
Manmade features	Environmental features
Physical features	Cultural features

HAO/OC/SOC:

_____ Students will understand the nature of geography and key foundation ideas, as found in the descriptors below. (D1b,c)

1. Identify local and distant places and locations, directions NSEW and basic physical, environmental and cultural features using maps and globes.
2. Create a visual representation (map) of an outside area in their immediate neighborhood and/or community (home or school). The created map will include a compass rose, and key including physical, environmental, and/or cultural features.

_____ Students will understand the influence of geography on people in the United States and the world. (D2a)

1. Identify the impacts of geographic features on individuals and families in the United States and other nations, such as mountain, water, and various other landforms, which affect housing, transportation, livelihood, and availability of products and resources.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

ECONOMICS

ESSENTIAL QUESTION(S):

- How do people depend on each other to get the things they need and want?

FOCUSED UNIT CONCEPT(S):

- Economics (How people make choices on how to use resources to meet their needs and wants)
- Interdependence

UNIT QUESTION(S):

- How do my family members depend on each other to get the things they need and want?

OVERARCHING VOCABULARY:

Resources (money)
Choices

UNIT VOCABULARY:

Wants Needs
Jobs Workers

HAO/OC/SOC:

_____ Students will understand the nature of economics as well as key foundation ideas as found in the descriptors below. (C1a,b)

1. Describe how people make choices about how to use money to meet needs and wants.
2. Describe how money is earned in their families (family jobs).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- Mathematics

SUGGESTED RESOURCES:

- Houghton-Mifflin; The World I See
- Nystrom; Exploring Where and Why
- Literacy Links:
 - Read alouds:
 - Brisson, Pat; Benny's Pennies
 - Hoban, Russell; A Bargain for Frances
 - Williams, Vera B.; A Chair For My Mother
 - Viorst, Judith; Alexander Who Used To Be Rich Last Sunday
 - Conford, Ellen; A Job For Jenny
 - Brown, Marc; Arthur's Pet Business
 - Schwor, Amy; Bea and Mr. Jones
 - Guided reading:
 - Working at Home (Sundance) level 2/3
 - Family Work and Fun (Sundance) level 3/4
 - Helping in the Yard (Sundance) level 3
 - At Work (Newbridge) level 3
 - To The Store (readinga-z.com) level D

Grade 1

ECONOMICS

ESSENTIAL QUESTION(S):

- How do people depend on each other to get the things they need and want?

FOCUSED UNIT CONCEPT(S):

- Economics (How people make choices on how to use resources to meet their needs and wants), movement, and interdependence

UNIT QUESTION(S):

- How do people in my community depend on each other to get the things they need and want?

OVERARCHING VOCABULARY:

Resources (money)

Choices

UNIT VOCABULARY:

Goods

Services

Product

Consumer

Movement of product

HAO/OC/SOC:

_____ Students will understand the nature of economics as well as key foundation ideas, as found in the descriptors below. (C1b)

1. Identify goods and services provided and received at the local level (movement of product).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- Mathematics
- History
- Geography

SUGGESTED RESOURCES:

- Oxford County Fair Agricultural Day
- Field Trips to local orchards, stores, businesses
- Text (books, stories, songs, poems, video) related to Movement of Product
- Text (books, stories, songs, poems, videos) related to Occupation/Jobs
- Scholastic News/Weekly Reader/ Time for Kids
- I Know A Place (Houghton Mifflin Social Studies)
- Nystrom Block Buddy Atlas

Grade 2

ECONOMICS

ESSENTIAL QUESTION(S):

- How do people depend on each other to get the things they need and want?

FOCUSED UNIT CONCEPT(S):

- Economics, Movement, and Interdependence

UNIT QUESTION(S):

- How do people of the United States depend on each other to get the things they need and want?

OVERARCHING VOCABULARY:

Resources (money)

Choices

UNIT VOCABULARY:

Movement of product

Goods

Services

Consumer

Product

Economic factors

Economics

HAO/OC/SOC:

_____ Students will understand the influence of economics on people in the United States. (C2a)

1. Understand how families and communities are influenced by economic factors. This may include, but is not limited to employment, unemployment, weather, natural disasters, and price of product.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- Mathematics
- History
- Geography

SUGGESTED RESOURCES:

HISTORY

ESSENTIAL QUESTION(S):

- How have the people and events in history shaped my life?

FOCUSED UNIT CONCEPT(S):

- Culture, continuity/change

UNIT QUESTION(S):

- What is the story of my family and the traditions and celebrations that we observe today?

OVERARCHING VOCABULARY:

History (story of the past)

UNIT VOCABULARY:

Family	Past
Traditions	Present
Celebrations	Future
Holidays	

HAO/OC/SOC:

_____ Students will understand the nature of history as well as key foundation ideas as found in the descriptors below. (E1a,b,c,d)

1. Describe history as a story of the past.
2. Identify a few key figures from their personal history (i.e. family tree back to grandparents or great grandparents).
3. Identify whether a story takes place in the past, present or future.
4. Apply terms such as before and after in sequencing events.

_____ Students will understand the historic aspects of uniqueness and commonality among people over time. (E2a)

1. Explain how families share traditions and celebrations including but not limited to Thanksgiving, Christmas, Hanukah, Kwanzaa, Easter, Passover, and patriotic holidays.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- Civics

SUGGESTED RESOURCES:

- Houghton Mifflin Social Studies; The World I See
- Nystrom; Exploring Where and Why
 - Literacy Links:
 - Read alouds:
(Family) Cooper, Melrose; I Got A Family

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HISTORY

SUGGESTED RESOURCES (cont.):

Monk, Isabel; Family
Rylant, Cynthia; The Relatives Came
Big Book; MacMillan; Families My Album
(Past & Present) Connor, Glenn; Then and Now (Newbridge Big Book)
(Traditions) Welcome Books; Celebrations Series
Polacco, Patricia; The Trees of the Dancing Goats
Moorman, Margaret; Light the Lights

There are numerous other books, songs, rhymes, songs that apply to the holiday traditions themes. The ones listed are ones that encompass the theme of diversity particularly well.

Grade 1

HISTORY

ESSENTIAL QUESTION(S):

- How have the people and events in history shaped my life?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity/Change

UNIT QUESTION(S):

- How do the traditions of the Eastern Native Americans compare to my life?
How are they different?
- How can my personal history be shown using a timeline?

OVERARCHING VOCABULARY:

History (a story of the past)

UNIT VOCABULARY:

Traditions	Celebrations
Holidays	Timelines
Past	Present

HAO/OC/SOC:

_____ Students will understand the nature of history as well as key foundation ideas, as found in the descriptors below. (E1a,b,c,d)

1. Describe history as a story of the past.
2. Identify a few key figures and events from their own personal history. (i.e. personal timeline)
3. Identify a few key figures and events from the history of the nation. (this may include but is not limited to Columbus, Squanto, Martin Luther King, Jr., George Washington, Abraham Lincoln, current president).
4. Identify whether a story, picture, poem, song, or video takes place in the past, present, or future.
5. Apply terms such as before and after in sequencing events.

_____ Students will understand the historic aspects of uniqueness and commonality among people over time. (E2b)

1. Compare and contrast traditions (food, clothing, homes, travels, celebrations) of Eastern Native Americans to present day life.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

- Unit materials on Eastern Woodland Native Americans
- Scholastic News/Weekly Reader/ Time for Kids
- I Know A Place (Houghton Mifflin Social Studies)
- Text (books, stories, songs, poems, videos) related to Holidays, Key Figures and Events, Holidays

HISTORY

ESSENTIAL QUESTION(S):

- How have the people and events in history shaped my life?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity/Change, and Exploration/Movement

UNIT QUESTION(S):

- What effects have history and immigration had on my life as an American?
- How can history be shown using a timeline, artifacts, or stories?

OVERARCHING VOCABULARY:

History (story of the past)

UNIT VOCABULARY:

Timelines	Immigration
Beliefs	Values
Past	Present

HAO/OC/SOC:

_____ Students will understand the nature of history as well as key foundation ideas, as found in the descriptors below. (E1b,c,d,e)

1. Create a brief historical account about the nation by using artifacts, photographs, or stories (i.e. historical timeline of key figures and events in U.S. history; this may include but is not limited to Columbus, John and Priscilla Alden, Miles Standish, George Washington, Abraham Lincoln, Martin Luther King, Jr., current president).

_____ Students will understand the historic aspects of uniqueness and commonality among people over time. (E2b)

1. Explore the unique aspects of culture, values and beliefs of the Pilgrims as an immigrant group.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

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CIVICS

ESSENTIAL QUESTION(S):

- Why is it important to be a good citizen?

FOCUSED UNIT CONCEPT(S):

- Conflict, cultures

UNIT QUESTION(S):

- How can I be a good citizen within my family and classroom?

OVERARCHING VOCABULARY:

Citizen	Rights
Responsibilities	Community

UNIT VOCABULARY:

Flag	President
United States	Country
Symbols	Traditions
Holidays	Respect
Laws	Pledge of Allegiance
Rules	Voting

HAO/OC/SOC:

- _____ Students will understand key ideas and processes that characterize democratic government in the community and the United States. (B1b)
1. Recognize symbols (flag), celebrations (Labor Day, Veteran's Day, MLK, Jr. Day, Presidents' Day, Memorial Day, Flag Day) and leaders (President) of the national government.

- _____ Students will understand the concepts of rights, duties, responsibilities and participation. (B2a,b)
1. Practice classroom rights, duties and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.
 2. Explain the purpose of classroom rules as well as laws they encounter in their experiences (i.e. wearing seat belt, bicycle helmet, and safety seat) to promote the common good and the peaceful resolution of conflict.

- _____ Students will understand the civic aspects of classroom traditions and decisions and the traditions and holidays of diverse cultures. (B3b)
1. Explore traditions and holidays that are similar across the nation and those that differ in various cultural groups.
 2. Participate in planning and execution of classroom traditions.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- History

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CIVICS (continued)

SUGGESTED RESOURCES:

- **Teacher Resources:**
 - Houghton Mifflin Social Studies; The World I See
 - Nystrom; Exploring Where and Why
- **Literacy Links:**
 - **Read alouds:**
 - Ryan, Pam Munoz; The Flag I Love
 - Scholastic, Inc.; The Pledge Of Allegiance
 - Welcome Books; Celebrations Series

Grade 1

CIVICS

ESSENTIAL QUESTION(S):

- Why is it important to be a good citizen?

FOCUSED UNIT CONCEPT(S):

- Conflict, cultures, and politics/government

UNIT QUESTION(S):

- How can a person be a good citizen in school and the local community?

OVERARCHING VOCABULARY:

Citizen Rights
Responsibilities Community

UNIT VOCABULARY:

Leaders	Respect	Government
Celebrations	Laws	Voting
Choices	Symbols	Rules
Holidays	Conflict	

HAO/OC/SOC:

_____ Students will understand key ideas and processes that characterize democratic government in the community, as found in the descriptors below. (B1b,c)

1. Recognize symbols (Statue of Liberty, bald eagle, White House), celebrations, and leaders of local, state and national government.
2. Identify community workers and volunteers and the roles they play in promoting the common good.

_____ Students will understand the concepts of rights, duties, responsibilities and participation. (B2a,b)

1. Describe how they exercise classroom rights, duties, and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.
2. Explain the purpose of classroom rules and laws they encounter in their experiences to promote the common good and the peaceful resolution of conflict.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Community workers and volunteers could be integrated with the economics strand.
- Language Arts

SUGGESTED RESOURCES:

- Responsive Classroom Model
- Conflict Resolution
- Scholastic News/Weekly Reader/ Time for Kids
- I Know A Place (Houghton Mifflin Social Studies)
- Nystrom Block Buddy Atlas
- Voting Activities in the Classroom
- Text (books, stories, songs, poems, videos) Related to Occupations/Jobs

Grade 2

CIVICS

ESSENTIAL QUESTION(S):

- Why is it important to be a good citizen?

FOCUSED UNIT CONCEPT(S):

- Conflict, Cultures, and Politics/Government

UNIT QUESTION(S):

- How can a person be a good citizen?

OVERARCHING VOCABULARY:

Citizen	Rights
Responsibilities	Community

UNIT VOCABULARY:

Laws	Government
Leaders	Conflict
Resolution	Participation
Rules	Traditions
Decisions	

HAO/OC/SOC:

_____ Students will understand key ideas and processes that characterize democratic government in the community and the United States (B1a,b)

1. Describe and give examples of Democratic ideals.
2. Recognize symbols, monuments, celebrations, and leaders of local, state, and national government.

_____ Students will understand the concepts of rights, duties, responsibilities, and participation. (B2a,b)

1. Describe how they exercise classroom rights, duties, and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.
2. Explain the purpose of classroom rules and laws they encounter in their experiences to promote the common good and the peaceful resolution of conflict.

_____ Students will understand the civic aspects of classroom traditions and decisions, and the traditions and holidays of diverse cultures. (B3a,b)

1. Compare traditions and holidays that are similar across the nation and those that differ in various cultural groups.
2. Participate in the planning and execution of classroom traditions, such as the 100th Day of School.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

Grade 3

INTRODUCTION TO ERAS

ESSENTIAL QUESTION(S):

- How has daily life changed in one place across eras?

FOCUSED UNIT CONCEPT(S):

- Culture, Conflict, Continuity/Change, Economics, Exploration/Movement, Politics/Government

UNIT QUESTION(S):

- How have geographic features impacted daily life in one place across eras?
- How have economic factors impacted daily life in one place across eras?
- How is daily life similar and different in one place across eras?
- How have the rights, duties and responsibilities of citizens changed and stayed the same in one place across eras?

OVERARCHING VOCABULARY:

Economics	Scarcity	Resources
Civics	Civic duty	Democratic ideals
Constitutional Principles	Government	Governmental structures
Geography	Culture	Physical features
Movement	Environment	History
Era	Conflict	Diversity
Unity		

UNIT VOCABULARY:

Economic factors	Geographic features
Rights	Duties
Responsibilities	

HAO/OC/SOC:

_____ Students will understand various major eras in the history of the community, Maine, and the United States.

1. Explain how geographic features impact daily life in one place across eras.
2. Explain how scarcity can lead to certain economic choices about what goods and services will be produced, how they will be distributed, and for whom they will be produced in one place across eras.
3. Identify similarities and differences in daily life in one place across eras.
4. Identify the rights, duties and responsibilities of citizens in one place across eras.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- "A Street Through Time"

Grade 3

GEOGRAPHY

ESSENTIAL QUESTION(S):

- How does geography influence life?

FOCUSED UNIT CONCEPT(S):

- Culture, Conflict, Continuity/Change, Economics, Exploration/Movement, Politics/Government

UNIT QUESTION(S):

- How do the Earth's physical features and climate impact plant, animal, and human life?

OVERARCHING VOCABULARY:

Economics	Scarcity	Resources
Civics	Civic duty	Democratic ideals
Constitutional Principles	Government	Governmental structures
Geography	Culture	Physical features
Movement	Environment	History
Era	Conflict	Diversity
Unity		

UNIT VOCABULARY:

Continents	Oceans	Mountains
Rivers	Deserts	Endangered
Extinction	Migration	Natural resources
Economy	Climate	

HAO/OC/SOC:

_____ Students will understand the geography of the community, Maine, the United States, and selected regions of the world.

1. Use a variety of informational texts to locate and label Earth's major physical features on a visual representation of the world (map and/or globe) such as continents, oceans, major mountains, rivers and deserts (including, but not limited to: all seven continents, all four oceans, Rocky Mountains, Appalachian Mountains, Andes Mountains, Himalayas, Alps, Mississippi River, Colorado River, Missouri River, Rio Grande, Nile River, Amazon River, Euphrates River, and Sahara Desert).
2. Explain how Earth's physical features and climate (in different biomes) have affected cultures throughout history (example: economics, conflict, and movement).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Science HAO 305.3: Compare and contrast living and non-living components of different biomes.

SUGGESTED RESOURCES:

- *Introduction to Geography*: Holt

CIVICS

ESSENTIAL QUESTION(S):

- How can people make a positive change in the world?

FOCUSED UNIT CONCEPT(S):

- Culture, Conflict, Continuity/Change, Economics, Exploration/Movement, Politics/Government

UNIT QUESTION(S):

- How can students influence change by exercising their rights, duties, and responsibilities?

OVERARCHING VOCABULARY:

Economics	Scarcity	Resources
Civics	Civic duty	Democratic ideals
Constitutional Principles	Government	Governmental structures
Geography	Culture	Physical features
Movement	Environment	History
Era	Conflict	Diversity
Unity		

UNIT VOCABULARY:

Rights	Duties	Responsibilities
Common good	Voting	Citizen
Global Community	Choices	Community service
Legislators		

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures and processes of democratic government in Maine and the United States.

1. Recognize and analyze examples of how people influence government and work for the common good through such actions as voting, writing legislators, and community service.
2. Develop an individual plan in order to influence government (school, local, state, or federal) and/or work for the common good (example, writing to legislators, or community service).

_____ Students will understand the basic rights, duties, responsibilities and roles of citizens in a democracy.

1. Investigate the rights, duties and responsibilities of citizens of the global community.
2. Identify their rights, duties and responsibilities as members of their class and school.
3. Examine the rights, duties, and responsibilities of citizens of the global community in order to compare and contrast them to their own.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- ELA biography study of people who have made civic contributions
- ELA letter writing outcomes

SUGGESTED RESOURCES:

- *Miss Rumphius*
- *Ordinary Mary's Extraordinary Day*
- Class and school rules/norms

Grade 4

MAINE

ESSENTIAL QUESTION(S):

- How does the geography of Maine define its history, government, economics and culture?

FOCUSED UNIT CONCEPT(S):

- Continuity and Change

UNIT QUESTION(S):

- What are Maine's borders?
- What are the physical features of Maine?
- How is state government organized and how do citizens participate?
- How does a product flow from entrepreneur/producer to consumer?
- What are the major events, people and occupations in Maine's history?

OVERARCHING VOCABULARY:

Resources	Government
Civics	Governmental structures
Civic duty	Geography
Culture	Physical features
History	Era
Diversity	

UNIT VOCABULARY:

National Park	Goods and Services
Counties	Borders
Entrepreneur	

HAO/OC/SOC:

_____ Students will understand the geography of the community and Maine. (D1c,d)

1. Use an atlas to locate and label Maine on a physical and political map of the United States and the world.
2. Use an atlas to locate and label physical and political locations on a map of Maine (16 counties, Augusta, Portland, Bangor, Lewiston, Auburn, home town, Canada, NH, Atlantic, Penobscot R., Kennebec R., St. Croix R., St. John R., Allagash R., Androscoggin R., White Mtns., Acadia N.P., Cadillac Mtn., Mount Katahdin, Sugarloaf Mtn., Pleasant Mtn. [Shawnee Peak], Sunday River, Moosehead Lake, Sebago Lake, Rangeley Lake)
3. Explain examples of changes in the earth's physical features and the impact on cultures of the area (man-made lakes: Flagstaff, Richardson, Sebago, Bingham Dam).

_____ Students will understand the basic structure of Maine government and basic rights, duties, responsibilities and roles of citizenship. (B1a,c) (B2a,c)

1. Demonstrate knowledge of basic state government and citizenship.

Grade 4

MAINE (continued)

_____ Students will understand the basis of the economies of the community, Maine and the United States. (C1b)

1. Demonstrate the flow of a product from an entrepreneur or producer to consumer, both local and national.

_____ Students will understand selected major eras in the history of Maine. (E1a,b)

1. Identify major events and people in Maine history (suggested Maine people: current governor, George Mitchell, Margaret Chase Smith, Edmund Muskie, Hannibal Hamlin, L.L. Bean, Chester Greenwood, Stephen King, Henry Wadsworth Longfellow, Joshua Chamberlain, Harriet Beecher Stowe, Samantha Smith, Louis Sockalexis, Mollycokett, Mary Alice Nelsen Archambaud [Molly Spotted Elk], any listed on the Secretary of State's Maine Kid's web page. Suggested events: time period of Native Americans from 8000 B.C., the Vikings 1000 A.D., exploration of Maine 1500 – 1600, Massachusetts controls Maine 1677, French Indian Wars 1754 – 1763, Maine during Revolutionary War, War of 1812 and the Battle of the Boxer and the Enterprise, statehood 1820, Maine's involvement in the Civil War, growth of industry in the late 1800s, growth of tourism in the 1900s, Maine Indian Claim Act 1980).
2. Compare historic occupations of Maine in contrast to those of present day (logging, fishing, farming, and manufacturing compared to today which is more of a service industry).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts-Research Projects

SUGGESTED RESOURCES:

- Sea to Shining Sea - Maine (states series)
- Maine Studies Weekly
- Maine, Hello U.S.A.
- Maine Secretary of State kids web page
- Faces of Maine
- DeLorme Maine Atlas & gazetteer
- A Journey Through Maine – Mary Stockwell – ISBN 1-58685-502-6

NORTHEAST NATIVE AMERICANS

ESSENTIAL QUESTION(S):

- How has life changed for Native Americans in Maine over time?

FOCUSED UNIT CONCEPT(S):

- Conflict

UNIT QUESTION(S):

- What are some of the Native American tribes of Maine and how do the geographic features of Maine impact their culture?
- What was the economy of Maine Native Americans?
- What were the cultural traditions and contributions of Maine Native Americans?

OVERARCHING VOCABULARY:

Scarcity	Geography
Resources	Culture
Government	Physical features
Environment	History
Era	Conflict

UNIT VOCABULARY:

Tribe	Native
Barter/Trade	Goods and Services

HAO/OC/SOC:

_____ Students will compare and contrast two or more Maine/Native American Tribes (Wabanaki Nation: Micmac, Maliseet, Penobscot, Passamaquoddy and Abenaki). (D1a) (D2b)

1. Students will use an atlas to locate and label tribal areas including physical features, plants, and animals.
2. Students will describe the impact of geographic features on the daily life of the different Native cultures.

_____ Students will understand personal economics and the basis of the economies of Maine Native Americans and selected peoples in the United States. (C1a,b)

_____ Students will analyze the differences in a barter & trade economy based on scarcity and natural resources in contrast to present day goods.

_____ Students understand the historic influence of the concepts of unity and diversity of Maine Native Americans. (E2b)

1. Students will describe major cultural traditions and contributions of Maine Native Americans.

NORTHEAST NATIVE AMERICANS (continued)

_____ Students understand the influence of politics and civic aspects of the daily life of diverse cultures of Maine Native Americans, the United States and the world. (B3b)

1. Students will describe the political and civic beliefs and activities in the daily life of cultures of Maine Native Americans.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts-Research Projects
- Language Arts-Native American Tales
- Science-Life Cycles-habitat, extinction of Maine plants & animals

SUGGESTED RESOURCES:

- Sea to Shining Sea - Maine (states series)
- Maine Studies Weekly
- Maine, Hello U.S.A.
- Maine Secretary of State kids web page
- Faces of Maine
- Wabanakis of Maine and the Maritimes

EXPLORERS THROUGH THE 1600s

ESSENTIAL QUESTION(S):

- Why do we explore?

FOCUSED UNIT CONCEPT(S):

- Movement

UNIT QUESTION(S):

- What was the motivation to explore Maine and the United States through the 1600s?
- What was the impact of geographic features on the daily life of cultures including Maine Native Americans?
- What are the causes and consequences of cultural conflicts between explorers and Native Americans?
- What are the three major reasons for exploration?

OVERARCHING VOCABULARY:

Culture	Government	Governmental Structures
Scarcity	Resources	Geography
Civics	Civic Duty	Physical Features
Movement	Democratic Ideas	Environment
Constitution	Principles	History
Eras	Conflict	Diversity
Unity		

UNIT VOCABULARY:

Motivation	Exploration
Trade	Prime Meridian
Natural Resources	Globe
Human Resources	Diversity
Capital Resources	Equator
Religion	

HAO/OC/SOC:

_____ Students will investigate the motivation and exploration of Maine and the United States through the 1600s.

_____ Students will understand the geography of the community, Maine, the United States and selected regions of the world. (D1b,d) (D2b)

1. Use an atlas to create a map of European movement of specific explorers, showing the equator, prime meridian, and physical features (Marco Polo, Vikings, Cabot, Cortez, daGama, Columbus, Champlain, etc.).
2. Compare map changes of physical features of the world through this era.
3. Describe the impact of geographic features on the daily life of cultures including Maine Native Americans and select peoples of the world.

Grade 4

EXPLORERS THROUGH THE 1600s (continued)

_____ Students will understand selected major eras in the history of the community, Maine and the United States. (E1a,b)

1. Identify the causes and consequences of cultural conflicts between the explorers and the Native Americans.

_____ Students will understand personal economics and the basis of economies of the community, Maine, United States, and selected areas of the world. (C1a,b)

1. List three major reasons for exploration (wealth, adventure, desire to spread religion, natural resources, slave trade).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts-Research Projects
- Language Arts-Morning Girl

SUGGESTED RESOURCES:

- Sea to Shining Sea
- Maine Studies Weekly (good resource but it depends on time teaching unit and which issue of newspaper the topic is in)
- Maine, Hello U.S.A.
- Maine Secretary of State kids web page <http://www.maine.gov/sos/kids/>
- Faces of Maine
- Wabanakis of Maine and the Maritimes
- Journey Through Maine, by Mary Stockwell, Gibbs Publishing

THE COLONIAL ERA, 1500 – 1754

ESSENTIAL QUESTION(S):

- Why are people compelled to explore and how has this impacted various cultures?

FOCUSED UNIT CONCEPT(S):

- Trade Triangle between Europe, Africa and America
- Regional Economical Development
- How Colonies came to self government

UNIT QUESTION(S):

- Government: How did the colonial government develop and change during the colonial period?
- Economics: How did the economy of the colonies contribute to the growth of the nation?
- Geography: How did geography play into the growth of the colonies?
- History: What were the major names, places and events of the colonial period?

OVERARCHING VOCABULARY:

Scarcity	Resources	Civics
Civic Duty	Government	Governmental Structures
Geography	Culture	Physical Features
Movement	Environment	Conflict
Diversity	Unity	

UNIT VOCABULARY:

Seven Years War/French & Indian War		Regulate
Mayflower Compact	Colonization	Entrepreneurs
House of Burgesses	Representation	Tax
Proclamation of 1763	Governor	Tyrant
Salutary Neglect	Parliament	Imports/Importation
Cash Crop		

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of democratic government. (B1a,b,d)

1. Explain the importance of the Mayflower Compact for the democratic ideals of rule of law, legitimate power, and common good.
2. Explain the importance of the House of Burgesses.
3. Explain how the appointments of colonial governors were made.

THE COLONIAL ERA, 1500 – 1754 (continued)

_____ Students will understand the basis of the economies of the United States and selected areas of the world. (C1a,b)

1. Chart the products produced in the colonies (Spanish, English [NE, Middle, Southern], French).
2. Diagram and label on a map the trade triangle of products between Europe (England), Africa and the colonies (Eng).
3. Explain in a summary how Great Britain controlled natural, human and capital resources and the distribution between the colonies and the world.

_____ Students will understand the geographic influences that both unify and lead to diversity within regions of the United States and the world. (D2a,b)

1. Label/diagram on a map the geographical features and natural resources that impacted the lives of the colonists (work, housing, food, transportation) in Spanish, French, English colonies
2. Explain how the English colonies increased in size (French and Indian War results).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

Mayflower Compact (Cornerstone book)

Nystrom - Atlas of Our Country's History (desk maps, globes, relief map)

Houghton Mifflin text *America Will Be*

Harcourt School Publishers: *Settling a Continent* ISBN # 978-0-15-352872-9

P. Peterson: *Young Colonists* ISBN # 978-0-15-352884-2

Grade 5

THE REVOLUTIONARY ERA, 1763 – 1783

ESSENTIAL QUESTION(S):

How does government impact economics?

When is a revolution justified (Locke's Social Contract)?

FOCUSED UNIT CONCEPT(S):

Conflict, Change and Government

UNIT QUESTION(S):

Government: How did the government of the colonies change over the Revolutionary Era?

Economics: How did the economy of the colonies contribute to the Revolutionary War?

Geography: How did the geography of the colonies play a part in the war?

History: What events led to the Revolutionary War and to the winning of the Revolutionary War by the colonies?

OVERARCHING VOCABULARY:

Scarcity	Government
Resources	Governmental Structures
Geography	Democratic Ideals
Physical Features	Movement
Conflict	Diversity
Unity	

UNIT VOCABULARY:

Violating	Assembly	England
Parliament	Congress	Great Britain
Resolution	Pact	Loyalists/Tories
Quartering	Act/Law	Patriots/Continental
Harassed	Representative	Sympathy
Liberty	Delegation	Mutual
Proclamation	Neutralist	Gazette
Delegate	Spy	Massacre
Tax	Continental	Minutemen/Militia
Sovereign	Smuggle	Correspondence
British	Convenes	Intolerable

HAO/OC/SOC:

Students will understand the basic ideals, purposes, principles, structures, and processes of democratic government. (B1a)

1. Explain how the 1st, 2nd, and 3rd Continental Congress united diverse colonies.

Grade 5

THE REVOLUTIONARY ERA, 1763- 1783 (continued)

_____ Students will understand the basis of the economies of the United States and selected areas of the world. (C1a,b)

1. Explain how the colonies used the natural, human and capital resources needed to win the Revolutionary War (alliance with France...).
2. Explain the colonial response to various ways the British taxed the colonies to pay for the Seven Years War and the British response.

_____ Students will understand the geographic influences that both unify and lead to diversity within regions of the United States and the world. (D2a,b)

1. Explain how the militia used geography around Lexington and Concord to fight the first battle
2. Explain how the continental army used geography around Yorktown to win the battle.

_____ Students will understand selected major eras in the history of the United States. (E1a,b)

1. Explain how both the colonies and the British used propaganda to fuel unity for the cause.

_____ Students will understand the historic influence of the concepts of unity and diversity on the United States. (E2a,b)

1. Describe examples of both unity and diversity among the colonists that influenced whether they were a Patriot or a Loyalist.
2. Explain how the Battle of Saratoga influenced the French to aid the colonies.
3. Compare and contrast the values and economics of the Northern, Middle and Southern colonies.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

J. Fritz books: *Will You Sign here, John Hancock?*
Why Don't You Get a Horse, Sam Adams?
Where was Patrick Henry on the 29th of May?
Then What Happened, Paul Revere?
Can't You Make Them Behave, King George?
What's the Big Idea, Ben Franklin?

R. Freedman book: *Give Me Liberty*

D. Smoliski: *The Revolutionary War* ISBN 158810558

R. Quackenbush: *Daughter of Liberty* ISBN 0-7868-1286-9

Approved June 9, 2009

Grade 5

THE REVOLUTIONARY ERA, 1763 – 1783 (continued)

SUGGESTED RESOURCES (cont.):

Kids Discover: *American Revolution*

Washington

1776

M. Amstel: *Midnight Ride* ISBN 1-57505-456-6

F. Downey: *Road to Revolution* ISBN 0-7922-5452-X

J. Masoff: *American Revolution* ISBN 0-439-05110-X

P. Peterson: *Young Colonists* ISBN 978-0-15-3528884-2

ISBN 0-1535---2884

Harcourt School Publishers

D. Smoliski: *Naval Warfare of the Revolutionary War* ISBN 158810559-8

D. Smoliski: *Important People of the Revolutionary War* ISBN158810559X

D. Alder: *Heroes of the Revolution* ISBN 0-439-64441-0

Videos: Colonial Life Classroom Series:

Pioneer Life in Revolutionary America ISBN 1-56353-411-5

Values in Revolutionary America ISBN 1-56353-412-6

Social Class in Revolutionary America ISBN 1-56353-410-X

Family & Work in Revolutionary America ISBN 1-56353-431-4

NATION BUILDING, 1783 – 1815

ESSENTIAL QUESTION(S):

How does economics influence the growth of a nation?

How does government affect the growth of a nation?

FOCUSED UNIT CONCEPT(S):

Change, Economics, and Government

Division of Powers

UNIT QUESTION(S):

Government: How did the causes for the American Revolution contribute to the addition of The Bill of Rights to the US Constitution?

Economics: How did the diverse population of the Southern Colonies affect the formation of the Legislative Branch of government?

History: Who were the major leaders in the writing of the U.S. Constitution and The Bill of Rights?

OVERARCHING VOCABULARY:

Civics

Civic Duty

Democratic Ideals

Constitutional Principles

Government

Governmental Structures

Conflict

Diversity

Unity

UNIT VOCABULARY:

Legislative

Executive

Judicial

Federalist /Anti-Federalist

Constitution

Quartering

HAO/OC/SOC:

_____ Students will examine the history of colonial economics and government and relate it to the growth of the United States. (B1a,b,c,e) (C1a,b) (C2a) (E1a,b)

1. List the Bill of Rights.
2. Apply the Bill of Rights to real life situations.
3. Understand the governmental structures of the legislative, executive & judicial branches of a national government.
4. Describe the economic similarities and differences within the colonies and how they combined to create the need for a new government.
5. Explain the weaknesses of the Articles of Confederation used between the end of the Revolutionary War and the need to write the U.S. Constitution.
6. Identify persons and their roles in framing the constitution (Jefferson...).
7. Identify conflicts and consequences in framing the constitution.
8. Trace and explain the history of a democratic principle and how it is preserved in a symbol, monument or tradition important to the U.S. (flag, July 4th.....)

Approved June 9, 2009

Grade 5

NATION BUILDING, 1783 – 1815 (continued)

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

Kids Discover: *How America Works*
Statue of Liberty

Videos: Sunburst Visual Media Global: *Amendments 1-4 & 4-10*

Video: *United States Bill of Rights* ISBN 1-58565-8

R.C. Stein, *The Bill of Rights* ISBN 0-516-44853-6

The Declaration of Independence ISBN 0-516-46693-3

Harcourt School Publishers: *Building a Government*

ISBN 13:978-0-15-352911-5

ISBN 10:0-15-352911-3

P. R. Quiri, *The Bill of Rights* ISBN 0-516-26427-3

The Constitution ISBN 0-516-26429-X

J. Fritz, *Shh, We're Writing the Constitution*

EXPANDING NATION, 1815 – 1865

ESSENTIAL QUESTION(S):

Why are people compelled to explore and how has this impacted various cultures?

FOCUSED UNIT CONCEPT(S):

Growth of U.S. Government/Constitution

Human Adaptions to Society

Manifest Destiny

UNIT QUESTION(S):

- How did the government change to fit the demands of a changing nation?
- How did states create economies based on goods and services?
- How did the expansion of the United States lead to the Civil War?
- How did features of North American geography promote expansion?
- How did Maine become a state?

OVERARCHING VOCABULARY:

Resources	Governmental structures
Democratic ideals	Constitutional principles
Conflict	Movement

UNIT VOCABULARY:

States' rights	Manifest Destiny
Free labor	Federalism
Gold rush	Know-nothings
Democrat	Republican
Prospector	Pioneer
Plantation	Slavery

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1a,b,d)

1. Determine how the U.S. Congress changed as a result of Westward Expansion. Discuss how this affected issues such as slavery and economics.
2. Explain how the government tried to create laws to keep the nation from civil war, including the Kansas-Nebraska Act, Missouri Compromise, and Dred Scott Decision.
3. Explore biographies of such people as Andrew Jackson, Daniel Boone, and John Brown, to understand their place in the Westward Expansion period.

EXPANDING NATION, 1815 – 1865 (continued)

_____ Students will understand principles and processes related to personal economics and the economic systems of Maine, the United States, and selected areas of the world, as well as the influence of economics on personal life and business. (C1a)

1. Use maps and other geographical aids to diagram the economic relationship between the North and the South prior to the Civil War.
2. Consider how moving West changed the U.S. economy and reasons for moving West.

_____ Students will understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans. (C2)

1. Using supply and demand principles, apply these considerations to Westward Expansion:
 - a. What is produced?
 - b. For whom is the item produced?
 - c. How is the item produced?
 - d. How much of the item is produced?

Considerations: Gold in the West, cotton in the South, manufacturing in the East, shipping.

_____ Students will understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans. (D2a)

1. Relate how physical geography and environment influenced Westward Expansion and economic development, including but not limited to, the Oregon Trail, crop production, and slavery.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

Guided Reading and Literacy Circle discussions provided adequate and appropriate trade books are available. (Example: *Sarah Plain and Tall*)

SUGGESTED RESOURCES:

Quality time with texts, websites, A/V materials among other resources, is required to complete this task. Input from teachers and experts a must to obtain an idea of correct and appropriate resources.

THE CIVIL WAR AND RECONSTRUCTION, 1861 – 1890

ESSENTIAL QUESTION(S):

- How do differences in cultures lead to conflict (or changes within a society)?
- How are the rights of people affected based on the beliefs and values of others?

FOCUSED UNIT CONCEPT(S):

- Economic Restructure
- Interpretation of the Constitution
- Who, What, When, Where, Why of the Civil War

UNIT QUESTION(S):

- Government: How did the Constitution permit the Civil War and how was the Constitution amended after the war?
- Economics: How did the reconstruction period set the economic practices instituted today?
- Geography: Why did geography play an important part in the Civil War?
- History: Who are the major names, where are the major places, and what are the major events of the Civil War?

OVERARCHING VOCABULARY:

Conflict
Culture
Civic duty
Physical features

UNIT VOCABULARY:

Carpetbagger Emancipation
Scalawag Reservation
Secession
Confederacy

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1f)

1. Justify how and why the South seceded from the union and compare to the South's readmission.

_____ Students will understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy. (B2a)

1. Understand the difference in interpretations between the North and South (and other cultures) regarding various issues (slavery, agriculture, religions, society).

_____ Students will understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world. (C1b)

1. Evaluate currency from the Civil War.

Grade 6

THE CIVIL WAR AND RECONSTRUCTION, 1861 – 1890 (continued)

_____ Students will understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present and future. (D1d)

1. Locate certain battles, industrial centers and capitols during the Civil War and connect to physical geography.

_____ Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world. (E1c)

1. Reflect on major battles, personalities, and other events during the Civil War and Reconstruction.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

Young adult reading focus in Literacy Circles and Guided Reading.

SUGGESTED RESOURCES:

Young Adult Books:

Rinaldi, Ann. *Girl in Blue*. Scholastic: New York, 2001.

Clox, Clinton. *Undying Glory: The Story of the Massachusetts 54th regiment*. Scholastic: New York, 1991.

- Beatty, Patrica. *Who Comes with Cannons?* Scholastic: New York, 1992.
- Steele, William O. *The Perilous Road*. Harcourt, Brace & World: New York, 1958.
- Hunt, Irene. *Across Five Aprils*. Berkely, 1986
- Beatty, Patrica, *Charley Skedaddle*. Troll Associates: New York, 1987.
- Beatty, Patrica. *Turn Homeward, Hannalee*. William Morrow and Co: New York, 1984.
- Shura, Mary Francis. *Gentle Annie: The True Story of a Civil War Nurse*. Scholastic: New York, 1991.
- Kantor, MacKinlay. *Gettysburg*. Random House: New York, 1952.
- Sterling, Dorothy. *Forever Free: The Story of the Emancipation Proclamation*. Doubleday: Garden City, 1963.
- Alphin, Elaine Marie. *Ghost Soldier*. Scholastic: New York, 2001.
- Peck, Richard. *The River Between Us*. Scholastic: New York, 2003.
- Moore, Kay. "If you Lived at the Time of the Civil War.": Scholastic: New York, 1994.
- Hebert, Janis. "The Civil War for Kids." Chicago Review Press: Chicago, 1999.
- Chang, Ina. *A Separate Battle: Woman and the Civil War*. Scholastic: New York, 1991.
- Murphy, Jim. *The Boys War*. Scholastic: New York, 1990.
- Murphy, Jim. *The Long Road to Gettysburg*. Scholastic: New York, 1992.
- Ray, Delia. *Behind the Blue and the Gray*. Scholastic: New York, 1991
- Burgess, Lauren Cook. *An Uncommon Soldier: The Civil War Letters of Sarah Rosetta Wakeman, alias Pvt. Lyons Wakeman, 153rd Regiment, New York Volunteers, 1862-1864*. Oxford University Press: New York, 1996.

EMERGENCE OF CIVILIZATION TO 1000 AD

ESSENTIAL QUESTION(S):

- How do forces within and outside a society change cultures?

FOCUSED UNIT CONCEPT(S):

- Structures of Classic Societies/Governments
- Rise and Fall of Societies
- Human Adaptions to Geography

UNIT QUESTION(S):

- How do the classic governments compare to one another and how are they different from modern U.S. government?
- How did classic cultures trade without money?
- What led to the rise and fall of the classic cultures?
- How did geographical features support life within the classic cultures?

OVERARCHING VOCABULARY:

Resources	Governmental structures
Culture	Environment
Diversity	

UNIT VOCABULARY:

Sacred calendar	Slash and burn
Popul Vuh	Quipa and Mayan Math
Maize Noble	Ball game, Pot-a-tok, Patolli
Glyphs	Sacrifice
Deities	Priests
Empire	Temple
City-state	

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1f)

1. Compare the hierarchical structures of Mayans, Aztecs, and Incas to government structures in the United States (include priests, nobles, kings, etc.).

_____ Students will understand political and civic aspects of unity and diversity and the political systems of cultures in Maine, the United States, other nations, and in INTERNATIONAL RELATIONS. (B3b)

1. Describe the political systems and civic responsibilities of Mayans, Aztecs, and Incas. Connect to existing features in Maine and the United States (include roles of citizens, religious aspects, etc.).

Grade 6

EMERGENCE OF CIVILIZATION TO 1000 AD (continued)

_____ Students will understand economic influences that unify and lead to diversity in Maine, the United States, and selected nations. (C2b)

1. Explain and compare economic systems of the Mayans, Aztecs, and Incas (include barter, community farming).

_____ Students will understand geographic influences that unify and lead to diversity in Maine, the United States, and selected nations. (D2b)

1. Locate and describe how changes to geographical features impacted the Mayans, Incas, and Aztecs (include waterways, mountains, lush forests, etc.).

_____ Students will understand the geography of selected regions of the world, and geographic influences on life in the past. (D1d)

1. Discuss how the use of land and technology affected advancement of the Mayan, Aztec, and Incan cultures (include farming techniques, implementation of tools, etc.).

_____ Students will understand the historic influence of the concepts of unity and diversity on Maine, the United States, and selected areas of the world. (E2c)

1. Analyze the major milestones and turning points of Mayan, Incan, and Aztec Civilization (include calendars, written communication, etc.).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

Mayan Math: *Language of Numbers* Mathscape (Math)

Popul Vuh: Study of Mythology (Language Arts)

Glyphs: Art

Fictional Writing: Mythological Story elements and writing.

SUGGESTED RESOURCES:

- Shuter, Jane. *The Incas*. Heinemann: Chicago, 2002.
- Shuter, Jane. *The Aztecs*. Heinemann: Chicago, 2002.
- Conklin, Wendy. *Mayas, Aztecs, and Incas*. Scholastic: New York, 2005.
- Rees, Rosemary. *The Aztecs*. Heinemann: Chicago, 1999.
- KirkPatrick, Nadia. *The Maya*. Heinemann: Chicago, 2003.
- Odijk, Pamela. *The Aztecs*. Silver Burdett: Englewood Cliffs, NY, 1989.
- Philip, Neil. *Mythology of the World*. Kingfisher: Boston, 2004.
- Tedlock, Dennis. *Popol Vuh*. Touchtone: New York, 1996
- Goetz, Delia and Morley, Sylvanus. *Popol Vuh*.
- ***"Father Sun and Mother Moon," Best Practices in Reading, Level F. Options, 2002.
- ***"A Trip to the Ancient City of Tikal," Best Practices in Reading, Level F. Options, 2002.
- ***"Picturing our Past," Best Practices in Reading, Level F. Options, 2002.
- ***"The Murals of Aztlan," Best Practices in Reading, Level F. Options, 2002.
- HYPERLINK <http://www.sacred-texts.com/nam/maya/pvgm/>
- Multiple other resources available.
- Extensive search into more student-friendly texts required.

Grade 7

THE DEVELOPMENT OF INDUSTRIAL U.S., 1865 – 1914

ESSENTIAL QUESTION(S):

- Where should we draw the line between acceptable business practices and unacceptable working conditions?
- How far would you go to change your working environment?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change

UNIT QUESTION(S):

- What were working conditions like during the Age of Industrialization?
- How did workers respond to these conditions?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

Personal Finance
Division of Labor
Market Economy
Entrepreneur
Strike
Boycott
Lockout
Blacklist
Industrialization
Monopoly
Free Enterprise

HAO/OC/SOC:

- _____ Students will understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy. (B2b)
1. Describe how the powers of government are limited to protect individual rights and minority rights as described in the U.S. Constitution and the Bill of Rights during the Industrial Era.

- _____ Students will understand PRINCIPLES AND PROCESSES RELATED TO PERSONAL ECONOMICS and the economic systems of Maine, the United States, and selected areas of the world and the influence of economics on personal life and business. (C1a)
1. Explain how a nation has a competitive advantage when it can produce a product at a lower cost than its trading partners, using examples from the Industrial Revolution.

Grade 7

THE DEVELOPMENT OF INDUSTRIAL U.S., 1865 – 1914 (continued)

_____ Students will understand economic influences that unify and lead to diversity in Maine, the United States, and selected nations. (C2b)

1. Explain the impacts of cultural values on economic decisions, using examples from Industrialization in Europe and the U.S.

_____ Students will understand the geography of the community, Maine, the United States, and selected regions of the world, and geographic influences on life in the past, present, and future. (D1d)

1. Describe physical features that shaped places and regions during the Industrial Revolution (examples: mill system, railroads, sharecropping).

_____ Students will understand MAJOR ERAS AND MAJOR ENDURING THEMES of the history of Maine, the United States and of selected areas of the world and historical major influences on the present and future. (E1a)

1. Identify and analyze major events and people that characterize the Industrial Revolution.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Our Century in Pictures for Young People* – Richard B. Stolley, Ed.
- *Our Century – 1900 – 1910 & 1910 – 1920* – Globe Fearon
- *We Were There, Too! Young People in U. S. History* – Phillip Hoose
- *A Journey Through Maine* – Mary Stockwell
- *Kids at Work: Lewis Hine and the Crusade Against Child Labor* – Russell Freedman

Grade 7

THE EMERGENCE OF THE UNITED STATES AS A WORLD POWER: 1890 – 1920

ESSENTIAL QUESTION(S):

- Why do nations explore?
- Should a government always remain neutral during conflicts among other nations?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change
- Conflict

UNIT QUESTION(S):

- How did the role of the United States in world affairs change from 1890 to 1920?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

Colony
Sphere of Influence
White Man's Burden
Protectorate

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1f)

1. Compare and contrast the structures and processes of the U. S. government with those of Victorian England, the Ottoman Empire, and Romanov Russia.

_____ Students will understand basic political and civic aspects of unity and diversity and the political systems of cultures in Maine, the United States, and the world. (B3a)

1. Describe the rights and responsibilities of immigrants to America compared to Americans.

Grade 7

THE EMERGENCE OF THE UNITED STATES AS A WORLD POWER: 1890 – 1920
(continued)

_____ Students will understand economic influences that unify and lead to diversity in Maine, the United States, and selected nations. (C2a)

1. Explain the economic influences that promoted U. S. Imperialism (examples: Purchase of Alaska, Hawaii, Opening of trade with Japan, China's spheres of influence).

_____ Students will understand the geography of the community, Maine, the United States, and selected regions of the world, and geographic influences on life in the past, present, and future. (D1d)

1. Describe how accelerated technological change during the era impacted physical and cultural environments.

_____ Students will understand geographic influences that unify and lead to diversity in Maine, the United States, and selected nations. (D2b)

1. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface (examples: immigration to the U.S. late 19th century, opening of trade with Japan, China's spheres of influence, Spanish American War).

_____ Students will understand MAJOR ERAS AND MAJOR ENDURING THEMES of the history of Maine, the United States and of selected areas of the world and historical major influences on the present and future. (E1a)

1. Identify and analyze major events and people from this era (examples: Sherman Anti-trust Act, Haymarket Riot, Immigration, Child Labor, Panama Canal, Elections, Labor Unions, etc., Presidents, Carnegie, Booker T. Washington, "Boss" Tweed, etc.).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Our Century in Pictures for Young People* – Richard B. Stolley, Ed.
- *Our Century – 1900 – 1910 & 1910 – 1920* – Globe Fearon
- *Immigration/Women's Suffrage/World War 1* – Eye on History
- *A History of US – An Age of Extremes* - Joy Hakim
- *A Journey Through Maine* – Mary Stockwell

Grade 7

THE 1920s: PROSPERITY AND PROBLEMS

ESSENTIAL QUESTION(S):

- How involved should government be in the lives of individual citizens?
- What is the best way to help people in need?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change

UNIT QUESTION(S):

- How did the U.S. change socially during the 1920s?
- How did the U.S. change economically during the 1920s?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

Communism
Credit
Suffrage
Prohibition
Harlem Renaissance
Progressivism
Urbanization

HAO/OC/SOC:

_____ Students will understand basic political and civic aspects of unity and diversity and the political systems of cultures in Maine, the United States, and the world. (B3a)

1. Explain basic constitutional, political, and civic aspects of historic issues during the 1920s that involve unity and diversity in Maine, the U.S., and other nations, including issues of citizenship, ethnicity, multiculturalism, and religion. (Fascists, Hitler, Prohibition, KKK)

_____ Students will understand PRINCIPLES AND PROCESSES RELATED TO PERSONAL ECONOMICS and the economic systems of Maine, the United States, and selected areas of the world and the influence of economics on personal life and business. (C1a)

1. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how SCARCITY relates to MARKET ECONOMY, ENTREPRENEURSHIP, SUPPLY AND DEMAND, and PERSONAL FINANCE during the Prohibition era.

THE 1920s: PROSPERITY AND PROBLEMS (continued)

_____ Students will understand the geography of the community, Maine, the United States, and selected regions of the world, and geographic influences on life in the past, present, and future. (D1d)

1. Describe the impact of change, including technological change, on the physical and cultural environment of the 1920s (examples: Assembly Line, Automobile, Airplane, Movie theaters, radio, etc.).

_____ Students will understand MAJOR ERAS AND MAJOR ENDURING THEMES of the history of Maine, the United States and of selected areas of the world and historical major influences on the present and future. (E1a,b)

1. Explain that history includes the study of past human experience during the Roaring 20s based on available evidence from a variety of sources, and that history is useful in helping one better understand and make informed decisions about the present and future.
2. Identify and analyze major events and people from the 1920s.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- Our Century in Pictures for Young People – Richard B. Stolley, Ed.
- Our Century – 1920 -1930 – Globe Fearon
- A Journey Through Maine – Mary Stockwell
- A History of US – War, Peace, and All That Jazz – Joy Hakim

DEPRESSION AND NEW DEAL

ESSENTIAL QUESTION(S):

- How does a shift in economics change culture?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity
- Change

UNIT QUESTION(S):

- How did the Great Depression change life of the average American?
- How did the Great Depression change business in America?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

New Deal
Federal Deposit Insurance Corporation
Civil Works Administration
Civilian Conservation Corporation
Tennessee Valley Authority
Federal Emergency Relief Administration
National Recovery Administration
Social Security Act
Fair Labor Standards Act

HAO/OC/SOC:

_____ Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world. (E1a)

1. Explain how the Great Depression and New Deal are useful in helping to better understand and make informed decisions about the present and the future.

_____ Students will understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world. (C1a,b)

1. Give examples of how the Great Depression altered economics and how scarcity relates to market economy, supply and demand, and personal finance.
2. Describe the function of economic institutions and processes including institutions, businesses, trade, and government during the New Deal.

DEPRESSION AND NEW DEAL (continued)

_____ Students will understand economic aspects of unity and diversity in Maine, the United States, and various world cultures. (C2a)

1. Describe factors in economic development, and how states, regions, and nations have worked together to promote economic interdependence with regard to the New Deal in the U.S. and Maine.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Bud, Not Buddy*, Curtis, Christopher Paul
- *Out of the Dust*, Hesse, Karen
- *No Promises in the Wind*, Hunt, Irene
- *Nothing to Fear*, Koller, Jackie French
- *Roll of Thunder Hear My Cry*, Taylor, Mildred
- *Esperanza Rising*, Ryan, Pamela Munoz.
- *To Kill a Mockingbird*, Harper Lee
- *I Know Why the Caged Bird Sings*, Angelou, M.
- *The Good Earth*, Buck, Pearl
- *The Grapes of Wrath*, Steinbeck, J.
- *Nowhere to Call Home*, DeFelice, Cynthia.
- *A Long Way from Chicago: A Novel in Stories*, Peck, Richard
- *A PLACE TO BELONG*, Crofford, Emily.
- *A LETTER TO MRS. ROOSEVELT*, De Young, C. Coco
- *THE CAVE*, Karr, Kathleen
- *THE FRIENDSHIP*, Taylor, Mildred

Grade 8

LEADING TO WORLD WAR II THROUGH WORLD WAR II (1933-1945)

ESSENTIAL QUESTION(S):

- How does war/conflict affect cultures and economies?

FOCUSED UNIT CONCEPT(S):

- Conflict
- Cultures

UNIT QUESTION(S):

- How did other nations recover from the Great Depression?
- Why were totalitarian governments able to come to power?

OVERARCHING VOCABULARY:

Depression

Scarcity

Supply

Demand

Totalitarianism

Appeasement

Neutral

Genocide

Terrorism

Imperialism

Nationalism

Unity

Diversity

Conflict

Human Environment and Interaction

UNIT VOCABULARY:

Fascism

Nazi

Kristallnacht

Lend-Lease

Blitzkrieg

Internment

Island-Hopping

Kamikaze

Atomic Bomb

Holocaust

Reparations

Anti-Semitism

HAO/OC/SOC:

Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1b,d,f)

1. Analyze examples of democratic ideals and constitutional principles including rule of law, legitimate power, and common good.
2. Explain the concepts of federalism and checks and balances and the role these principles play in the governments of the United States and Maine—using the United States Constitution, Maine Constitution and other primary sources as guides, in reference to going to war and “war” economy (ex. Lend-Lease).
3. Compare the structures and processes of United States government with examples of other forms of government (ex. Germany, Italy, Japan).

Grade 8

LEADING TO WORLD WAR II THROUGH WORLD WAR II (1933-1945) [continued]

_____ Students will understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy. (B2b)

1. Describe how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights, in reference to internment camps for Japanese Americans.

_____ Students will understand principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world. (C1a,b)

1. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance for supplies (i.e. rubber, metal, food) during World War II.
2. Describe the function of economic institutions and economic processes including financial institutions, businesses, taxing, trade, and government during World War II.

_____ Students will understand the geography of the community, Maine, the United States, and various regions of the world, and geographic influences on life in the past, present and future. (D1b,c)

1. Use the geographic grid and a variety of types of maps to gather geographic information in understanding World War II.
2. Identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools (i.e. maps, atlas, globes, and computers).

_____ Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world. (E1b)

1. Identify and analyze major historical eras (World War II), major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world, as related to the time period.

_____ Students will understand historic aspects of unity and diversity on Maine, the United States, and various world cultures. (E2b)

1. Identify and compare a variety of cultures (i.e. Japanese-Americans, German-Americans, Jews, Gypsies, etc.) through this time period, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Grade 8

LEADING TO WORLD WAR II THROUGH WORLD WAR II (1933-1945) [continued]

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Lily's Crossing*, Giff, Patricia Reilly
- *The Summer of My German Soldier*, Greene, Bette
- *The Art of Keeping Cool*, Lisle, Janet Taylor
- *Number the Stars*, Lowry, Lois
- *Bat 6*, Wolff, Virginia Euwer
- *Shadow of the Wall* by Christa Laird
- *The Devil's Arithmetic*, Yulan, Jane
- *A Separate Peace*, Knowles, J.
- *All the Kings Men*, Warren, R.P.
- *The Greatest Generation*, Brokaw, T.
- *We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*, Boas, Jacob
- *The Diary of a Young Girl*, Frank, Anne
- *Kinderlager: An Oral History of Young Holocaust Survivors*, Nieuwsma, Milton J.
- *The Upstairs Room*, Reiss, Johanna
- *Night*, Wiesel, Elie
- *CARRIE'S WAR*, Bawden, Nina
- *JOURNEY TO AMERICA*, Levitin, Sonia
- *So Far from the Sea*, Eve Bunting
- *Stones in Water*, Donna Jo Napoli
- *Terrible Things*, Eve Bunting (Picture book)
- *A Boy at War*, Mazer, Harry
- *North to Freedom*, Holm, Anne
- *Heroes Don't Run*, Mazer, Harry
- *Soldier X*, Wulffson, Don

Grade 8

POST WORLD WAR II – COLD WAR (1945-1960)

ESSENTIAL QUESTION(S):

How does a nation recover from a war?

How do social issues divide and unite people within a country?

FOCUSED UNIT CONCEPT(S):

Cultures, Continuity/Change, Politics/Government

UNIT QUESTION(S):

- What social problems/issues arose after World War II?
- Why did the U.S. take the position of containment?
 - How does containment affect our world today?

OVERARCHING VOCABULARY:

Depression

Scarcity

Supply

Demand

Totalitarianism

Appeasement

Neutral

Genocide

Terrorism

Imperialism

Nationalism

Unity

Diversity

Conflict

Human Environment and Interaction

UNIT VOCABULARY:

McCarthyism

Hydrogen Bomb

Containment

Sputnik

Brinkmanship

Baby Boom

Boycott

Blacklist

Segregation

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.

(B1b,f)

1. Analyze examples of democratic ideals and constitutional principles to include rule of law, legitimate power, and common good, through McCarthyism, the Rosenbergs and Segregation in the U.S.
2. Compare the structures and processes of United States government with the Communist form of government.

_____ Students will understand the geography of the community, Maine, the United States, and various regions of the world, and the geographic influences on life in the past, present and future. (D1d)

1. Describe the impact of change, including technological change, on the physical and cultural environment in reference to this time period (ex. Space Age, foundation of Israel, television, music).

Grade 8

POST WORLD WAR II – COLD WAR (1945-1960)

[continued]

_____ Students will understand major eras and major enduring themes, and historic influence in the history of Maine, the United States and of various regions of the world. (E1a,d)

1. Explain that history includes the study of past human experience based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.
2. Analyze interpretations of historical events that are based on different perspectives, and evidence.

Examples:

- a. Containment
- b. Foundation of Israel
- c. McCarthyism
- d. Crisis in Berlin
- e. Segregation

_____ Students will understand historic aspects of unity and diversity in Maine, the United States, and various world cultures. (E2a)

1. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations, in reference to segregation and/or McCarthyism.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Black Like Me*, Griffin, J.H.
- *Ludell*, Wilkinson, Brenda Scott.
- *Through My Eyes*, Ruby Bridges

Grade 8

NEW FRONTIER – REAGAN (1961-1980)

ESSENTIAL QUESTION(S):

- How does improved and/or new technology change culture?

FOCUSED UNIT CONCEPT(S):

- Conflict
- Cultures
- Continuity/Change
- Politics/Government

UNIT QUESTION(S):

- How has the Arms Race changed the United States and our role in the world?
- How did the civil rights movement change in the 1960's and early 1970's?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

Peace Corp.
Cold War
Medicare
Medicaid
Domino Theory
OPEC
Protests

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1a,b)

1. Explain that the study of government includes the structures and functions of government and the political and civic activity of citizens as they relate to petitioning the government for change.
2. Analyze examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.

Examples:

- a. Civil Rights Act
- b. Protests

NEW FRONTIER – REAGAN (1961-1980) [continued]

_____ Students will understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy. (B2b,c)

1. Describe how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights (ex. Civil Rights, Women’s Rights, Human Rights).
2. Analyze examples of the protection of rights in the court case of the Indian Land Claim Case.

_____ Students will understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures. (B3a)

1. Explain basic constitutional, political, and civic aspects of historic or current issues that involve unity and diversity in Maine, the United States, and other nations, including issues of citizenship, ethnic, multicultural, and religious issues, as they relate to Civil Rights and Civil disobedience in the 1960’s-1970.

_____ Students will understand economic aspects of unity and diversity in Maine, the United States, and various world cultures. (C2b) (D2a,b)

1. Describe the economic aspects of diverse cultures, including Maine Native Americans with the Indian Land Claim Case, and various historical and recent immigrant groups in the United States, and various cultures of the world.
2. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.
3. Describe the dynamic relationship between geographic features and various cultures including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

_____ Students will understand the geography of the community, Maine, the United States, and various regions of the world, and geographic influences on life in the past, present and future. (D1b,c)

1. Use the geographic grid and a variety of types of maps to gather geographic information on U.S. relations around the world (ex. Soviet Union, Berlin, Cuban issues, OPEC, Vietnam).
2. Identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools.

_____ Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world. (E1a) (E2c)

1. Explain that history includes the study of past human experience based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.

NEW FRONTIER – REAGAN (1961-1980) [continued]

_____ Students will understand historic aspects of unity and diversity in Maine, the United States, and various world cultures.

1. Describe major turning points and events in the history of Maine Native Americans, with relation to the Indian Land Claim Case, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Welcome to Vietnam*, Emerson, Zack.
- *Fallen Angels*, Myers, Walter Dean.
- *The Best of Friends*, Rostkowski, Margaret.
- *THE OUTSIDERS*, Hinton, S.E.
- *Lost in the War*, Antle, Nancy
- *The Watsons go to Birmingham-1963*, Curtis, Christopher Paul.
- *Kennedy Assassinated!*, Wilborn Hampton
- *Oh, Freedom!: Kids Talk About the Civil Rights Movement With the People Who Made It Happen*, Casey King, et al

Grade 8

REAGAN – PRESENT (1981 –)

ESSENTIAL QUESTION(S):

- How does improved and/or new technology change culture?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity/Change, Economics, Politics/Government

UNIT QUESTION(S):

- How has the increase and improvement in technology changed our way of life?

OVERARCHING VOCABULARY:

Depression

Scarcity

Supply

Demand

Totalitarianism

Appeasement

Neutral

Genocide

Terrorism

Imperialism

Nationalism

Unity

Diversity

Conflict

Human Environment and Interaction

UNIT VOCABULARY:

Supply

Demand

Glasnost

Impeachment

Deficit

NAFTA

Global Warming

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as other forms of government in the world. (B1d)

1. Explain the concepts of federalism and checks and balances and the role these principles play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources as guides to explain some of the following:
 - a. Iran Contra
 - b. NAFTA
 - c. Clinton's Impeachment

REAGAN – PRESENT (1981 –) [continued]

_____ Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world. (E1a,b)

1. Explain that history includes the study of past human experience (ex. Iran Contra, Nuclear arms, Fall of Berlin Wall, Fall of the Soviet Union, Persian Gulf Conflict, September 11, 2001 terrorist attacks) based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.
2. Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world in relation to 1981-present.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Kiss the Dust*, Laird, Elizabeth
- *My Enemy, My Brother*, Foreman, James D.
- *The Garden*, Matas, Carol

Grade 9

AFRICA: DISTRIBUTION OF WEALTH

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Culture
- Movement and Exploration

Unit Question(s):

- What responsibilities do nations have to one another?
- Who should control natural resources?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Scarcity
Competitive Advantage
Supply
Demand
International Trade
United Nations
Specialization
M.E.D.C. (More Economically Developed Countries)
L.E.D.C. (Less Economically Developed Countries)
GDP (Gross Domestic Product)
Trade Barriers

HAO/OC/SOC:

B1 a. Students explain the study of government includes the structures, functions, and institutions of government and the relationship of government to citizens in the United States and other areas of the world.

C1 a. Students explain the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business, and is the basis of individual personal finance management including saving and investment.

C1 f. Students explain why and apply the concepts of specialization, interdependence, and comparative advantage.

C2 a. Students analyze the role of regional, international, and global organizations that are engaged in economic development.

C2 c. Students analyze the economic aspects of cultures, including Maine and other Native Americans, selected historical and recent immigrant groups in Maine, the United States, and selected peoples in the world, including the analysis of wealth, poverty, and income distribution.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features using a variety of geographic tools.

D1 d. Students evaluate the impact of change, including technological change on the physical and cultural environment.

Grade 9

AFRICA: DISTRIBUTION OF WEALTH (continued)

Assessment(s):

- Model UN debate:
 - What responsibilities do nations have to one another?
 - Genocide (interventions)
 - civil war (interventions)
 - Who should control natural resources?
 - Oil

Interdisciplinary Possibilities:

- Math
- Language Arts
- Science

Suggested Resources:

- *Ready Steady Trade* (video)
- World Geography Today chapter 8
- American Civics chapter 21
- Facing the Future
- The Wide World of Trade
- Focus: High School Economics

Grade 9

ASIA: GLOBALIZATION

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Culture
- Movement and Exploration
- Continuity and Change

Unit Question(s):

- How are industries impacted by globalization?
- What impact has rapid industrialization had on East and Southeast Asia?
- What global issues are connected to population concerns?
 - How does geography impact population distribution?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Overpopulation
Outsourcing
Newly Industrialized Country
Birth Rate
Death Rate
Life Expectancy
Globalization
Demographics
Interdependence

HAO/OC/SOC:

C1 a. Students explain the study of economics including the analysis and description of production, distribution, and consumption of goods and services by business, and the basis of individual personal finance management including saving and investment.

C1 f. Students explain why and apply the concepts of specialization, interdependence, and comparative advantage.

C1 d. Students identify and explain various economic indicators and how they represent and influence economic activity.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features using a variety of geographic tools.

D1 c. Students analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

D1 d. Students will evaluate the impact of change, including technological change on the physical and cultural environment.

Grade 9

ASIA: GLOBALIZATION (continued)

Assessment(s):

- Research Project:
Research and evaluate the impact of technological change on the physical and cultural environment (Global Warming).
Kyoto Protocol
Persuasive essay: defend a country's position on Kyoto Protocol.
Compare/ Contrast an M.E.D.C (More economically-developed country) and L.E.D.C (Less economically-developed country).
Environmental issues.
Economic status.
Population
Natural resources.

Interdisciplinary Possibilities:

- Math, Language Arts, Science

Suggested Resources:

- "Globalization" news/ periodical articles
- Facing the Future
- The Wide World of Trade
- Focus: High School Economics

Grade 9

LATIN AMERICA: IMMIGRATION POLICIES

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Conflict and Resolution
- Culture
- Continuity and Change
- Movement

Unit Question(s):

- What impact does immigration have on the economic and human landscape of the United States?
- What role does mass media, propaganda, and government play in shaping public opinion?
- Who should be allowed to become an American citizen?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Public Policy
Immigrant
Citizen
Economic Security
Human Capital
Emigrant
Immigration
Polls
Naturalization
Bias
Mass Media
Public Opinion
Propaganda

HAO/OC/SOC:

A1 c. Students evaluate conflicting information from primary and secondary sources and print and non-print media, incorporating those that are relevant and credible.

A1 d. Students examine, summarize, and synthesize information from primary and secondary sources and/or from field work, experiments, oral interviews and other sources.

A2 a. Students assume and share group roles, offer their own ideas, consider multiple points of view – weighing pros and cons, building on the ideas of others, supporting their own position, and cooperating to develop a decision or plan.

Grade 9

LATIN AMERICA: IMMIGRATION POLICIES (continued)

B1 a. Students explain that the study of government includes the structures, functions, and institutions of government and the relationship of government to citizens in the United States and other areas of the world.

B3 b. Students analyze the political systems, political power, and political perspectives of cultures, including Maine and other Native Americans, selected historical and recent immigrant groups in Maine, the United States, and selected peoples in the world.

C1 e. Students analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.

C1 g. Students solve problems using the theory of supply and demand.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features, using a variety of geographic tools.

E1 b. Students analyze and critique major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the United States and world and their implications for the present and the future.

Assessment(s):

1) Who should be allowed to become an American Citizen?

a. Research:

I. The process to citizenship

II. The percentage of cultures entering America.

b. Position paper topic: should there be standards meet in order to cross the border? Should there be a certain amount of suffering a person must go through before they can be considered to cross the border?

Interdisciplinary Possibilities:

- Math
- Language Arts

Suggested Resources:

American Civics chapter 1, chapter 11

Recent news articles

Eliau Gonzales case study

Grade 9

MIDDLE EAST: CULTURE AND CONFLICT

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Culture
- Movement
- Continuity and Change
- Conflict and Resolution

Unit Question(s):

- To what extent should a nation intervene to promote democracy?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Islam
Judaism
Christianity
Embassy
Ambassador
Intervene
Diplomacy

HAO/OC/SOC:

B1 a. Students explain that the study of government includes the structures, functions, and institutions of government and the relationship of government to citizens in the United States and other areas of the world.

B1 e. Students compare the American political system with examples of political systems from other parts of the world.

B3 a. Students analyze the constitutional, political, and civic aspects of historic or current issues that involve unity diversity in Maine, the United States, other nations, including issues related to the American political system and international relations, as well as ethnic, multicultural, and religious issues.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features using a variety of geographic tools.

D1 d. Students will evaluate the impact of change, including technological change on the physical and cultural environment.

E1 b. Students analyze and critique major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the United States and world and their implications for the present and the future.

E2 a. Students identify and analyze major turning points and events in the history of Maine, Native Americans, selected historical and recent immigrant groups in the United States, and selected peoples of the world.

MIDDLE EAST: CULTURE AND CONFLICT (continued)

Assessment(s):

- Smaller assessment(s) as the unit progresses.
Benchmarks illustrated through tests and essays.
- Cumulative essay: (Overarching Question)
To what extent should a nation intervene to promote democracy?
 - Persuasive essay.
 - Debate

Interdisciplinary Possibilities:

- Language Arts

Suggested Resources:

- World Geography Today: Chapter 23 section 2
- *The Evolution of Revolution; Live from Tehran* (video)
- Funny in Farsi
- Reading Lolita in Tehran
- The Kite Runner
- *The Terminal*

Grade 9

INTRODUCTION TO CONTEMPORARY ISSUES

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Conflict
- Culture
- Continuity and Change
- Movement and Exploration

Unit Question(s):

- What is geography?
- What causes cultural conflict?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Geography
Five Themes of Geography
Cultural Conflict
Tolerance
Intolerance
Xenophobia
Ethnic Group
Culture Traits
Race
Identity
Prejudice
Discrimination
Acculturation
Ethnocentric

HAO/OC/SOC:

D1 a. Students explain that geography includes the study of physical, environmental, and cultural features of the local, state, national, and global events in order to better predict and evaluate consequences of geographic influences.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features using a variety of geographic tools.

D1 c. Students analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

Assessment(s):

- Application assessment. (Test)
- Culture and conflict concepts: across the units/year-long concepts.

Interdisciplinary Possibilities:

- Science
- Language Arts

Suggested Resources:

World Geography Today: Chapters 1 and 7

10th Grade World History Curriculum: The Human Experience

Cradles of Civilization

Essential Questions:

- What does it mean to be human?
- What does it mean to be civilized?
- How is power achieved and maintained?

Overarching Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Focus Concepts/Themes:

- Conflict and Compromise – Human/Environmental Interaction
- Unity and Diversity - Technology and Demography
- Power and Oppression- Functions and Structure of States
- The Individual and Society - Cultural/Intellectual Developments and Interactions

Unit Questions:

- How is our present a product of this era?
- What is the purpose of government?
- How is power achieved and maintained?
- What is the source of human creativity?
- What role does art play in the development of culture?
- What is culture?
- What is the purpose of religion?
- What beliefs about humanity and the world underlie various cultural myths?
- How does geography affect civilization construction?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity

Unit Vocabulary:

Polytheism
Monotheism
Empire
Matriarchy
Patriarchy
Theocracy
Dynasty
Bureaucracy
Pastoral
Agrarian
Urban
Myth

10th Grade World History Curriculum: The Human Experience

Cradles of Civilization

Units – HAOs:

A1g. Students develop a clear supportable thesis or positions.

A1f,h. Students support a thesis or position with facts, details, examples, and explanations using a prescribed format that maintains the flow of ideas and includes paraphrasing and quoting sources, charts, graphs, maps and pictures, and proper citation.

B1a. Students explain that the study of government includes the structures, functions, and institutions of government and the relationship of government to citizens in the United States and other areas of the world. *(OC #4, Civics/Government)*

B3b. Students analyze the political systems, political power, and political perspectives of cultures (of the Fertile Crescent), and selected peoples in the world. *(OC #4, Civics/Government)*

C1f. Students explain and apply the concepts of specialization, interdependence, and comparative advantage. *(OC#4, Economics)*

C2b. Students compare a variety of economic systems and the economic development of areas of the world (civilizations of the Fertile Crescent) that are economically diverse. (pastoral, agrarian, urban) *(OC #4, Economics)*

D1a. Students explain that geography includes the study of physical, environmental, and cultural features in order to better predict and evaluate consequences of geographic influences. *(OC #2&3, Geography)*

D2b. Students analyze the dynamic relationship between geographic features and various cultures. *(OC#2&3, Geography)*

E1b. Students analyze and critique major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the world and their implications for present and future. *(OC#4, History)*

E1d. Students analyze and critique varying interpretations of historical persons, issues, or events and explain how evidence is used to support different interpretations. *(OC#1, History)*

Units – Outcome Components:

Students will compare and contrast the accomplishments and characteristics of the original civilization(s) (Mesopotamia, Egypt, Mesoamerica, Indus River Valley, and/or China) with that of America today.

- 1 Explain the major accomplishments of the original civilization(s).
- 2 Utilize maps to show the geographic features of the original civilization(s)
- 3 Explore the effects geography had on the original civilization(s)
- 4 Compare and contrast the original civilization(s) [political, economic, social, architectural, religious, cultural] with that of America today

Assessments:

Interdisciplinary Possibilities:

Suggested Resources:

10th Grade World History Curriculum: The Human Experience

The Greco-Roman World

Essential Questions:

- What does it mean to be human?
- What does it mean to be civilized?
- How is power achieved and maintained?

Overarching Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Focus Concepts/Themes:

- Conflict and Compromise – Human/Environmental Interaction
- Unity and Diversity - Technology and Demography
- Power and Oppression- Functions and Structure of States
- The Individual and Society – Social Systems
- Continuity and Change – Rise and Fall of Governments/Empires

Unit Questions:

- How is our present a product of this era?
- What is the purpose of government?
- How is power achieved and maintained?
- How do political systems evolve over time?
- What is the source of human creativity?
- What role does art play in the development of culture?
- How does geography affect civilization construction?
- What is philosophy?
- Why do empires fall?
- What is the purpose of religion?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity

Unit Vocabulary:

Democracy
Oligarchy
Tyranny/Tyrant
Republic
Empire/Emperor
Imperialism
City-State
Philosophy
Plebeians/Patricians
Christianity

10th Grade World History Curriculum: The Human Experience

The Greco-Roman World

Units – HAOs:

A2a. Students assume and share group roles, offer their own ideas, consider multiple points of view –weighing pros and cons, build on the ideas of others, support their own position, and cooperate to develop a decision or plan.

B1c. Students explain how and why democratic instructions and interpretations of democratic ideals and constitutional principles change over time. (OC#1, Civics/Government)

B3b. Students analyze the political systems, political power, and political perspectives, (for classic Greece and Rome) (OC# 1&4, Civics/Government & History)

C1f. Students explain and apply the concepts of specialization, interdependence, and comparative advantage. (OC#2&4, Economics & History)

C2b. Students compare a variety of economic systems and the economic development of ~~Maine, the United States,~~ and selected areas of the world that are economically diverse. (OC#2, Economics)

D1a. Students explain that geography includes the study of physical, environmental, and cultural features to better predict and evaluate consequences of geographic influences. (for classic Greece and Rome) (OC#3, Geography)

E1d. Students analyze and critique varying interpretations of historical persons, issues, or events and explain how evidence is used to support different interpretations. (OC#2, History)

Units – Outcome Components:

Students will investigate the important accomplishments, personalities, and events of Greece and/or Rome and determine their connection to the world today.

1 Chart the evolution of Greek and Roman governments (democracy and republic) and compare and contrast Greek and/or Roman governments to American government.

2 Summarize the effect classic Greece and Rome (literary, artistic, philosophical, religious, economic and/or scientific) has on the United States today.

3 Use maps to show the major geographic features and explain the effect geography had on classic Greece and Rome.

4 Summarize the reasons for the rise and fall of the Roman Empire.

Assessments:

Interdisciplinary Possibilities:

Suggested Resources:

10th Grade World History Curriculum; The Human Experience

The Age of Reason

Essential Questions:

- What does it mean to be human?
- What does it mean to be civilized?
- How is power achieved and maintained?

Overarching Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Focus Concepts/Themes:

- Conflict and Compromise – Human/Environmental Interaction
- Unity and Diversity - Technology and Demography
- Power and Oppression- Functions and Structure of States
- The Individual and Society – Social Systems
- Continuity and Change – Rise and Fall of Governments/Empires

Unit Questions:

- How is our present a product of this era?
- How is power achieved and maintained?
- What is the purpose of government?
- On what principle or idea should government be based?
- How does geography affect civilization construction?
- What is the purpose of religion?
- What role does art play in the development of culture?
- How are the Middle Ages, Reformation, Renaissance, Scientific Revolution and the Enlightenment related?
- What impact does technological development have on cultural development and the physical environment?
- How do political systems evolve over time?
- What is philosophy?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity

Unit Vocabulary:

Feudalism
Lord/Fief/Serf
Reformation
Renaissance
Enlightenment
Revolution
Humanism
Imperialism

10th Grade World History Curriculum; The Human Experience

The Age of Reason

Units – HAOs:

A1g. Students present and defend a thesis or position supported with facts, details, examples, and explanations to a variety of audiences using a prescribed format.

B1c. Students explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time. *(OC#4, Civics/Government)*

D1d. Students evaluate the impact of (technological/ scientific) change on the physical and cultural environment. *(OC#3&4, History)*

E1b. Students analyze and critique major historical eras (the Middle Ages, Age of Reason, Scientific Revolution, Reformation), major enduring themes, turning points, events, consequences, persons, and timeframes and their implications for the present and future. *(OC#1-4, Civics/Government, History, Economics)*

E1c. Students trace and critique the roots and evolution of democratic ideals and constitutional principals (from the Age of Reason) – using historical sources. *(OC#4, Civics/Government)*

E2b. Students identify and analyze major turning points, events, and selected peoples (from the Renaissance, Age of Reason, Scientific Revolution) in the world. *(OC#4, Civics/Government)*

Units – Outcome Components:

Students will investigate the important accomplishments, personalities, and events of the Middle Ages in Europe.

1. Evaluate how the Roman Catholic Church influenced the lives of Europeans during the Middle Ages, gave rise to the Protestant Reformation and its effect.
2. Explain the major aspects of feudalism and describe its effect upon the various segments of European society.

Students will investigate the significant accomplishments of the Renaissance, the Enlightenment, and the Age of Discovery.

1. Identify and explain the importance of the Renaissance in Europe and the New World, citing major literary, scientific, and/or artistic accomplishment.
2. Examine the connections between the Scientific Revolution and Enlightenment and the development of the New World.

Assessments:

Interdisciplinary Possibilities:

Suggested Resources:

10th Grade World History Curriculum; The Human Experience

India, China and/or Japan

Essential Questions:

- What does it mean to be human?
- What does it mean to be civilized?
- How is power achieved and maintained?

Overarching Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Focus Concepts/Themes:

- Conflict and Compromise – Human/Environmental Interaction
- Unity and Diversity - Technology and Demography
- Power and Oppression- Functions and Structure of States
- The Individual and Society – Social Systems, Religion, Revolution
- Continuity and Change – Rise and Fall of Governments/Empires

Unit Questions:

- How is the present a product of previous eras?
- How is power achieved and maintained?
- How do political systems evolve over time?
- Why does imperialism exist?
- On what principle or idea should government be based?
- How does geography influence the development of culture?
- What is the purpose of religion?
- Why does disparity between wealthy and poor differ across cultures?

Overarching Vocabulary:

Continuity	Individual	Unity
Change	Society	Diversity
Conflict	Power	
Compromise	Oppression	

Unit Vocabulary:

Mandate of Heaven	Confucianism
Caste	Shintoism
Dynasty	Revolution
Hinduism	Communism
Buddhism	Capitalism

10th Grade World History Curriculum; The Human Experience

India, China and/or Japan

Units – High Achievement Outcomes:

A1g. Students develop a clear, supportable thesis or position.

A1h. Students support a thesis or position with facts, details, examples, and explanations, using a prescribed format that maintains the flow of ideas and includes paraphrasing and quoting sources, charts, graphs, maps and pictures, and proper citation.

B3b. Students analyze the political systems, political power, and political perspectives of cultures, and selected peoples in the world. (India, China and/or Japan) (OC#1&2, Civics/Government)

C2b. Students compare a variety of economic systems and the economic development of selected areas of the world that are economically diverse. (India, China and/or Japan) (OC#2&4, Economics, Geography, History)

C2c. Students analyze the economic aspects of cultures, including an analysis of wealth, poverty, and income distribution. (India, China and/or Japan) (OC#2&4, Economics, Geography, History)

D1a. Students explain that geography includes the study of physical, environmental, and cultural features to better predict and evaluate consequences of geographic influences. (On India, China and/or Japan) (OC#3, Geography)

D2b. Students analyze the dynamic relationship between geographic features and various cultures. (For India, Japan and/or China) (OC#3, Geography)

Units – Outcome Components:

Students will describe how the interaction today between the West and India, China and/or Japan is a result of past events.

1. Compare and contrast the rise, the fall and the cultural achievements of various Indian empires, Japanese shogunates and/or Chinese dynasties.
2. Compare and contrast the causes and effects of imperialism on India, China and/or Japan.
3. Use maps to describe the effects of the geographic features on India, China and/or Japan.
4. Describe the reciprocal relationship between Asia and the West.

Assessments:

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: NATION BUILDING (1783 –1815)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Conflict and Compromise
- Unity and Diversity

Unit Question(s):

- How is our present a product of this era?
- How did revolution contribute to an American Identity?
- What is the purpose of government, and what is the appropriate balance between liberty and security?
- What are the historical origins of American political theory?
- What economic factors influenced the formation of the government?

Overarching Vocabulary:

Continuity	Oppression
Change	Unity
Conflict	Diversity
Compromise	Civilization
Individual	Culture
Society	Movement
Power	

Unit Vocabulary:

Revolution
Liberty
Democracy
Social Contract Theory
Confederation
Federalism

HAO/OC/SOC:

A1g: Develop a clear well supported position.

A1f: Integrate paraphrasing, quotations and citations into a written text that maintains the flow of ideas.

B1a: Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to the citizens in the United States.

B1b: Evaluate issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances; federalism; and consent of the governed as put forth in founding documents.

B1d: Describe the purpose, structures, and processes of the American political system.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

E1c: Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: EXPANDING NATION (1815 – 1850)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Power and Oppression
- Movement and Stability
- Conflict and Compromise

Unit Question(s):

- How is our present a product of this era?
- How are unresolved conflicts from Nation Building expressed in this era?
- How did westward expansion reshape American identity?
- How did economic development reshape American identity?
- What attitudes are expressed, what perspectives ignored in Manifest Destiny?
- What attempts were made to challenge the status quo?

Overarching Vocabulary:

Continuity	Power
Change	Oppression
Conflict	Unity
Compromise	Movement
Individual	
Society	

Unit Vocabulary:

Jacksonian Democracy	Racism
Manifest Destiny	Reform
Sectionalism	Culture
Nationalism	Civilization
Nullification	Diversity
Tariff	
Exploitation	

HAO/OC/SOC:

A1g: Develop a clear, well-supported position.

A1f: Integrate paraphrasing, quotations and citations into a written text that maintains the flow of ideas.

B1a: Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to the citizens in the United States.

C1e: Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: WAR & RECONSTRUCTION (1850 – 1877)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Conflict and Compromise
- Unity and Diversity
- Continuity and Change

Unit Question(s):

- How is our present a product of this era?
- Was the Civil War inevitable? Was it necessary?
- How might Civil War and Reconstruction be America's unfinished revolution?
- What were the economic, military, social and political consequences of the Civil War and Reconstruction?
- What unresolved conflicts emerge from this era?

Overarching Vocabulary:

Continuity	Oppression
Change	Unity
Conflict	Diversity
Compromise	Movement
Individual	Culture
Society	Civilization
Power	

Unit Vocabulary:

Popular Sovereignty
Secession
Reconstruction
Emancipation
Tenant
Farming/Sharecropping
Attrition/Total War

HAO/OC/SOC:

A1g: Develop a clear, well-supported position.

B1b: Evaluate issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances; federalism; and consent of the governed as put forth in founding documents.

B1d: Describe the purpose, structures, and processes of the American political system.

B2b: Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights and landmark court cases.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

E1c: Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

**BALANCING THE AMERICAN EXPERIENCE: DEVELOPMENT,
INDUSTRIALIZATION AND THE PROGRESSIVE ERA (1877 – 1914)**

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Continuity and Change
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Unit Question(s):

- How is our present a product of this era?
- How did industrialization influence American Identity?
- Who/what were the beneficiaries and victims of “progress?”
- How did the American Government address the consequences of development?

Overarching Vocabulary:

Continuity	Oppression
Change	Unity
Conflict	Diversity
Compromise	Movement
Individual	Culture
Society	Civilization
Power	

Unit Vocabulary:

Monopoly & Trust	Genocide
Gilded Age	Progressivism
Social Darwinism	Urbanization
Assimilation	
Organized Labor	
Conservationism	
Laissez Faire	

HAO/OC/SOC:

A1g: Develop a clear, well-supported position.

B3a: Analyze the constitutional, political, and civic aspects of historical issues that involve unity and diversity in the United States.

C1f: Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.

D1a: Students explain that geography includes the study of physical, environmental, and cultural features at the local, state and national level in order to better predict and evaluate consequences of geographic influences.

D1d: Evaluate the impact of change, including technological change, on the physical and cultural environment.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

**BALANCING THE AMERICAN EXPERIENCE: EMERGENCE AS A WORLD POWER
(1914 – 1924)**

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Continuity and Change
- Power and Oppression
- Unity and Diversity

Unit Question(s):

- How is our present a product of this era?
- What were the motives for and consequences of American imperialism?
- How were the lives of Americans affected by the social, economic, and political events of the 1920s?
- How did America respond to its new role in World affairs?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Imperialism
Yellow Journalism
League of Nations
Isolationism
Communism
Prohibition
Speak-easies
Fundamentalism
Secular Humanism
Mass Consumerism

HAO/OC/SOC:

B1e: Compare the American political system with examples of political systems from other parts of the world.

B3a: Analyze the constitutional, political, and civics aspects of historical issues that involve unity and diversity including immigrant groups.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.

E1d: Analyze and critique varying interpretations of historic people, issues or events and explain how evidence is used to support different interpretations.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: ADDRESSING NEW CHALLENGES (1929 – 1945)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concepts:

- Conflict and Compromise
- The Individual and Society

Unit Question(s):

- How is our present a product of this era?
- How were the lives of Americans affected by the social, economic, and political events of the 1930s?
- How did the New Deal transform America?
- How did international conflict impact domestic life and the American identity?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Deficit Spending
Great Depression
Subsidy
New Deal
Social Security
Fascism
Totalitarianism
Propaganda

HAO/OC/SOC:

A1h: Present and defend a well-supported position to a variety of audiences using a prescribed format.

B2b: Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights and landmark court cases.

B2c: Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.

C1b: Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary and trade policies in national economics.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: LIVING WITH TURMOIL (1945 – PRESENT)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Unit Question(s):

- How is our present a product of our past?
- What is the American identity?
- Is moral behavior essential to a democracy's success?

Overarching Vocabulary:

Continuity	Unity
Change	Diversity
Conflict	Culture
Compromise	Civilization
Individual	Power
Society	Oppression

Unit Vocabulary:

Cold War
Terrorism
Civil Rights Movements
Civil Disobedience
McCarthyism
Culture War
Nuclear Age
Information Age

HAO/OC/SOC:

A1g: Develop a clear well-supported position.

B1c: Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.

B3b: Analyze the political structures, political power, and political perspectives of diverse cultures.

C1f: Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.

C1g: Solve problems using the theory of supply and demand.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

**Grade 4
MAINE**

ESSENTIAL QUESTION:

- How does the geography of Maine define its history, government, economics and culture?

UNIT QUESTIONS:

- What are Maine's borders?
- What are the physical features of Maine?
- How is state government organized and how do citizens participate?
- How does a product flow from entrepreneur/producer to consumer?
- What are the major events, people, and occupations in Maine's history?

UNIT VOCABULARY:

Geography

Economics

Culture

Borders

Physical Features

Products

Producers/Consumers

Occupations

Community

Physical/Political Maps

Counties

Rights, duties, and responsibilities

Government

Citizenship

STANDARDS:

Students will understand the geography of the community and Maine. (D1c,d)

1. Use an atlas to locate and label Maine on a physical and political map of the United States and the world.
2. Use an atlas to locate and label physical and political locations on a map of Maine (16 counties, Augusta, Portland, Bangor, Lewiston, Auburn, home town, Canada, NH, Atlantic Ocean, Penobscot R., Kennebec R., St. Croix R., St. John R., Allagash R., Androscoggin R., White Mtns., Acadia N.P., Cadillac Mtn., Mount Katahdin, Sugarloaf Mtn., Pleasant Mtn. [Shawnee Peak], Sunday River, Moosehead Lake, Sebago Lake, Rangeley Lake)
3. Explain examples of changes in the earth's physical features and the impact on cultures of the

area (i.e., man-made lakes: Flagstaff, Richardson, Sebago, and Bingham Dam).

Students will understand the basic structure of Maine government and basic rights, duties, responsibilities and roles of citizenship. (B1a,c) (B2a,c)

1. Demonstrate knowledge of basic state government and citizenship.

Students will understand the basis of the economies of the community, Maine and the United States. (C1b)

1. Demonstrate the flow of a product from an entrepreneur or producer to consumer, both local and national.

Students will understand selected major eras in the history of Maine. (E1a,b)

1. Identify major events and people in Maine history (suggested Maine people: current governor, George Mitchell, Margaret Chase Smith, Edmund Muskie, Hannibal Hamlin, L.L. Bean, Chester Greenwood, Stephen King, Henry Wadsworth Longfellow, Joshua Chamberlain, Harriet Beecher Stowe, Samantha Smith, Louis Sockalexis, Mollycokett, Mary Alice Nelsen Archambaud [Molly Spotted Elk], and any listed on the Secretary of State's Maine Kid's web page. Suggested events: time period of Native Americans from 8000 B.C., the Vikings 1000 A.D., exploration of Maine 1500 – 1600, Massachusetts controls Maine 1677, French Indian Wars 1754 – 1763, Maine during Revolutionary War, War of 1812 and the Battle of the Boxer and the Enterprise, statehood 1820, Maine's involvement in the Civil War, growth of industry in the late 1800s, growth of tourism in the 1900s, Maine Indian Claim Act 1980).

2. Compare historic occupations of Maine in contrast to those of the present day (logging, fishing, farming, and manufacturing compared today's which more service-based industry).

SUGGESTED RESOURCES:

- Sea to Shining Sea - Maine (states series)
- Maine Studies Weekly
- Maine, Hello U.S.A.
- [Maine Secretary of State kids web page](#)
- Faces of Maine
- DeLorme Maine Atlas & gazetteer
- A Journey Through Maine – Mary Stockwell – ISBN 1-58685-502-6

NORTHEAST NATIVE AMERICANS

ESSENTIAL QUESTION:

- How has life changed for Native Americans in Maine over time?

UNIT QUESTIONS:

- What are some of the Native American tribes of Maine and how do the physical features of Maine impact their culture?
- What was the economy of Maine Native Americans?
- What were the cultural traditions and contributions of Maine Native Americans?

UNIT VOCABULARY:

Native Americans

Tribes

Physical features

Culture

Economy

Cultural traditions

Barter and trade economy

Scarcity

Natural resources

Unity and diversity

Politics

Civics

STANDARDS:

Students will compare and contrast two or more Maine/Native American Tribes (Wabanaki Nation: Micmac, Maliseet, Penobscot, Passamaquoddy and Abenaki). (D1a) (D2b)

1. Students will use an atlas to locate and label tribal areas, including their physical features, plants, and animals.
2. Students will describe the impact of geographic features on the daily life of the different Native cultures.

Students will understand personal economics and the basis of the economies of Maine Native Americans and selected peoples in the United States. (C1a,b)

Students will analyze the differences in a barter & trade economy based on scarcity and natural resources in contrast to present-day goods.

Students will understand the historical influence of the concepts of unity and diversity of Maine Native Americans. (E2b)

1. Students will describe major cultural traditions and contributions of Maine Native Americans.

Students will understand the influence of politics and civic aspects of the daily life of diverse cultures of Maine Native Americans, the United States and the world. (B3b)

1. Students will describe the political and civic beliefs and activities in the daily life of cultures of Maine Native Americans.

SUGGESTED RESOURCES:

- Sea to Shining Sea - Maine (states series)
- Maine Studies Weekly
- Maine, Hello U.S.A.
- [Maine Secretary of State kids web page](#)
- Faces of Maine
- Wabanakis of Maine and the Maritimes
- www.abbemuseum.org

EXPLORERS THROUGH THE 1600s

ESSENTIAL QUESTION:

- Why do we explore?

UNIT QUESTIONS:

- What was the motivation to explore Maine and the United States through the 1600s?
- What was the impact of physical features on the daily life of cultures, including Maine Native Americans?
- What are the causes and consequences of cultural conflicts between explorers and Native Americans?
- What are the three major reasons for exploration?

UNIT VOCABULARY:

Motivation

Physical features

Cultures

Cultural conflicts

Exploration

Equator and Prime Meridian

Trade

Natural Resources

Human Resources

STANDARDS:

Students will investigate the motivation and exploration of Maine and the United States through the 1600s.

Students will understand the geography of the community, Maine, the United States and selected regions of the world. (D1b,d) (D2b)

1. Use an atlas to create a map of European movement of specific explorers, showing the equator, prime meridian, and physical features (Marco Polo, Vikings, Cabot, Cortez, daGama, Columbus, Champlain, etc.).
2. Compare map changes of physical features of the world through this era.
3. Describe the impact of physical features on the daily life of cultures including Maine Native Americans and select peoples of the world.

Students will understand selected major eras in the history of the community, Maine and

the United States. (E1a,b)

1. Identify the causes and consequences of cultural conflicts between the explorers and the Native Americans.

Students will understand personal economics and the basis of economies of the community, Maine, United States, and selected areas of the world. (C1a,b)

1. List three major reasons for exploration (wealth, adventure, desire to spread religion, natural resources, slave trade).

SUGGESTED RESOURCES:

- Sea to Shining Sea
- Maine Studies Weekly
- Maine, Hello U.S.A.
- [Maine Secretary of State kids web page](#)
- Faces of Maine
- Wabanakis of Maine and the Maritimes
- Journey Through Maine, by Mary Stockwell, Gibbs Publishing



Heather Manchester <h.manchester@msad17.org>

RE: MHS Teacher Workshop on Maine Native Americans/Wabanaki Studies, 8/22/19

1 message

Kathleen Neumann <kneumann@mainehistory.org> Wed, Aug 21, 2019 at 6:41 PM
To: "eharriman@sacoschools.org" <eharriman@sacoschools.org>
Cc: "joe.schmidt@maine.gov" <Joe.Schmidt@maine.gov>, Brittany Cook <bcook@mainehistory.org>

We are looking forward to seeing you tomorrow for our **Teacher Workshop on Maine Native Americans/Wabanaki Studies for K-12 Maine Teachers**, August 22, 2019!

You'll find attached a Power Point presentation that I thought you might like to have in advance, and that includes links to some of the resources we'll be looking at tomorrow. Feel free to take a look tonight, but you absolutely do not need to look at this prior to tomorrow's workshop; totally optional!

See you tomorrow,

Kathleen Neumann

Kathleen Neumann
Manager of Education & Public Programs
Maine Historical Society
489 Congress Street, Portland, ME 04101
kneumann@mainehistory.org
207-774-1822 ext. 214

www.mainehistory.org
www.mainememory.net
www.hwlongfellow.org

*Amy White, 11th grade
Sarah Tim, 5th grade
Heather Manchester,
Curriculum
Director*

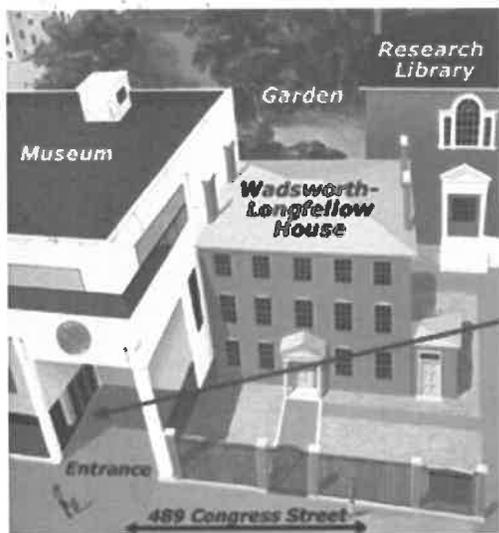
Preserving and Sharing Maine's Story

From: Kathleen Neumann
Sent: Friday, August 16, 2019 2:08 PM
Subject: MHS Teacher Workshop on Maine Native Americans/Wabanaki Studies, 8/22/19

Thank you again for registering for our **Teacher Workshop on Maine Native Americans/Wabanaki Studies for K-12 Maine Teachers** on August 22, 2019.

Here is some important information for you:

- The workshop will take place at Maine Historical Society at **489 Congress Street, Portland, ME 04101** in our Lecture Hall (building labeled "Museum" in illustration below). Our campus is between Brown Street and the Time and Temperature Building. The workshop will run **9am - 3pm**; doors at MHS will open for participants at 8:15am and our campus closes at 5pm. Coffee will be available in the morning.



Enter at the door to the right of the museum store (there will be signs).

· **There is no parking available on the MHS campus.** If you park in the private lot on Brown Street behind MHS you may be booted and/or towed. **Limited street parking is available in the neighborhood, as are several garages.** Some of the closest garages include:

- **ELM ST. PARKING GARAGE** (managed by city Parking Division, on Elm Street between public library and high school)
- **TEMPLE ST. GARAGE** (managed by MHR Management, next to the Nickelodeon Cinema)
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- **ARTS DISTRICT GARAGE** (on Brown Street between Congress and Cumberland, brand new garage that just opened just this week)

Information on parking in Portland, including garages and lots, is available on the City of Portland website. For city bus schedules, visit Greater Portland Metro; many of the routes drop passengers off directly across the street from the MHS.

- **We have built in a few breaks during the day's schedule, including a break for lunch (please note that lunch will not be provided). You have the option of bringing your own lunch to enjoy or going off campus for lunch (or to purchase takeout). There**

are several options for lunch in the immediate area, including Portland Public Market House, Subway, City Deli, Dunkin Donuts (One City Center), and many others!

- **If you have a laptop please bring it with you if possible!**
- **If you are currently working on any curriculum pieces related to this topic, please bring them with you** as there will be time to work on updating and/or creating during the afternoon.
- Demand for this workshop has been high, registration spots were limited, and there is a waiting list; **if you cannot attend, please email me at kneumann@mainehistory.org or call 207-774-1822, ext. 214.** Thank you!
- You will receive a certificate of **five hours of contact time** at the end of the day.

The agenda for the day is:

9:00-9:30 – Welcome & Introductions

9:30 – 10:15 – What is LD 291?

10:15 – 10:30 – AM Break

10:30 – 11:15 – How to connect LD 291 to your work.

11:15 – 12:00 – Holding Up the Sky Exhibit Tour and activity

12:00 – 1:00 – Lunch (exhibit time)

1:00 – 2:00 – DOE Website, resources, MHS site/resources

2:00 – 3:00 – Work time to frame out an integrated unit

Thanks again and we'll see you next week! Let me know if you have any questions/concerns; I can be reached at 207-774-1822, ext. 214 and kneumann@mainehistory.org.

Sincerely,

Kathleen Neumann

Kathleen Neumann
Manager of Education & Public Programs
Maine Historical Society
489 Congress Street, Portland, ME 04101
kneumann@mainehistory.org
207-774-1822 ext. 214

www.mainehistory.org
www.mainememory.net
www.hwlongfellow.org

Preserving and Sharing Maine's Story

5 attachments



image001.jpg
11K



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126K



image003.png
1K

Enter at the door to the right
of the museum store (there
will be signs).

image004.png
3K



From: Emma Bond
Sent: Wednesday, May 5, 2021 1:19 PM
To: Margaret Edwards
Subject: Fwd: Wabanaki Studies - Request

Another to be saved!

-
From: Rick Colpitts <r.colpitts@msad17.org>
Sent: Wednesday, May 5, 2021 1:02:15 PM
To: Emma Bond <ebond@aclumaine.org>; Heather Manchester <h.manchester@msad17.org>
Subject: Re: Fw: Wabanaki Studies - Request

EXTERNAL MESSAGE:

Hi Emma,

I am pleased to hear you found the information useful. I am writing to let you know that SAD 17 included all of its professional development offerings in the first request. Is there something specifically you are looking for?

On Tue, May 4, 2021 at 7:22 PM Emma Bond <ebond@aclumaine.org> wrote:

Dear Superintendent Colpitts,

Thank you again for responding so promptly with records regarding the Wabanaki Studies curricula in your school district; we have been very impressed by the overwhelming support, positive feedback, and willingness to collaborate exhibited by all ten schools involved in this request.

We wanted to follow-up and ask again for any records that you may have regarding professional development regarding Wabanaki Studies (request 2 in the attached). Although we have received a tremendous amount of important and helpful information from the responding schools, this is an area where we have not received many records.

Please feel free to call me with any questions you might have with this follow-up request.

Thank you again to you and your team for all of your work on this project.

Best,
Emma

Emma Bond
pronouns: she/her/hers

Legal Director
American Civil Liberties Union of Maine
PO Box 7860, Portland, ME 04112
■ [207-619-8687](tel:207-619-8687)
■ ebond@aclumaine.org
www.aclumaine.org

From: Emma Bond
Sent: Friday, March 12, 2021 12:37 PM
To: r.colpitts@msad17.org <r.colpitts@msad17.org>
Cc: Chris Newell <chris@abbemuseum.org>; Starr Kelly <starr@abbemuseum.org>; Maulian Dana <Maulian.Dana@penobscotnation.org>; Margaret Edwards <medwards@aclumaine.org>
Subject: Wabanaki Studies - Request

Dear Superintendent Colpitts,

This year marks the 20th anniversary of the Wabanaki Studies law, 20-A M.R.S. § 4706(2), requiring instruction in "Maine Native American history." In light of the importance of this topic, we are reaching out to schools across Maine to learn more about how this law has worked in practice. Specifically, we are reaching out to the five largest school districts and to five school districts near tribal communities in Maine.

Attached is a letter providing background about the issue, culminating in a records request seeking information about Wabanaki studies in your school. We know that the letter covers a lot of ground, so would be very excited to hear from you or your staff to talk through any questions you may have.

We appreciate your commitment to public service and education in Maine and look forward to working with you on this important project.

Best regards,
Emma

Emma Bond
pronouns: she/her/hers
Legal Director
American Civil Liberties Union of Maine
PO Box 7860, Portland, ME 04112
■ [207-619-8687](tel:207-619-8687)
■ ebond@aclumaine.org

www.aclumaine.org

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This is a staff email account managed by Oxford Hills School District - MSAD 17. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.



Heather Manchester <h.manchester@msad17.org>

RE: MHS Teacher Workshop on Maine Native Americans/Wabanaki Studies, 8/22/19

1 message

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To: "eharriman@sacoschools.org" <eharriman@sacoschools.org>
Cc: "joe.schmidt@maine.gov" <Joe.Schmidt@maine.gov>, Brittany Cook <bcook@mainehistory.org>

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www.hwlongfellow.org

*Amy White, 11th grade
Sarah Tim, 5th grade
Heather Manchester,
Curriculum
Director*

Preserving and Sharing Maine's Story

From: Kathleen Neumann

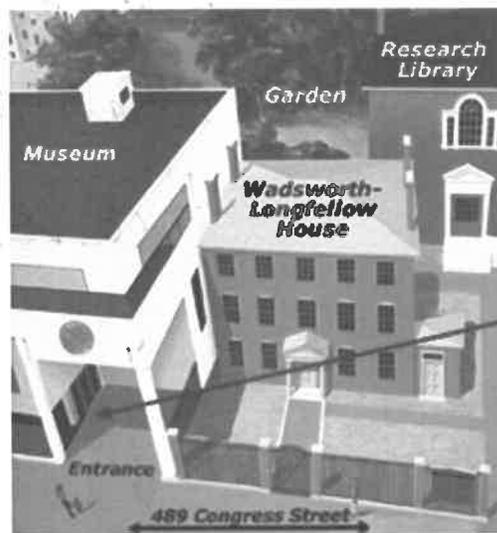
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Sincerely,

Kathleen Neumann

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image003.png
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of the museum store (there
will be signs).

image004.png
3K





Heather Manchester <h.manchester@msad17.org>

Social Studies Resources for teaching about the Wabanaki people

1 message

Heather Manchester <h.manchester@msad17.org>

Thu, Oct 1, 2020 at 4:38 PM

To: Staff-Harrison <Staff-Harrison@msad17.org>, Staff-Hebron <Staff-Hebron@msad17.org>, Staff-Otisfield <Staff-Otisfield@msad17.org>, Staff-Oxford <Staff-Oxford@msad17.org>, Staff-Paris <Staff-Paris@msad17.org>, Staff-Rowe <Staff-Rowe@msad17.org>, Staff-West Paris <Staff-WestParis@msad17.org>, Staff-Waterford <Staff-Waterford@msad17.org>, Melanie Ellsworth <m.ellsworth@msad17.org>, Marj Scribner <m.scribner@msad17.org>, Angela LaPointe <a.lapointe@msad17.org>, Evelyn Krahn <e.krahn@msad17.org>, Laura Cummings <l.cummings@msad17.org>

Hello all,
Thanks to Sarah Timm for gathering these resources!

The following are resources for teaching about the Wabanaki people in anticipation of Indigenous Peoples Day on October 12th.

A link to the Abbe Museum in Bar Harbor (scroll down for lesson plans):
<https://www.abbemuseum.org/educatorhub>

A reading of Thanks to the Animals, by Allen Sockabasin, read in the Passamaquoddy language:
<https://www.youtube.com/watch?v=jNR04bWRic4>
And in English:
<https://www.youtube.com/watch?v=P99j4EeMv40>

Maine Memory Network, Maine's statewide digital museum (a great resource for a number of historical topics):
<https://www.mainememory.net/>

And if you've got some extra time on your hands, you could peruse this site from the DOE:
<https://www.maine.gov/doe/learning/content/socialstudies/resources/mainenativestudies>

—
Heather Manchester
Director of Curriculum, SAD 17
h.manchester@msad17.org
232 Main Street, Suite 2
South Paris, Maine 04281
(207)743-8972
(207)743-2878 (fax)
Curriculum Matters: August, 2020
Oxford Hills Professional Development (Summer Institute 2020)
Curriculum Matters: Family Edition (May 2020)



Heather Manchester <h.manchester@msad17.org>

Wabanaki Webinar

1 message

Sarah Timm <s.timm@msad17.org>

Wed, Mar 17, 2021 at 8:19 PM

To: Pamela Marshall <p.marshall@msad17.org>, Laura Waite <l.waite@msad17.org>, Tekia Poulin <t.poulin@msad17.org>, Heather Hatch <h.hatch@msad17.org>, Carisa Hammer <c.hammer@msad17.org>, Heather Manchester <h.manchester@msad17.org>

This, from Joe, regarding the event tomorrow:

All of my webinars are recorded and posted on my professional learning page within 24 or so.

I'd love to chat about it at our next meeting! Have fun tomorrow.

Sarah



Heather Manchester <h.manchester@msad17.org>

Resources and certificate for 4/6/2021

1 message

Karen MacDonald <macdok235@gmail.com>

Wed, Apr 7, 2021 at 4:56 PM

To: Karen MacDonald <macdok235@gmail.com>, Michelle Deblois <mdeblois@lewistonpublicschools.org>, Lisa Delfino <lisa.delfino@fivetowns.net>, jstinson@brunswicksd.org, Kglennon@lisbonschoolsme.org, Ellen Kaschuluk <ekaschuluk@yorkschoools.org>, Gi Reed <greed@aos92.org>, Kristy Dube <kdube@bangorschools.net>, Suzannah Wood <swood@msad51.org>, Heather Manchester <h.manchester@msad17.org>, burgesslepage@gmail.com, mfitzpatrick@msad51.org, Debra Susi <dsusi@mci-school.org>, Susan Williams <swilliams@lewistonpublicschools.org>, Stephanie Hendrix <Shendrix@bangorschools.net>, John Springer <j.springer@msad17.org>, Laurie Catanese <l.catanese@msad17.org>, holiver@yorkschoools.org, jpinette@yorkschoools.org, Sara Pendleton <spendleton@rsu71.org>, s.armstrong@msad17.org, jdoughty@msad51.org, krivie@portlandschools.org, gcain@rsu21.net, Kathryn Coupland <kcoupland@msad51.org>, Rosemary Ginn <rginn3@gmail.com>, Chris Goosman <cgoosman@rsu20.org>, Katy_Jones@maranacook.org, meghan.r.lewis@gmail.com, mcoughlin@msad51.org, Tim Hebda <thebda@waynflete.org>, Nicole Mossman <nmossman@lisbonschoolsme.org>

Resources on Decolonizing the Curriculum

https://docs.google.com/presentation/d/176reXct2Xphf64Q8ICdt7bIDKU6JM8J_v4239a0kKLI/edit?ts=606cf2b5#slide=id.g81e89e3e3ce_0_0

Wabanaki Studies Planning guide: https://docs.google.com/document/d/117cd7dO6JfdD4QmQdaCu_oaZ4i8_IMBpEr0Oeq96iOl/edit

Curriculum Director
2 HS APS
1 5th grade teacher
1 Art teacher

<https://www.upress.umn.edu/book-division/books/firsting-and-lasting>

https://www.amazon.com/Are-Water-Protectors-Carole-Lindstrom/dp/1250203554/ref=sr_1_1?dchild=1&gclid=Cj0KCQjwsLWDBhCmARIsAPSL3_2RwWA6HV53mGFnwiwGj21nsbAbA_T18azBYeLdo45B0SQTHVJbsmcaAkB5EALw_wcB&hvadid=384230431416&hvdev=c&hvlocphy=9002576&hvnetw=g&hvqmt=e&hvrnd=8472772310481549935&hvtargid=kwd-830612044315&hydacr=14844_10201466&keywords=we+are+the+water+protectors&qid=1617809301&sr=8-1

<http://www.johndeweyociety.org/the-journal-of-school-and-society/>

<https://www.maine.gov/doe/learning/content/socialstudies/resources>

<https://www.maine.gov/doe/learning/content/socialstudies/resources/convo>

<https://www.abbemuseum.org/>

3 attachments

Certificate for 2_9_2021 Workshop UPDATED (1) copy.pdf
407K

Decolonizing Curriculum.pdf
1136K

 **Antiracist Education Series - April 2021 (1).pdf**
5211K



SIGN UP FOR OUR
NEWSLETTER

MENU

Breakout Sessions #2

Session Title: Freedom in Her Voice: Closing the confidence gap and developing female leaders

Session Description:

Between the ages of 8 and 14, girls' confidence levels fall by 30 percent. At 14, when girls are hitting their low, boys' confidence is still 27 percent higher. Damour, psychologist and author, asks a critical question "What if school is a confidence factory for our sons, but only a competence factory for our daughters?" Middle and High schools are at the forefront of building self-esteem, instilling confidence, and influencing girls' beliefs in their abilities which continues into college and work environments.

During this interactive session, awareness of gender bias will be heightened with a greater understanding of how bias and stereotypes affect girls' confidence. With a gendered world shaping our beliefs and behaviors, different standards and expectations are set for boys and girls - ultimately affecting how capability is defined, success is achieved, and female voices are interpreted and heard. When gender bias is reduced, confidence and competence are on equal playing ground, girls and women are better positioned to achieve their aspirations. By the end of the session, participants will experience a breakthrough by seeing gender bias more often, have skills to counteract it, and a plan to build girls and women's confidence. Ultimately, be an active participant in achieving gender equality.

Speakers:

Mary Axelsen, Vice President, EnviroLogix

Students from Olympia Snowe Leadership Institute, Biddeford High School

--

Session Title: Education Inside and Outside the Bars in Maine

Session Description:

This session will offer a discussion around the current programs and services that exist to educate incarcerated and formerly incarcerated individuals in Maine, national best practices and educational initiatives, and what's needed to bring educational opportunities to Mainers with justice system involvement.

Speakers:

Mara Sanchez, Policy Associate, University of Southern Maine

Ryan Thornell, Deputy Commissioner, Maine Department of Corrections

Joseph Jackson, Coordinator, Maine Prisoner Advocacy Coalition

Abdulkadir Ali, Opportunity Scholars Initiative, University of Southern Maine

Katherine Darling, Assistant Professor of Sociology, University of Maine at Augusta

--

Session Title: Development of Partners for Children: Business and School Collaboration

Session Description:

In this session, participants will hear about the creation of the Partners for Children toolkit, a business and school initiative. They will hear from partners who came together around their common goals of helping kids get a strong start, creating and piloting the toolkit. Facilitators will walk participants through the idea stages of the initiative, development of the toolkit, implementation of the toolkit, reflections on the first year and adjustments made in consideration of the pandemic. Planned programming is focused on students needing extra learning support.

Speakers:

Jennifer Burns, Senior Director of Education, United Way of Greater Portland

Angela Atkinson Duina, Assistant Professor, University of Southern Maine

Alexis Jones, Principal, Brown Elementary School

Lisa Morrissette, Director of Marketing, Dead River Company

--

Session Title: Business Partnerships and Workforce Development

Session Description:

In this session participants will learn about a unique workforce training partnership fostered between industry and Destination Occupation. Participants will hear about the Recruit, Train, Hire and Repeat program (Right THeRe program) and this holistic approach to identifying employer needs within the manufacturing industry in Maine. Other elements explored include working with other workforce entities to advance the Right THeRe model including: Career Centers, Goodwill, Fedcap, Aspire Program, Corrections, Vocational Rehabilitation, Adult Education and more. The

audience will hear stories from employers and students on the value of this approach to recruitment, training and hiring.

Speakers:

Lisa G Martin, Executive Director, Manufacturers Association of Maine

Rachel Knight, Founder and CEO, Destination Occupation

Bret Watson, President, Jotul North America

Student panelists TBD

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Session Title: Make It Happen! College Readiness for English Language Learners and Multilingual Students

Session Description:

Make It Happen! is a college readiness program designed for high school English language learner students. Students who attend Portland's three high schools work closely with Site Coordinators, volunteers, and community partners to build competitive academic profiles for college admission and learn how to navigate and access financial aid. In addition, Make it Happen! students are encouraged to take challenging classes, improve their standardized test scores, engage in leadership activities, community service, and career readiness opportunities. At this session you will learn about Make It Happen! and how it works. Current and former students will talk about their experience with the program at Portland Public Schools and share their visions for the future.

Speakers:

Timothy Cronin, Program Director, Make It Happen!, Portland Public Schools

Grace Valenzuela, Executive Director, Communications and Community Partnerships, Portland Public Schools

Danielle L Wong, Site Coordinator, Portland Public Schools

Graduates of Portland Public Schools Make It Happen! Program

Daniela Aryaie, Student at University of Southern Maine

*Curriculum director
attended 12/4/20*

--

Session Title: Aroostook Treaty Education Center: Connecting to Maine's Indigenous Cultures & Communities

Session Description:

This session will focus on the continuing impact of the 1776 Treaty of Alliance and Friendship between the Wabanaki Nations and the United States of America in Maine. Participants will gain a deeper understanding of the Maliseet tribal perspective on our shared history and learn about the opportunities for schools and communities to collaborate and support connections to foster learning experiences for descendants and beneficiaries of the 1776 Treaty.

Speakers:

Henry John Bear, Maliseet Tribal Representative

--

Session Title: The Future of Higher Education

Session Description:

This session features a presentation from author/professor/entrepreneur Scott Galloway, a national thought leader in how higher education must

adapt to meet the demands of our time. A top-ranked professor, author, and entrepreneur, Galloway is the founder of several firms and was elected to the World Economic Forum's "Global Leaders of Tomorrow," which recognized 100 individuals under the age of 40 "whose accomplishments have had impact on a global level." Come hear his take and join in for a Q&A at the end.

Speakers:

Scott Galloway, Author & Professor, New York University Stern School of Business; Founder, Section4





The Oxford Hills School District

Curriculum Guide for Families: 4th Grade

2018-2019

Mission:

The Oxford Hills School District, in partnership with parents and communities, engages and supports all students in diverse and challenging learning opportunities to prepare them to graduate as healthy, responsible, and productive citizens, ready to succeed in our global societies.

Core Beliefs:

Therefore, the Oxford Hills School District, in collaboration with its parents and communities, will:

- ★ Meet students where they are, motivating and helping them develop their individual learning paths.
- ★ Hold students to high expectations and provide adequate time and support to achieve them.
- ★ Prepare students for success by helping them develop critical thinking and problem-solving skills.
- ★ Foster high aspirations and the skills of self-determination, self-control, and self-advocacy.
- ★ Guide students to be curious learners and ethical leaders, able to adapt to changing times.
- ★ Ensure these learning experiences occur in a safe, caring, and welcoming environment.

Introduction

Welcome to the Curriculum Guide for 4th grade. This document is created so that you can understand the important learning goals and objectives for your child this year. In MSAD #17, all of our curriculum, instruction, and assessment is organized to support children in meeting the *Maine Learning Results*, our state standards.

This guide outlines the knowledge and skills in the four core content areas: English Language Arts, Mathematics, Science, and Social Studies, so that families understand what their children should know and be able to do by the end of fourth grade.

This guide is a working document and will be adjusted each year as we refine our work.

English Language Arts

By the end of the school year, most fourth-grade students should be able to:

Reading Informational and Literary Text:

- ★ Determine the main idea and key details of nonfiction and literary text. Summarize the text.
- ★ Compare and contrast different accounts of the same event or topic.
- ★ Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



Writing:

- ★ Write opinion pieces, informative/explanatory texts, and narratives that are appropriate to task, audience, and purpose
- ★ With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.
- ★ Use evidence from literary and informational texts to support their writing.

Language:

- ★ Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.
- ★ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening:

- ★ Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics, building on others' ideas and expressing their own thinking clearly.
- ★ Report on a topic or text, tell a story, or share an experience in an organized manner. Speak clearly at an understandable pace.

Foundational Skills:

- ★ Know and apply grade-level phonics and word analysis skills in decoding words.
- ★ Read with sufficient accuracy and fluency to support comprehension.
- ★ Read at a Text Level S or T by the end of the year.

Curriculum Materials used to support equity and rigor of learning in MSAD #17:

- ★ *The Reading Units of Study* and *The Writing Units of Study*

Reading Units:

- ★ *Interpreting Characters*
- ★ *Reading the Weather, Reading the World*
- ★ *Reading History: The American Revolution*
- ★ *Historical Fiction Book Clubs*
- ★ Other units could include *Biography Book Clubs*, *Making Meaning from Poems*, *Nonfiction Book Clubs*, etc.

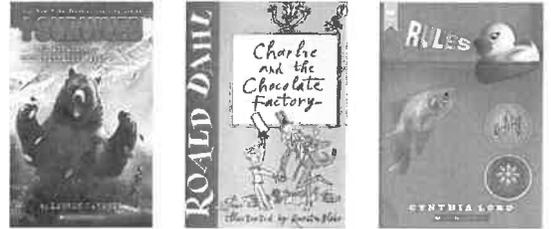
Writing Units:

- ★ *The Arc of the Story: Writing Realistic Fiction*
- ★ *Boxes and Bullets: Personal and Persuasive Essays*

- ★ *Bringing History to Life*
- ★ *Literary Essay*
- ★ Other units could include *Literary Essay, Revision, Poetry Anthologies, Historical Fiction, Journalism, etc.*

Typical Grade Level Books for Fourth Grade

- ★ *Charlie and the Chocolate Factory* by Roald Dahl
- ★ *Stuart Little* by EB White
- ★ *How to Eat Fried Worms* by Thomas Rockwell
- ★ *Smile* by Raina Telgemeier
- ★ *Because of Winn Dixie* by Kate DiCamillo
- ★ *I Survived Series* by Lauren Tarshish
- ★ *Tales of a Fourth Grade Nothing* by Judy Blume
- ★ *Wish Tree*, by Catherine Applegate
- ★ *Wish* by Barbara O'Connor



Determining a Grade on the Progress Report or Report Card

Teachers collect evidence of student learning on the grade level standards and performance indicators as the year progresses. For the English Language Arts, the score on the progress report is determined by how the body of student evidence meets the standard on district scoring guides. The evidence includes, but is not limited to, the following:

- On demand and process pieces of writing
- Reader's and Writer's notebooks
- Unit assessments in reading
- Running records for fluency and comprehension
- Speaking and listening activities such as class discussion, partner work, etc.

Mathematics

By the end of the school year, all fourth-grade students should be able to:

Operations and Algebraic Thinking:

- ★ Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
- ★ Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Number and Operations in Base Ten

- ★ Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- ★ Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- ★ Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.

- ★ Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

Numbers and Base 10-Fractions

- ★ Explain equivalent fractions by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
- ★ Understand concepts about fractions: adding, subtracting, decomposing fractions with the same denominator, and use visual fraction models.
- ★ Solve word problems involving addition and subtraction of fractions.

Geometry

- ★ Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- ★ Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- ★ Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- ★ Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
- ★ Make a line plot to display a data set of measurements in fractions of a unit . Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Measurement and Data

- ★ Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Units

- ★ Arrays, Factors, and Multiplicative Comparison: Measuring and Classifying Shapes
- ★ Generating and Representing Measurement Data: Measuring and Classifying Shapes
- ★ Multiple Towers and Cluster Problems: Multiplication and Division
- ★ Measuring and Classifying Shapes: 2-D Geometry and Measurement
- ★ Large Numbers and Landmarks: Addition, Subtraction, and the Number System
- ★ Fraction Cards and Decimal Grids: Fractions and Decimals
- ★ How Many Packages and Groups? Multiplication and Division
- ★ Penny Jars and Towers: Analyzing Patterns and Rules

Curriculum Materials used to support equity and rigor of learning in MSAD #17:

- *Investigations*
- District-designed common assessment probes

Determining a Grade on the Progress Report or Report Card

Teachers collect evidence of student learning on the grade level standards and performance indicators as the year progresses. For the Mathematics, the score on the progress report is determined by how the body of student evidence meets the standard on district scoring guides. The evidence includes, but is not limited to, the following:

- *Investigations* Unit Assessments
- District Math Probes
- Classroom Assessments
- Projects
- Math observations and /or conferences
- Exit Tickets

Science

By the end of the school year, all fourth-grade students will be working with the following 8 science practices:

1. Asking questions
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematical and computational thinking
6. Constructing explanations (science) and designing solutions (engineering)
7. Engaging in argument
8. Obtaining, evaluating, and communicating information

Standards:

Life Science

- ★ Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Plants and animals internal structures support their survival.

Earth Science

- ★ Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.
- ★ Observe the effects of erosion by weather or vegetation.
- ★ Use maps to describe patterns of Earth's features.
- ★ Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Physical Sciences:

- ★ Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- ★ Use evidence and observations to relate the speed of an object to the energy of an object, and that energy can be transferred. Make predictions based upon observations.
- ★ Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- ★ Generate patterns that can be used to transfer information.

Engineering Design and Human Impact are integrated throughout.

Curriculum Materials used to support equity and rigor of learning in MSAD #17:

- *Perfect Pairs: Using Fiction and Nonfiction to Teach Life Science*
- *Mystery Science*
- Science Notebooks
- Science units created by teachers in their Grade Level Teams
- Nonfiction texts about science content

Determining a Grade on the Progress Report or Report Card

Teachers collect evidence of student learning on the grade level standards and performance indicators as the year progresses. For Science, the score on the progress report is determined by how the body of student evidence meets the standard. The evidence includes, but is not limited to, the following:

- Projects
- Experiments
- Evidence-based scientific discussion and discourse
- Science journals or notebooks

Social Studies

By the end of the school year, most fourth-grade students should be able to:

Civics and government

- ★ Students will understand the geography of the community and Maine.
- ★ Students will understand the basic structure of Maine government and basic rights, duties, responsibilities and roles of citizenship.

Geography

- ★ Students will compare and contrast the geographic features of two or more Maine/Native American Tribes.
- ★ Students will understand the geography of the community, Maine, the United States and selected regions of the world.

Economics

- ★ Students will understand the basis of the economies of the community, Maine and the United States.
- ★ Students will understand personal economics and the basis of the economies of Maine Native Americans and selected peoples in the United States.
- ★ Students will analyze the differences in a barter & trade economy based on scarcity and natural resources in contrast to present-day goods.
- ★ Students will understand personal economics and the basis of economies of the community, Maine, United States, and selected areas of the world.

History

- ★ Students will understand selected major eras in the history of Maine.
- ★ Students will understand the historical influence of the concepts of unity and diversity of Maine Native Americans.
- ★ Students will investigate the motivation and exploration of Maine and the United States through the 1600s.
- ★ Students will understand selected major eras in the history of the community, Maine and the United States.

Social Studies Content/Units:

- The State of Maine
- Northeast Native Americans
- Explorers Through 1600s

Determining a Grade on the Progress Report or Report Card

Teachers collect evidence of student learning on the grade level standards and performance indicators as the year progresses. For Social Studies, the score on the progress report is determined by how the body of student evidence meets the standard. The evidence includes, but is not limited to, the following:

- Projects
- Writing connected to social studies
- Speaking and Listening Activities

Assessments for Grade 4

Assessment	What subject?	What is it used for?	When?
State: <i>Maine Educational Assessment (MEA)</i>	English Language Arts and Math	<ul style="list-style-type: none"> ★ State reporting ★ Measuring local growth over time 	March-April The scores will be sent home when the state provides them.
District: <i>STAR Assessment</i>	English Language Arts and Math	<ul style="list-style-type: none"> ★ Track district progress over time ★ To understand school, classroom, and individual strengths and challenges 	September, January, May/June
District: <i>Teachers College Reading Assessment</i> The teacher listens to the child read and they have a conversation about the reading.	Reading Fluency and Comprehension	<ul style="list-style-type: none"> ★ Track district progress over time ★ To understand school, classroom, and individual strengths and challenges ★ To determine an independent text level for a student 	September, January, May/June The results will be used to inform the classroom teachers about independent reading levels.

Skills to strengthen at home

Looking to help your child at home? Here are some ideas from the fourth grade teachers!

- ★ Make time in your evening schedule for reading every night.

- ★ Practice math facts with your child.
- ★ Work with time on an old-fashioned analog clock.
- ★ Take advantage of everyday experiences. For example, when you are grocery shopping:
 - Write the the grocery list together
 - Work on adding up the cost of the groceries
 - Use coupons help with subtraction
 - Look at nutrition labels to support healthy eating
 - Sort the groceries into categories like fruits and vegetables, grains, etc.

Oxford Hills School District
Kindergarten through Grade 11 Social Studies Curriculum – Board Approved 6/09/09

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KINDERGARTEN

GEOGRAPHY

ESSENTIAL QUESTION(S):

- How do maps and globes help me to explore my world?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change

UNIT QUESTION(S):

- How do I find land and water on maps and globes?

OVERARCHING VOCABULARY:

Geography (study of the Earth's surface and people)

UNIT VOCABULARY:

Land	Water
Map	Globe

HAO/OC/SOC:

_____ Students will understand the nature of geography and key foundation ideas as found in the descriptors below. (D1b,c)

1. Identify land and water using basic maps and globes.
2. Create a simple visual representation showing land and water.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts - read-alouds, show and tell, guided reading, classroom magazines

SUGGESTED RESOURCES:

- Houghton-Mifflin Social Studies: The World I See
- Nystrom: Exploring Where and Why
- Classroom maps and globes
- Weekly Reader, Scholastic News
- Literacy Links:
 - Read alouds:
Pak, Yu Cha; From Here to There
Sweeney, Joan; Me on The Map
Walters, Virginia; Are We There Yet Daddy
Yolen, Jane; Letting Swift River Go
- Guided reading:
 - Here I am (Newbridge)level 5
 - The World Around Us(Sundance)level 2
 - Take a Look (Newbridge) level 11
 - Find it on the Map (Steck-Vaughn) level 5
 - Where Is Water? (readingatoz.com) level B

Grade 1

GEOGRAPHY

ESSENTIAL QUESTION(S):

- How do maps and globes help me to explore my world?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change

UNIT QUESTION(S):

- How are physical and manmade features represented on maps and globes?

OVERARCHING VOCABULARY:

Geography (study of the Earth's surface and peoples)

UNIT VOCABULARY:

Compass rose	Neighborhood
Community	Map key
Physical features	Manmade features
Map	Globe

HAO/OC/SOC:

_____ Students will understand the nature of geography and key foundation ideas, as found in the descriptors below. (D1b,c)

1. Identify physical and man-made features, compass rose, and maps key as related to neighborhoods, towns and cities.
2. Create a simple visual representation of their immediate environment such as classroom, school, home, neighborhood, or town.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

- Scholastic News/Weekly Reader/Time for Kids
- I Know A Place (Houghton Mifflin Social Studies)
- Nystrom Block Buddy Atlas
- Exploring Our World Neighborhoods and Communities (Scholastic Professional Books #0-590-89809-4)
- Find it on the Map by David Bauer (Steck-Vaughn Shutterbug Books #0-7398-5851-3)
- Other Steck-Vaughn Shutterbug Books in the area of Social Studies
- Me on the Map by Joan Sweeney (Crow Publishers #0-517-700095-3)

Grade 2

GEOGRAPHY

ESSENTIAL QUESTION(S):

- How do maps and globes help me to explore my world?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity/Change, and Economics

UNIT QUESTION(S):

- How does geography effect and change people's lives?

OVERARCHING VOCABULARY:

Geography (study of Earth's surface and people)

UNIT VOCABULARY:

Compass rose	Map key
Countries	Continents
Manmade features	Environmental features
Physical features	Cultural features

HAO/OC/SOC:

_____ Students will understand the nature of geography and key foundation ideas, as found in the descriptors below. (D1b,c)

1. Identify local and distant places and locations, directions NSEW and basic physical, environmental and cultural features using maps and globes.
2. Create a visual representation (map) of an outside area in their immediate neighborhood and/or community (home or school). The created map will include a compass rose, and key including physical, environmental, and/or cultural features.

_____ Students will understand the influence of geography on people in the United States and the world. (D2a)

1. Identify the impacts of geographic features on individuals and families in the United States and other nations, such as mountain, water, and various other landforms, which affect housing, transportation, livelihood, and availability of products and resources.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

KINDERGARTEN

ECONOMICS

ESSENTIAL QUESTION(S):

- How do people depend on each other to get the things they need and want?

FOCUSED UNIT CONCEPT(S):

- Economics (How people make choices on how to use resources to meet their needs and wants)
- Interdependence

UNIT QUESTION(S):

- How do my family members depend on each other to get the things they need and want?

OVERARCHING VOCABULARY:

Resources (money)

Choices

UNIT VOCABULARY:

Wants Needs

Jobs Workers

HAO/OC/SOC:

_____ Students will understand the nature of economics as well as key foundation ideas as found in the descriptors below. (C1a,b)

1. Describe how people make choices about how to use money to meet needs and wants.
2. Describe how money is earned in their families (family jobs).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- Mathematics

SUGGESTED RESOURCES:

- Houghton-Mifflin; The World I See
- Nystrom; Exploring Where and Why
- Literacy Links:
 - Read alouds:
 - Brisson, Pat; Benny's Pennies
 - Hoban, Russell; A Bargain for Frances
 - Williams, Vera B.; A Chair For My Mother
 - Viorst, Judith; Alexander Who Used To Be Rich Last Sunday
 - Conford, Ellen; A Job For Jenny
 - Brown, Marc; Arthur's Pet Business
 - Schwor, Amy; Bea and Mr. Jones
 - Guided reading:
 - Working at Home (Sundance) level 2/3
 - Family Work and Fun (Sundance) level 3/4
 - Helping in the Yard (Sundance) level 3
 - At Work (Newbridge) level 3
 - To The Store (readinga-z.com) level D

Grade 1

ECONOMICS

ESSENTIAL QUESTION(S):

- How do people depend on each other to get the things they need and want?

FOCUSED UNIT CONCEPT(S):

- Economics (How people make choices on how to use resources to meet their needs and wants), movement, and interdependence

UNIT QUESTION(S):

- How do people in my community depend on each other to get the things they need and want?

OVERARCHING VOCABULARY:

Resources (money)

Choices

UNIT VOCABULARY:

Goods

Services

Product

Consumer

Movement of product

HAO/OC/SOC:

_____ Students will understand the nature of economics as well as key foundation ideas, as found in the descriptors below. (C1b)

1. Identify goods and services provided and received at the local level (movement of product).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- Mathematics
- History
- Geography

SUGGESTED RESOURCES:

- Oxford County Fair Agricultural Day
- Field Trips to local orchards, stores, businesses
- Text (books, stories, songs, poems, video) related to Movement of Product
- Text (books, stories, songs, poems, videos) related to Occupation/Jobs
- Scholastic News/Weekly Reader/ Time for Kids
- I Know A Place (Houghton Mifflin Social Studies)
- Nystrom Block Buddy Atlas

Grade 2

ECONOMICS

ESSENTIAL QUESTION(S):

- How do people depend on each other to get the things they need and want?

FOCUSED UNIT CONCEPT(S):

- Economics, Movement, and Interdependence

UNIT QUESTION(S):

- How do people of the United States depend on each other to get the things they need and want?

OVERARCHING VOCABULARY:

Resources (money)

Choices

UNIT VOCABULARY:

Movement of product

Goods

Services

Consumer

Product

Economic factors

Economics

HAO/OC/SOC:

_____ Students will understand the influence of economics on people in the United States. (C2a)

1. Understand how families and communities are influenced by economic factors. This may include, but is not limited to employment, unemployment, weather, natural disasters, and price of product.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- Mathematics
- History
- Geography

SUGGESTED RESOURCES:

HISTORY

ESSENTIAL QUESTION(S):

- How have the people and events in history shaped my life?

FOCUSED UNIT CONCEPT(S):

- Culture, continuity/change

UNIT QUESTION(S):

- What is the story of my family and the traditions and celebrations that we observe today?

OVERARCHING VOCABULARY:

History (story of the past)

UNIT VOCABULARY:

Family	Past
Traditions	Present
Celebrations	Future
Holidays	

HAO/OC/SOC:

_____ Students will understand the nature of history as well as key foundation ideas as found in the descriptors below. (E1a,b,c,d)

1. Describe history as a story of the past.
2. Identify a few key figures from their personal history (i.e. family tree back to grandparents or great grandparents).
3. Identify whether a story takes place in the past, present or future.
4. Apply terms such as before and after in sequencing events.

_____ Students will understand the historic aspects of uniqueness and commonality among people over time. (E2a)

1. Explain how families share traditions and celebrations including but not limited to Thanksgiving, Christmas, Hanukah, Kwanzaa, Easter, Passover, and patriotic holidays.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- Civics

SUGGESTED RESOURCES:

- Houghton Mifflin Social Studies; The World I See
- Nystrom; Exploring Where and Why
 - Literacy Links:
 - Read alouds:
(Family) Cooper, Melrose; I Got A Family

KINDERGARTEN

HISTORY

SUGGESTED RESOURCES (cont.):

Monk, Isabel; Family
Rylant, Cynthia; The Relatives Came
Big Book; MacMillan; Families My Album
(Past & Present) Connor, Glenn; Then and Now (Newbridge Big Book)
(Traditions) Welcome Books; Celebrations Series
Polacco, Patricia; The Trees of the Dancing Goats
Moorman, Margaret; Light the Lights

There are numerous other books, songs, rhymes, songs that apply to the holiday traditions themes. The ones listed are ones that encompass the theme of diversity particularly well.

Grade 1

HISTORY

ESSENTIAL QUESTION(S):

- How have the people and events in history shaped my life?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity/Change

UNIT QUESTION(S):

- How do the traditions of the Eastern Native Americans compare to my life?
How are they different?
- How can my personal history be shown using a timeline?

OVERARCHING VOCABULARY:

History (a story of the past)

UNIT VOCABULARY:

Traditions	Celebrations
Holidays	Timelines
Past	Present

HAO/OC/SOC:

_____ Students will understand the nature of history as well as key foundation ideas, as found in the descriptors below. (E1a,b,c,d)

1. Describe history as a story of the past.
2. Identify a few key figures and events from their own personal history. (i.e. personal timeline)
3. Identify a few key figures and events from the history of the nation. (this may include but is not limited to Columbus, Squanto, Martin Luther King, Jr., George Washington, Abraham Lincoln, current president).
4. Identify whether a story, picture, poem, song, or video takes place in the past, present, or future.
5. Apply terms such as before and after in sequencing events.

_____ Students will understand the historic aspects of uniqueness and commonality among people over time. (E2b)

1. Compare and contrast traditions (food, clothing, homes, travels, celebrations) of Eastern Native Americans to present day life.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

- Unit materials on Eastern Woodland Native Americans
- Scholastic News/Weekly Reader/ Time for Kids
- I Know A Place (Houghton Mifflin Social Studies)
- Text (books, stories, songs, poems, videos) related to Holidays, Key Figures and Events, Holidays

HISTORY

ESSENTIAL QUESTION(S):

- How have the people and events in history shaped my life?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity/Change, and Exploration/Movement

UNIT QUESTION(S):

- What effects have history and immigration had on my life as an American?
- How can history be shown using a timeline, artifacts, or stories?

OVERARCHING VOCABULARY:

History (story of the past)

UNIT VOCABULARY:

Timelines	Immigration
Beliefs	Values
Past	Present

HAO/OC/SOC:

_____ Students will understand the nature of history as well as key foundation ideas, as found in the descriptors below. (E1b,c,d,e)

1. Create a brief historical account about the nation by using artifacts, photographs, or stories (i.e. historical timeline of key figures and events in U.S. history; this may include but is not limited to Columbus, John and Priscilla Alden, Miles Standish, George Washington, Abraham Lincoln, Martin Luther King, Jr., current president).

_____ Students will understand the historic aspects of uniqueness and commonality among people over time. (E2b)

1. Explore the unique aspects of culture, values and beliefs of the Pilgrims as an immigrant group.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

ESSENTIAL QUESTION(S):

- Why is it important to be a good citizen?

FOCUSED UNIT CONCEPT(S):

- Conflict, cultures

UNIT QUESTION(S):

- How can I be a good citizen within my family and classroom?

OVERARCHING VOCABULARY:

Citizen	Rights
Responsibilities	Community

UNIT VOCABULARY:

Flag	President
United States	Country
Symbols	Traditions
Holidays	Respect
Laws	Pledge of Allegiance
Rules	Voting

HAO/OC/SOC:

- _____ Students will understand key ideas and processes that characterize democratic government in the community and the United States. (B1b)
1. Recognize symbols (flag), celebrations (Labor Day, Veteran's Day, MLK, Jr. Day, Presidents' Day, Memorial Day, Flag Day) and leaders (President) of the national government.

- _____ Students will understand the concepts of rights, duties, responsibilities and participation. (B2a,b)
1. Practice classroom rights, duties and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.
 2. Explain the purpose of classroom rules as well as laws they encounter in their experiences (i.e. wearing seat belt, bicycle helmet, and safety seat) to promote the common good and the peaceful resolution of conflict.

- _____ Students will understand the civic aspects of classroom traditions and decisions and the traditions and holidays of diverse cultures. (B3b)
1. Explore traditions and holidays that are similar across the nation and those that differ in various cultural groups.
 2. Participate in planning and execution of classroom traditions.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts
- History

KINDERGARTEN

CIVICS (continued)

SUGGESTED RESOURCES:

- **Teacher Resources:**
 - Houghton Mifflin Social Studies; The World I See
 - Nystrom; Exploring Where and Why
- **Literacy Links:**
 - **Read alouds:**
 - Ryan, Pam Munoz; The Flag I Love
 - Scholastic, Inc.; The Pledge Of Allegiance
 - Welcome Books; Celebrations Series

Grade 1

CIVICS

ESSENTIAL QUESTION(S):

- Why is it important to be a good citizen?

FOCUSED UNIT CONCEPT(S):

- Conflict, cultures, and politics/government

UNIT QUESTION(S):

- How can a person be a good citizen in school and the local community?

OVERARCHING VOCABULARY:

Citizen Rights
Responsibilities Community

UNIT VOCABULARY:

Leaders	Respect	Government
Celebrations	Laws	Voting
Choices	Symbols	Rules
Holidays	Conflict	

HAO/OC/SOC:

_____ Students will understand key ideas and processes that characterize democratic government in the community, as found in the descriptors below. (B1b,c)

1. Recognize symbols (Statue of Liberty, bald eagle, White House), celebrations, and leaders of local, state and national government.
2. Identify community workers and volunteers and the roles they play in promoting the common good.

_____ Students will understand the concepts of rights, duties, responsibilities and participation. (B2a,b)

1. Describe how they exercise classroom rights, duties, and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.
2. Explain the purpose of classroom rules and laws they encounter in their experiences to promote the common good and the peaceful resolution of conflict.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Community workers and volunteers could be integrated with the economics strand.
- Language Arts

SUGGESTED RESOURCES:

- Responsive Classroom Model
- Conflict Resolution
- Scholastic News/Weekly Reader/ Time for Kids
- I Know A Place (Houghton Mifflin Social Studies)
- Nystrom Block Buddy Atlas
- Voting Activities in the Classroom
- Text (books, stories, songs, poems, videos) Related to Occupations/Jobs

Grade 2

CIVICS

ESSENTIAL QUESTION(S):

- Why is it important to be a good citizen?

FOCUSED UNIT CONCEPT(S):

- Conflict, Cultures, and Politics/Government

UNIT QUESTION(S):

- How can a person be a good citizen?

OVERARCHING VOCABULARY:

Citizen	Rights
Responsibilities	Community

UNIT VOCABULARY:

Laws	Government
Leaders	Conflict
Resolution	Participation
Rules	Traditions
Decisions	

HAO/OC/SOC:

_____ Students will understand key ideas and processes that characterize democratic government in the community and the United States (B1a,b)

1. Describe and give examples of Democratic ideals.
2. Recognize symbols, monuments, celebrations, and leaders of local, state, and national government.

_____ Students will understand the concepts of rights, duties, responsibilities, and participation. (B2a,b)

1. Describe how they exercise classroom rights, duties, and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.
2. Explain the purpose of classroom rules and laws they encounter in their experiences to promote the common good and the peaceful resolution of conflict.

_____ Students will understand the civic aspects of classroom traditions and decisions, and the traditions and holidays of diverse cultures. (B3a,b)

1. Compare traditions and holidays that are similar across the nation and those that differ in various cultural groups.
2. Participate in the planning and execution of classroom traditions, such as the 100th Day of School.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts

SUGGESTED RESOURCES:

Grade 3

INTRODUCTION TO ERAS

ESSENTIAL QUESTION(S):

- How has daily life changed in one place across eras?

FOCUSED UNIT CONCEPT(S):

- Culture, Conflict, Continuity/Change, Economics, Exploration/Movement, Politics/Government

UNIT QUESTION(S):

- How have geographic features impacted daily life in one place across eras?
- How have economic factors impacted daily life in one place across eras?
- How is daily life similar and different in one place across eras?
- How have the rights, duties and responsibilities of citizens changed and stayed the same in one place across eras?

OVERARCHING VOCABULARY:

Economics	Scarcity	Resources
Civics	Civic duty	Democratic ideals
Constitutional Principles	Government	Governmental structures
Geography	Culture	Physical features
Movement	Environment	History
Era	Conflict	Diversity
Unity		

UNIT VOCABULARY:

Economic factors	Geographic features
Rights	Duties
Responsibilities	

HAO/OC/SOC:

_____ Students will understand various major eras in the history of the community, Maine, and the United States.

1. Explain how geographic features impact daily life in one place across eras.
2. Explain how scarcity can lead to certain economic choices about what goods and services will be produced, how they will be distributed, and for whom they will be produced in one place across eras.
3. Identify similarities and differences in daily life in one place across eras.
4. Identify the rights, duties and responsibilities of citizens in one place across eras.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- "A Street Through Time"

Grade 3

GEOGRAPHY

ESSENTIAL QUESTION(S):

- How does geography influence life?

FOCUSED UNIT CONCEPT(S):

- Culture, Conflict, Continuity/Change, Economics, Exploration/Movement, Politics/Government

UNIT QUESTION(S):

- How do the Earth's physical features and climate impact plant, animal, and human life?

OVERARCHING VOCABULARY:

Economics	Scarcity	Resources
Civics	Civic duty	Democratic ideals
Constitutional Principles	Government	Governmental structures
Geography	Culture	Physical features
Movement	Environment	History
Era	Conflict	Diversity
Unity		

UNIT VOCABULARY:

Continents	Oceans	Mountains
Rivers	Deserts	Endangered
Extinction	Migration	Natural resources
Economy	Climate	

HAO/OC/SOC:

Students will understand the geography of the community, Maine, the United States, and selected regions of the world.

1. Use a variety of informational texts to locate and label Earth's major physical features on a visual representation of the world (map and/or globe) such as continents, oceans, major mountains, rivers and deserts (including, but not limited to: all seven continents, all four oceans, Rocky Mountains, Appalachian Mountains, Andes Mountains, Himalayas, Alps, Mississippi River, Colorado River, Missouri River, Rio Grande, Nile River, Amazon River, Euphrates River, and Sahara Desert).
2. Explain how Earth's physical features and climate (in different biomes) have affected cultures throughout history (example: economics, conflict, and movement).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Science HAO 305.3: Compare and contrast living and non-living components of different biomes.

SUGGESTED RESOURCES:

- *Introduction to Geography*: Holt

CIVICS

ESSENTIAL QUESTION(S):

- How can people make a positive change in the world?

FOCUSED UNIT CONCEPT(S):

- Culture, Conflict, Continuity/Change, Economics, Exploration/Movement, Politics/Government

UNIT QUESTION(S):

- How can students influence change by exercising their rights, duties, and responsibilities?

OVERARCHING VOCABULARY:

Economics	Scarcity	Resources
Civics	Civic duty	Democratic ideals
Constitutional Principles	Government	Governmental structures
Geography	Culture	Physical features
Movement	Environment	History
Era	Conflict	Diversity
Unity		

UNIT VOCABULARY:

Rights	Duties	Responsibilities
Common good	Voting	Citizen
Global Community	Choices	Community service
Legislators		

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures and processes of democratic government in Maine and the United States.

1. Recognize and analyze examples of how people influence government and work for the common good through such actions as voting, writing legislators, and community service.
2. Develop an individual plan in order to influence government (school, local, state, or federal) and/or work for the common good (example, writing to legislators, or community service).

_____ Students will understand the basic rights, duties, responsibilities and roles of citizens in a democracy.

1. Investigate the rights, duties and responsibilities of citizens of the global community.
2. Identify their rights, duties and responsibilities as members of their class and school.
3. Examine the rights, duties, and responsibilities of citizens of the global community in order to compare and contrast them to their own.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- ELA biography study of people who have made civic contributions
- ELA letter writing outcomes

SUGGESTED RESOURCES:

- *Miss Rumphius*
- *Ordinary Mary's Extraordinary Day*
- Class and school rules/norms

Grade 4

MAINE

ESSENTIAL QUESTION(S):

- How does the geography of Maine define its history, government, economics and culture?

FOCUSED UNIT CONCEPT(S):

- Continuity and Change

UNIT QUESTION(S):

- What are Maine's borders?
- What are the physical features of Maine?
- How is state government organized and how do citizens participate?
- How does a product flow from entrepreneur/producer to consumer?
- What are the major events, people and occupations in Maine's history?

OVERARCHING VOCABULARY:

Resources	Government
Civics	Governmental structures
Civic duty	Geography
Culture	Physical features
History	Era
Diversity	

UNIT VOCABULARY:

National Park	Goods and Services
Counties	Borders
Entrepreneur	

HAO/OC/SOC:

_____ Students will understand the geography of the community and Maine. (D1c,d)

1. Use an atlas to locate and label Maine on a physical and political map of the United States and the world.
2. Use an atlas to locate and label physical and political locations on a map of Maine (16 counties, Augusta, Portland, Bangor, Lewiston, Auburn, home town, Canada, NH, Atlantic, Penobscot R., Kennebec R., St. Croix R., St. John R., Allagash R., Androscoggin R., White Mtns., Acadia N.P., Cadillac Mtn., Mount Katahdin, Sugarloaf Mtn., Pleasant Mtn. [Shawnee Peak], Sunday River, Moosehead Lake, Sebago Lake, Rangeley Lake)
3. Explain examples of changes in the earth's physical features and the impact on cultures of the area (man-made lakes: Flagstaff, Richardson, Sebago, Bingham Dam).

_____ Students will understand the basic structure of Maine government and basic rights, duties, responsibilities and roles of citizenship. (B1a,c) (B2a,c)

1. Demonstrate knowledge of basic state government and citizenship.

Grade 4

MAINE (continued)

_____ Students will understand the basis of the economies of the community, Maine and the United States. (C1b)

1. Demonstrate the flow of a product from an entrepreneur or producer to consumer, both local and national.

_____ Students will understand selected major eras in the history of Maine. (E1a,b)

1. Identify major events and people in Maine history (suggested Maine people: current governor, George Mitchell, Margaret Chase Smith, Edmund Muskie, Hannibal Hamlin, L.L. Bean, Chester Greenwood, Stephen King, Henry Wadsworth Longfellow, Joshua Chamberlain, Harriet Beecher Stowe, Samantha Smith, Louis Sockalexis, Mollycoddett, Mary Alice Nelsen Archambaud [Molly Spotted Elk], any listed on the Secretary of State's Maine Kid's web page. Suggested events: time period of Native Americans from 8000 B.C., the Vikings 1000 A.D., exploration of Maine 1500 – 1600, Massachusetts controls Maine 1677, French Indian Wars 1754 – 1763, Maine during Revolutionary War, War of 1812 and the Battle of the Boxer and the Enterprise, statehood 1820, Maine's involvement in the Civil War, growth of industry in the late 1800s, growth of tourism in the 1900s, Maine Indian Claim Act 1980).
2. Compare historic occupations of Maine in contrast to those of present day (logging, fishing, farming, and manufacturing compared to today which is more of a service industry).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts-Research Projects

SUGGESTED RESOURCES:

- Sea to Shining Sea - Maine (states series)
- Maine Studies Weekly
- Maine, Hello U.S.A.
- Maine Secretary of State kids web page
- Faces of Maine
- DeLorme Maine Atlas & gazetteer
- A Journey Through Maine – Mary Stockwell – ISBN 1-58685-502-6

NORTHEAST NATIVE AMERICANS

ESSENTIAL QUESTION(S):

- How has life changed for Native Americans in Maine over time?

FOCUSED UNIT CONCEPT(S):

- Conflict

UNIT QUESTION(S):

- What are some of the Native American tribes of Maine and how do the geographic features of Maine impact their culture?
- What was the economy of Maine Native Americans?
- What were the cultural traditions and contributions of Maine Native Americans?

OVERARCHING VOCABULARY:

Scarcity	Geography
Resources	Culture
Government	Physical features
Environment	History
Era	Conflict

UNIT VOCABULARY:

Tribe	Native
Barter/Trade	Goods and Services

HAO/OC/SOC:

_____ Students will compare and contrast two or more Maine/Native American Tribes (Wabanaki Nation: Micmac, Maliseet, Penobscot, Passamaquoddy and Abenaki). (D1a) (D2b)

1. Students will use an atlas to locate and label tribal areas including physical features, plants, and animals.
2. Students will describe the impact of geographic features on the daily life of the different Native cultures.

_____ Students will understand personal economics and the basis of the economies of Maine Native Americans and selected peoples in the United States. (C1a,b)

_____ Students will analyze the differences in a barter & trade economy based on scarcity and natural resources in contrast to present day goods.

_____ Students understand the historic influence of the concepts of unity and diversity of Maine Native Americans. (E2b)

1. Students will describe major cultural traditions and contributions of Maine Native Americans.

NORTHEAST NATIVE AMERICANS (continued)

_____ Students understand the influence of politics and civic aspects of the daily life of diverse cultures of Maine Native Americans, the United States and the world. (B3b)

1. Students will describe the political and civic beliefs and activities in the daily life of cultures of Maine Native Americans.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts-Research Projects
- Language Arts-Native American Tales
- Science-Life Cycles-habitat, extinction of Maine plants & animals

SUGGESTED RESOURCES:

- Sea to Shining Sea - Maine (states series)
- Maine Studies Weekly
- Maine, Hello U.S.A.
- Maine Secretary of State kids web page
- Faces of Maine
- Wabanakis of Maine and the Maritimes

EXPLORERS THROUGH THE 1600s

ESSENTIAL QUESTION(S):

- Why do we explore?

FOCUSED UNIT CONCEPT(S):

- Movement

UNIT QUESTION(S):

- What was the motivation to explore Maine and the United States through the 1600s?
- What was the impact of geographic features on the daily life of cultures including Maine Native Americans?
- What are the causes and consequences of cultural conflicts between explorers and Native Americans?
- What are the three major reasons for exploration?

OVERARCHING VOCABULARY:

Culture	Government	Governmental Structures
Scarcity	Resources	Geography
Civics	Civic Duty	Physical Features
Movement	Democratic Ideas	Environment
Constitution	Principles	History
Eras	Conflict	Diversity
Unity		

UNIT VOCABULARY:

Motivation	Exploration
Trade	Prime Meridian
Natural Resources	Globe
Human Resources	Diversity
Capital Resources	Equator
Religion	

HAO/OC/SOC:

_____ Students will investigate the motivation and exploration of Maine and the United States through the 1600s.

_____ Students will understand the geography of the community, Maine, the United States and selected regions of the world. (D1b,d) (D2b)

1. Use an atlas to create a map of European movement of specific explorers, showing the equator, prime meridian, and physical features (Marco Polo, Vikings, Cabot, Cortez, daGama, Columbus, Champlain, etc.).
2. Compare map changes of physical features of the world through this era.
3. Describe the impact of geographic features on the daily life of cultures including Maine Native Americans and select peoples of the world.

Grade 4

EXPLORERS THROUGH THE 1600s (continued)

_____ Students will understand selected major eras in the history of the community, Maine and the United States. (E1a,b)

1. Identify the causes and consequences of cultural conflicts between the explorers and the Native Americans.

_____ Students will understand personal economics and the basis of economies of the community, Maine, United States, and selected areas of the world. (C1a,b)

1. List three major reasons for exploration (wealth, adventure, desire to spread religion, natural resources, slave trade).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

- Language Arts-Research Projects
- Language Arts-Morning Girl

SUGGESTED RESOURCES:

- Sea to Shining Sea
- Maine Studies Weekly (good resource but it depends on time teaching unit and which issue of newspaper the topic is in)
- Maine, Hello U.S.A.
- Maine Secretary of State kids web page <http://www.maine.gov/sos/kids/>
- Faces of Maine
- Wabanakis of Maine and the Maritimes
- Journey Through Maine, by Mary Stockwell, Gibbs Publishing

THE COLONIAL ERA, 1500 – 1754

ESSENTIAL QUESTION(S):

- Why are people compelled to explore and how has this impacted various cultures?

FOCUSED UNIT CONCEPT(S):

- Trade Triangle between Europe, Africa and America
- Regional Economical Development
- How Colonies came to self government

UNIT QUESTION(S):

- Government: How did the colonial government develop and change during the colonial period?
- Economics: How did the economy of the colonies contribute to the growth of the nation?
- Geography: How did geography play into the growth of the colonies?
- History: What were the major names, places and events of the colonial period?

OVERARCHING VOCABULARY:

Scarcity	Resources	Civics
Civic Duty	Government	Governmental Structures
Geography	Culture	Physical Features
Movement	Environment	Conflict
Diversity	Unity	

UNIT VOCABULARY:

Seven Years War/French & Indian War		Regulate
Mayflower Compact	Colonization	Entrepreneurs
House of Burgesses	Representation	Tax
Proclamation of 1763	Governor	Tyrant
Salutary Neglect	Parliament	Imports/Importation
Cash Crop		

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of democratic government. (B1a,b,d)

1. Explain the importance of the Mayflower Compact for the democratic ideals of rule of law, legitimate power, and common good.
2. Explain the importance of the House of Burgesses.
3. Explain how the appointments of colonial governors were made.

Grade 5

THE COLONIAL ERA, 1500 – 1754 (continued)

_____ Students will understand the basis of the economies of the United States and selected areas of the world. (C1a,b)

1. Chart the products produced in the colonies (Spanish, English [NE, Middle, Southern], French).
2. Diagram and label on a map the trade triangle of products between Europe (England), Africa and the colonies (Eng).
3. Explain in a summary how Great Britain controlled natural, human and capital resources and the distribution between the colonies and the world.

_____ Students will understand the geographic influences that both unify and lead to diversity within regions of the United States and the world. (D2a,b)

1. Label/diagram on a map the geographical features and natural resources that impacted the lives of the colonists (work, housing, food, transportation) in Spanish, French, English colonies
2. Explain how the English colonies increased in size (French and Indian War results).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

Mayflower Compact (Cornerstone book)

Nystrom - Atlas of Our Country's History (desk maps, globes, relief map)

Houghton Mifflin text *America Will Be*

Harcourt School Publishers: *Settling a Continent* ISBN # 978-0-15-352872-9

P. Peterson: *Young Colonists* ISBN # 978-0-15-3528884-2

Grade 5

THE REVOLUTIONARY ERA, 1763 – 1783

ESSENTIAL QUESTION(S):

How does government impact economics?

When is a revolution justified (Locke's Social Contract)?

FOCUSED UNIT CONCEPT(S):

Conflict, Change and Government

UNIT QUESTION(S):

Government: How did the government of the colonies change over the Revolutionary Era?

Economics: How did the economy of the colonies contribute to the Revolutionary War?

Geography: How did the geography of the colonies play a part in the war?

History: What events led to the Revolutionary War and to the winning of the Revolutionary War by the colonies?

OVERARCHING VOCABULARY:

Scarcity	Government
Resources	Governmental Structures
Geography	Democratic Ideals
Physical Features	Movement
Conflict	Diversity
Unity	

UNIT VOCABULARY:

Violating	Assembly	England
Parliament	Congress	Great Britain
Resolution	Pact	Loyalists/Tories
Quartering	Act/Law	Patriots/Continental
Harassed	Representative	Sympathy
Liberty	Delegation	Mutual
Proclamation	Neutralist	Gazette
Delegate	Spy	Massacre
Tax	Continental	Minutemen/Militia
Sovereign	Smuggle	Correspondence
British	Convenes	Intolerable

HAO/OC/SOC:

Students will understand the basic ideals, purposes, principles, structures, and processes of democratic government. (B1a)

1. Explain how the 1st, 2nd, and 3rd Continental Congress united diverse colonies.

Grade 5

THE REVOLUTIONARY ERA, 1763- 1783 (continued)

_____ Students will understand the basis of the economies of the United States and selected areas of the world. (C1a,b)

1. Explain how the colonies used the natural, human and capital resources needed to win the Revolutionary War (alliance with France...).
2. Explain the colonial response to various ways the British taxed the colonies to pay for the Seven Years War and the British response.

_____ Students will understand the geographic influences that both unify and lead to diversity within regions of the United States and the world. (D2a,b)

1. Explain how the militia used geography around Lexington and Concord to fight the first battle
2. Explain how the continental army used geography around Yorktown to win the battle.

_____ Students will understand selected major eras in the history of the United States. (E1a,b)

1. Explain how both the colonies and the British used propaganda to fuel unity for the cause.

_____ Students will understand the historic influence of the concepts of unity and diversity on the United States. (E2a,b)

1. Describe examples of both unity and diversity among the colonists that influenced whether they were a Patriot or a Loyalist.
2. Explain how the Battle of Saratoga influenced the French to aid the colonies.
3. Compare and contrast the values and economics of the Northern, Middle and Southern colonies.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

J. Fritz books: *Will You Sign here, John Hancock?*
Why Don't You Get a Horse, Sam Adams?
Where was Patrick Henry on the 29th of May?
Then What Happened, Paul Revere?
Can't You Make Them Behave, King George?
What's the Big Idea, Ben Franklin?

R. Freedman book: *Give Me Liberty*

D. Smoliski: *The Revolutionary War* ISBN 158810558

R. Quackenbush: *Daughter of Liberty* ISBN 0-7868-1286-9

Approved June 9, 2009

Grade 5

THE REVOLUTIONARY ERA, 1763 – 1783 (continued)

SUGGESTED RESOURCES (cont.):

Kids Discover: *American Revolution*

Washington

1776

M. Amstel: *Midnight Ride* ISBN 1-57505-456-6

F. Downey: *Road to Revolution* ISBN 0-7922-5452-X

J. Masoff: *American Revolution* ISBN 0-439-05110-X

P. Peterson: *Young Colonists* ISBN 978-0-15-3528884-2

ISBN 0-1535---2884

Harcourt School Publishers

D. Smoliski: *Naval Warfare of the Revolutionary War* ISBN 158810559-8

D. Smoliski: *Important People of the Revolutionary War* ISBN158810559X

D. Alder: *Heroes of the Revolution* ISBN 0-439-64441-0

Videos: Colonial Life Classroom Series:

Pioneer Life in Revolutionary America ISBN 1-56353-411-5

Values in Revolutionary America ISBN 1-56353-412-6

Social Class in Revolutionary America ISBN 1-56353-410-X

Family & Work in Revolutionary America ISBN 1-56353-431-4

NATION BUILDING, 1783 – 1815

ESSENTIAL QUESTION(S):

How does economics influence the growth of a nation?

How does government affect the growth of a nation?

FOCUSED UNIT CONCEPT(S):

Change, Economics, and Government

Division of Powers

UNIT QUESTION(S):

Government: How did the causes for the American Revolution contribute to the addition of The Bill of Rights to the US Constitution?

Economics: How did the diverse population of the Southern Colonies affect the formation of the Legislative Branch of government?

History: Who were the major leaders in the writing of the U.S. Constitution and The Bill of Rights?

OVERARCHING VOCABULARY:

Civics

Civic Duty

Democratic Ideals

Constitutional Principles

Government

Governmental Structures

Conflict

Diversity

Unity

UNIT VOCABULARY:

Legislative

Executive

Judicial

Federalist /Anti-Federalist

Constitution

Quartering

HAO/OC/SOC:

_____ Students will examine the history of colonial economics and government and relate it to the growth of the United States. (B1a,b,c,e) (C1a,b) (C2a) (E1a,b)

1. List the Bill of Rights.
2. Apply the Bill of Rights to real life situations.
3. Understand the governmental structures of the legislative, executive & judicial branches of a national government.
4. Describe the economic similarities and differences within the colonies and how they combined to create the need for a new government.
5. Explain the weaknesses of the Articles of Confederation used between the end of the Revolutionary War and the need to write the U.S. Constitution.
6. Identify persons and their roles in framing the constitution (Jefferson...).
7. Identify conflicts and consequences in framing the constitution.
8. Trace and explain the history of a democratic principle and how it is preserved in a symbol, monument or tradition important to the U.S. (flag, July 4th.....)

Approved June 9, 2009

Grade 5

NATION BUILDING, 1783 – 1815 (continued)

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

Kids Discover: *How America Works*
Statue of Liberty

Videos: Sunburst Visual Media Global: *Amendments 1-4 & 4-10*

Video: *United States Bill of Rights* ISBN 1-58565-8

R.C. Stein, *The Bill of Rights* ISBN 0-516-44853-6

The Declaration of Independence ISBN 0-516-46693-3

Harcourt School Publishers: *Building a Government*

ISBN 13:978-0-15-352911-5

ISBN 10:0-15-352911-3

P. R. Quiri, *The Bill of Rights* ISBN 0-516-26427-3

The Constitution ISBN 0-516-26429-X

J. Fritz, *Shh, We're Writing the Constitution*

Grade 6

EXPANDING NATION, 1815 – 1865

ESSENTIAL QUESTION(S):

Why are people compelled to explore and how has this impacted various cultures?

FOCUSED UNIT CONCEPT(S):

Growth of U.S. Government/Constitution

Human Adaptions to Society

Manifest Destiny

UNIT QUESTION(S):

- How did the government change to fit the demands of a changing nation?
- How did states create economies based on goods and services?
- How did the expansion of the United States lead to the Civil War?
- How did features of North American geography promote expansion?
- How did Maine become a state?

OVERARCHING VOCABULARY:

Resources	Governmental structures
Democratic ideals	Constitutional principles
Conflict	Movement

UNIT VOCABULARY:

States' rights	Manifest Destiny
Free labor	Federalism
Gold rush	Know-nothings
Democrat	Republican
Prospector	Pioneer
Plantation	Slavery

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1a,b,d)

1. Determine how the U.S. Congress changed as a result of Westward Expansion. Discuss how this affected issues such as slavery and economics.
2. Explain how the government tried to create laws to keep the nation from civil war, including the Kansas-Nebraska Act, Missouri Compromise, and Dred Scott Decision.
3. Explore biographies of such people as Andrew Jackson, Daniel Boone, and John Brown, to understand their place in the Westward Expansion period.

EXPANDING NATION, 1815 – 1865 (continued)

_____ Students will understand principles and processes related to personal economics and the economic systems of Maine, the United States, and selected areas of the world, as well as the influence of economics on personal life and business. (C1a)

1. Use maps and other geographical aids to diagram the economic relationship between the North and the South prior to the Civil War.
2. Consider how moving West changed the U.S. economy and reasons for moving West.

_____ Students will understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans. (C2)

1. Using supply and demand principles, apply these considerations to Westward Expansion:
 - a. What is produced?
 - b. For whom is the item produced?
 - c. How is the item produced?
 - d. How much of the item is produced?

Considerations: Gold in the West, cotton in the South, manufacturing in the East, shipping.

_____ Students will understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans. (D2a)

1. Relate how physical geography and environment influenced Westward Expansion and economic development, including but not limited to, the Oregon Trail, crop production, and slavery.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

Guided Reading and Literacy Circle discussions provided adequate and appropriate trade books are available. (Example: *Sarah Plain and Tall*)

SUGGESTED RESOURCES:

Quality time with texts, websites, AV materials among other resources, is required to complete this task. Input from teachers and experts a must to obtain an idea of correct and appropriate resources.

THE CIVIL WAR AND RECONSTRUCTION, 1861 – 1890

ESSENTIAL QUESTION(S):

- How do differences in cultures lead to conflict (or changes within a society)?
- How are the rights of people affected based on the beliefs and values of others?

FOCUSED UNIT CONCEPT(S):

- Economic Restructure
- Interpretation of the Constitution
- Who, What, When, Where, Why of the Civil War

UNIT QUESTION(S):

- Government: How did the Constitution permit the Civil War and how was the Constitution amended after the war?
- Economics: How did the reconstruction period set the economic practices instituted today?
- Geography: Why did geography play an important part in the Civil War?
- History: Who are the major names, where are the major places, and what are the major events of the Civil War?

OVERARCHING VOCABULARY:

Conflict
Culture
Civic duty
Physical features

UNIT VOCABULARY:

Carpetbagger Emancipation
Scalawag Reservation
Secession
Confederacy

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1f)

1. Justify how and why the South seceded from the union and compare to the South's readmission.

_____ Students will understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy. (B2a)

1. Understand the difference in interpretations between the North and South (and other cultures) regarding various issues (slavery, agriculture, religions, society).

_____ Students will understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world. (C1b)

1. Evaluate currency from the Civil War.

Grade 6

THE CIVIL WAR AND RECONSTRUCTION, 1861 – 1890 (continued)

_____ Students will understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present and future. (D1d)

1. Locate certain battles, industrial centers and capitols during the Civil War and connect to physical geography.

_____ Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world. (E1c)

1. Reflect on major battles, personalities, and other events during the Civil War and Reconstruction.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

Young adult reading focus in Literacy Circles and Guided Reading.

SUGGESTED RESOURCES:

Young Adult Books:

Rinaldi, Ann. *Girl in Blue*. Scholastic: New York, 2001.

Clox, Clinton. *Undying Glory: The Story of the Massachusetts 54th regiment*. Scholastic: New York, 1991.

- Beatty, Patrica. *Who Comes with Cannons?* Scholastic: New York, 1992.
- Steele, William O. *The Perilous Road*. Harcourt, Brace & World: New York, 1958.
- Hunt, Irene. *Across Five Aprils*. Berkely, 1986
- Beatty, Patrica, *Charley Skedaddle*. Troll Associates: New York, 1987.
- Beatty, Patrica. *Turn Homeward, Hannalee*. William Morrow and Co: New York, 1984.
- Shura, Mary Francis. *Gentle Annie: The True Story of a Civil War Nurse*. Scholastic: New York, 1991.
- Kantor, MacKinlay. *Gettysburg*. Random House: New York, 1952.
- Sterling, Dorothy. *Forever Free: The Story of the Emancipation Proclamation*. Doubleday: Garden City, 1963.
- Alphin, Elaine Marie. *Ghost Soldier*. Scholastic: New York, 2001.
- Peck, Richard. *The River Between Us*. Scholastic: New York, 2003.
- Moore, Kay. "If you Lived at the Time of the Civil War.": Scholastic: New York, 1994.
- Hebert, Janis. "The Civil War for Kids." Chicago Review Press: Chicago, 1999.
- Chang, Ina. *A Separate Battle: Woman and the Civil War*. Scholastic: New York, 1991.
- Murphy, Jim. *The Boys War*. Scholastic: New York, 1990.
- Murphy, Jim. *The Long Road to Gettysburg*. Scholastic: New York, 1992.
- Ray, Delia. *Behind the Blue and the Gray*. Scholastic: New York, 1991
- Burgess, Lauren Cook. *An Uncommon Soldier: The Civil War Letters of Sarah Rosetta Wakeman, alias Pvt. Lyons Wakeman, 153rd Regiment, New York Volunteers, 1862-1864*. Oxford University Press: New York, 1996.

EMERGENCE OF CIVILIZATION TO 1000 AD

ESSENTIAL QUESTION(S):

- How do forces within and outside a society change cultures?

FOCUSED UNIT CONCEPT(S):

- Structures of Classic Societies/Governments
- Rise and Fall of Societies
- Human Adaptions to Geography

UNIT QUESTION(S):

- How do the classic governments compare to one another and how are they different from modern U.S. government?
- How did classic cultures trade without money?
- What led to the rise and fall of the classic cultures?
- How did geographical features support life within the classic cultures?

OVERARCHING VOCABULARY:

Resources	Governmental structures
Culture	Environment
Diversity	

UNIT VOCABULARY:

Sacred calendar	Slash and burn
Popul Vuh	Quipa and Mayan Math
Maize Noble	Ball game, Pot-a-tok, Patolli
Glyphs	Sacrifice
Deities	Priests
Empire	Temple
City-state	

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1f)

1. Compare the hierarchical structures of Mayans, Aztecs, and Incas to government structures in the United States (include priests, nobles, kings, etc.).

_____ Students will understand political and civic aspects of unity and diversity and the political systems of cultures in Maine, the United States, other nations, and in INTERNATIONAL RELATIONS. (B3b)

1. Describe the political systems and civic responsibilities of Mayans, Aztecs, and Incas. Connect to existing features in Maine and the United States (include roles of citizens, religious aspects, etc.).

Grade 6

EMERGENCE OF CIVILIZATION TO 1000 AD (continued)

_____ Students will understand economic influences that unify and lead to diversity in Maine, the United States, and selected nations. (C2b)

1. Explain and compare economic systems of the Mayans, Aztecs, and Incas (include barter, community farming).

_____ Students will understand geographic influences that unify and lead to diversity in Maine, the United States, and selected nations. (D2b)

1. Locate and describe how changes to geographical features impacted the Mayans, Incas, and Aztecs (include waterways, mountains, lush forests, etc.).

_____ Students will understand the geography of selected regions of the world, and geographic influences on life in the past. (D1d)

1. Discuss how the use of land and technology affected advancement of the Mayan, Aztec, and Incan cultures (include farming techniques, implementation of tools, etc.).

_____ Students will understand the historic influence of the concepts of unity and diversity on Maine, the United States, and selected areas of the world. (E2c)

1. Analyze the major milestones and turning points of Mayan, Incan, and Aztec Civilization (include calendars, written communication, etc.).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

Mayan Math: *Language of Numbers* Mathscape (Math)

Popul Vuh: Study of Mythology (Language Arts)

Glyphs: Art

Fictional Writing: Mythological Story elements and writing.

SUGGESTED RESOURCES:

- Shuter, Jane. *The Incas*. Heinemann: Chicago, 2002.
- Shuter, Jane. *The Aztecs*. Heinemann: Chicago, 2002.
- Conklin, Wendy. *Mayas, Aztecs, and Incas*. Scholastic: New York, 2005.
- Rees, Rosemary. *The Aztecs*. Heinemann: Chicago, 1999.
- KirkPatrick, Nadia. *The Maya*. Heinemann: Chicago, 2003.
- Odijk, Pamela. *The Aztecs*. Silver Burdett: Englewood Cliffs, NY, 1989.
- Philip, Neil. *Mythology of the World*. Kingfisher: Boston, 2004.
- Tedlock, Dennis. *Popol Vuh*. Touchtone: New York, 1996
- Goetz, Delia and Morley, Sylvanus. *Popol Vuh*.
- ***"Father Sun and Mother Moon," Best Practices in Reading, Level F. Options, 2002.
- ***"A Trip to the Ancient City of Tikal," Best Practices in Reading, Level F. Options, 2002.
- ***"Picturing our Past," Best Practices in Reading, Level F. Options, 2002.
- ***"The Murals of Aztlan," Best Practices in Reading, Level F. Options, 2002.
- HYPERLINK <http://www.sacred-texts.com/nam/maya/pvgn/>
- Multiple other resources available.
- Extensive search into more student-friendly texts required.

Grade 7

THE DEVELOPMENT OF INDUSTRIAL U.S., 1865 – 1914

ESSENTIAL QUESTION(S):

- Where should we draw the line between acceptable business practices and unacceptable working conditions?
- How far would you go to change your working environment?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change

UNIT QUESTION(S):

- What were working conditions like during the Age of Industrialization?
- How did workers respond to these conditions?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

Personal Finance
Division of Labor
Market Economy
Entrepreneur
Strike
Boycott
Lockout
Blacklist
Industrialization
Monopoly
Free Enterprise

HAO/OC/SOC:

- _____ Students will understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy. (B2b)
1. Describe how the powers of government are limited to protect individual rights and minority rights as described in the U.S. Constitution and the Bill of Rights during the Industrial Era.

- _____ Students will understand PRINCIPLES AND PROCESSES RELATED TO PERSONAL ECONOMICS and the economic systems of Maine, the United States, and selected areas of the world and the influence of economics on personal life and business. (C1a)
1. Explain how a nation has a competitive advantage when it can produce a product at a lower cost than its trading partners, using examples from the Industrial Revolution.

Grade 7

THE DEVELOPMENT OF INDUSTRIAL U.S., 1865 – 1914 (continued)

_____ Students will understand economic influences that unify and lead to diversity in Maine, the United States, and selected nations. (C2b)

1. Explain the impacts of cultural values on economic decisions, using examples from Industrialization in Europe and the U.S.

_____ Students will understand the geography of the community, Maine, the United States, and selected regions of the world, and geographic influences on life in the past, present, and future. (D1d)

1. Describe physical features that shaped places and regions during the Industrial Revolution (examples: mill system, railroads, sharecropping).

_____ Students will understand MAJOR ERAS AND MAJOR ENDURING THEMES of the history of Maine, the United States and of selected areas of the world and historical major influences on the present and future. (E1a)

1. Identify and analyze major events and people that characterize the Industrial Revolution.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Our Century in Pictures for Young People* – Richard B. Stolley, Ed.
- *Our Century – 1900 – 1910 & 1910 – 1920* – Globe Fearon
- *We Were There, Too! Young People in U. S. History* – Phillip Hoose
- *A Journey Through Maine* – Mary Stockwell
- *Kids at Work: Lewis Hine and the Crusade Against Child Labor* – Russell Freedman

Grade 7

THE EMERGENCE OF THE UNITED STATES AS A WORLD POWER: 1890 – 1920

ESSENTIAL QUESTION(S):

- Why do nations explore?
- Should a government always remain neutral during conflicts among other nations?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change
- Conflict

UNIT QUESTION(S):

- How did the role of the United States in world affairs change from 1890 to 1920?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

Colony
Sphere of Influence
White Man's Burden
Protectorate

HAO/OC/SOC:

- _____ Students will understand the basic ideals, purposes, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1f)
1. Compare and contrast the structures and processes of the U. S. government with those of Victorian England, the Ottoman Empire, and Romanov Russia.

- _____ Students will understand basic political and civic aspects of unity and diversity and the political systems of cultures in Maine, the United States, and the world. (B3a)
1. Describe the rights and responsibilities of immigrants to America compared to Americans.

Grade 7

THE EMERGENCE OF THE UNITED STATES AS A WORLD POWER: 1890 – 1920
(continued)

_____ Students will understand economic influences that unify and lead to diversity in Maine, the United States, and selected nations. (C2a)

1. Explain the economic influences that promoted U. S. Imperialism (examples: Purchase of Alaska, Hawaii, Opening of trade with Japan, China's spheres of influence).

_____ Students will understand the geography of the community, Maine, the United States, and selected regions of the world, and geographic influences on life in the past, present, and future. (D1d)

1. Describe how accelerated technological change during the era impacted physical and cultural environments.

_____ Students will understand geographic influences that unify and lead to diversity in Maine, the United States, and selected nations. (D2b)

1. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface (examples: immigration to the U.S. late 19th century, opening of trade with Japan, China's spheres of influence, Spanish American War).

_____ Students will understand MAJOR ERAS AND MAJOR ENDURING THEMES of the history of Maine, the United States and of selected areas of the world and historical major influences on the present and future. (E1a)

1. Identify and analyze major events and people from this era (examples: Sherman Anti-trust Act, Haymarket Riot, Immigration, Child Labor, Panama Canal, Elections, Labor Unions, etc., Presidents, Carnegie, Booker T. Washington, "Boss" Tweed, etc.).

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Our Century in Pictures for Young People* – Richard B. Stolley, Ed.
- *Our Century – 1900 – 1910 & 1910 – 1920* – Globe Fearon
- *Immigration/Women's Suffrage/World War 1* – Eye on History
- *A History of US – An Age of Extremes* - Joy Hakim
- *A Journey Through Maine* – Mary Stockwell

Grade 7

THE 1920s: PROSPERITY AND PROBLEMS

ESSENTIAL QUESTION(S):

- How involved should government be in the lives of individual citizens?
- What is the best way to help people in need?

FOCUSED UNIT CONCEPT(S):

- Continuity/Change

UNIT QUESTION(S):

- How did the U.S. change socially during the 1920s?
- How did the U.S. change economically during the 1920s?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

Communism
Credit
Suffrage
Prohibition
Harlem Renaissance
Progressivism
Urbanization

HAO/OC/SOC:

_____ Students will understand basic political and civic aspects of unity and diversity and the political systems of cultures in Maine, the United States, and the world. (B3a)

1. Explain basic constitutional, political, and civic aspects of historic issues during the 1920s that involve unity and diversity in Maine, the U.S., and other nations, including issues of citizenship, ethnicity, multiculturalism, and religion. (Fascists, Hitler, Prohibition, KKK)

_____ Students will understand PRINCIPLES AND PROCESSES RELATED TO PERSONAL ECONOMICS and the economic systems of Maine, the United States, and selected areas of the world and the influence of economics on personal life and business. (C1a)

1. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how SCARCITY relates to MARKET ECONOMY, ENTREPRENEURSHIP, SUPPLY AND DEMAND, and PERSONAL FINANCE during the Prohibition era.

THE 1920s: PROSPERITY AND PROBLEMS (continued)

_____ Students will understand the geography of the community, Maine, the United States, and selected regions of the world, and geographic influences on life in the past, present, and future. (D1d)

1. Describe the impact of change, including technological change, on the physical and cultural environment of the 1920s (examples: Assembly Line, Automobile, Airplane, Movie theaters, radio, etc.).

_____ Students will understand MAJOR ERAS AND MAJOR ENDURING THEMES of the history of Maine, the United States and of selected areas of the world and historical major influences on the present and future. (E1a,b)

1. Explain that history includes the study of past human experience during the Roaring 20s based on available evidence from a variety of sources, and that history is useful in helping one better understand and make informed decisions about the present and future.
2. Identify and analyze major events and people from the 1920s.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- Our Century in Pictures for Young People – Richard B. Stolley, Ed.
- Our Century – 1920 -1930 – Globe Fearon
- A Journey Through Maine – Mary Stockwell
- A History of US – War, Peace, and All That Jazz – Joy Hakim

Grade 7

DEPRESSION AND NEW DEAL

ESSENTIAL QUESTION(S):

- How does a shift in economics change culture?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity
- Change

UNIT QUESTION(S):

- How did the Great Depression change life of the average American?
- How did the Great Depression change business in America?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

New Deal
Federal Deposit Insurance Corporation
Civil Works Administration
Civilian Conservation Corporation
Tennessee Valley Authority
Federal Emergency Relief Administration
National Recovery Administration
Social Security Act
Fair Labor Standards Act

HAO/OC/SOC:

_____ Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world. (E1a)

1. Explain how the Great Depression and New Deal are useful in helping to better understand and make informed decisions about the present and the future.

_____ Students will understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world. (C1a,b)

1. Give examples of how the Great Depression altered economics and how scarcity relates to market economy, supply and demand, and personal finance.
2. Describe the function of economic institutions and processes including institutions, businesses, trade, and government during the New Deal.

DEPRESSION AND NEW DEAL (continued)

_____ Students will understand economic aspects of unity and diversity in Maine, the United States, and various world cultures. (C2a)

1. Describe factors in economic development, and how states, regions, and nations have worked together to promote economic interdependence with regard to the New Deal in the U.S. and Maine.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Bud, Not Buddy*, Curtis, Christopher Paul
- *Out of the Dust*, Hesse, Karen
- *No Promises in the Wind*, Hunt, Irene
- *Nothing to Fear*, Koller, Jackie French
- *Roll of Thunder Hear My Cry*, Taylor, Mildred
- *Esperanza Rising*, Ryan, Pamela Munoz.
- *To Kill a Mockingbird*, Harper Lee
- *I Know Why the Caged Bird Sings*, Angelou, M.
- *The Good Earth*, Buck, Pearl
- *The Grapes of Wrath*, Steinbeck, J.
- *Nowhere to Call Home*, DeFelice, Cynthia.
- *A Long Way from Chicago: A Novel in Stories*, Peck, Richard
- *A PLACE TO BELONG*, Crofford, Emily.
- *A LETTER TO MRS. ROOSEVELT*, De Young, C. Coco
- *THE CAVE*, Karr, Kathleen
- *THE FRIENDSHIP*, Taylor, Mildred

Grade 8

LEADING TO WORLD WAR II THROUGH WORLD WAR II (1933-1945)

ESSENTIAL QUESTION(S):

- How does war/conflict affect cultures and economies?

FOCUSED UNIT CONCEPT(S):

- Conflict
- Cultures

UNIT QUESTION(S):

- How did other nations recover from the Great Depression?
- Why were totalitarian governments able to come to power?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

Fascism
Nazi
Kristallnacht
Lend-Lease
Blitzkrieg
Internment
Island-Hopping
Kamikaze
Atomic Bomb
Holocaust
Reparations
Anti-Semitism

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1b,d,f)

1. Analyze examples of democratic ideals and constitutional principles including rule of law, legitimate power, and common good.
2. Explain the concepts of federalism and checks and balances and the role these principles play in the governments of the United States and Maine—using the United States Constitution, Maine Constitution and other primary sources as guides, in reference to going to war and “war” economy (ex. Lend-Lease).
3. Compare the structures and processes of United States government with examples of other forms of government (ex. Germany, Italy, Japan).

Grade 8

LEADING TO WORLD WAR II THROUGH WORLD WAR II (1933-1945) [continued]

_____ Students will understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy. (B2b)

1. Describe how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights, in reference to internment camps for Japanese Americans.

_____ Students will understand principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world. (C1a,b)

1. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance for supplies (i.e. rubber, metal, food) during World War II.
2. Describe the function of economic institutions and economic processes including financial institutions, businesses, taxing, trade, and government during World War II.

_____ Students will understand the geography of the community, Maine, the United States, and various regions of the world, and geographic influences on life in the past, present and future. (D1b,c)

1. Use the geographic grid and a variety of types of maps to gather geographic information in understanding World War II.
2. Identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools (i.e. maps, atlas, globes, and computers).

_____ Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world. (E1b)

1. Identify and analyze major historical eras (World War II), major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world, as related to the time period.

_____ Students will understand historic aspects of unity and diversity on Maine, the United States, and various world cultures. (E2b)

1. Identify and compare a variety of cultures (i.e. Japanese-Americans, German-Americans, Jews, Gypsies, etc.) through this time period, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Grade 8

**LEADING TO WORLD WAR II THROUGH WORLD WAR II (1933-1945)
[continued]**

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Lily's Crossing*, Giff, Patricia Reilly
- *The Summer of My German Soldier*, Greene, Bette
- *The Art of Keeping Cool*, Lisle, Janet Taylor
- *Number the Stars*, Lowry, Lois
- *Bat 6*, Wolff, Virginia Euwer
- *Shadow of the Wall* by Christa Laird
- *The Devil's Arithmetic*, Yulan, Jane
- *A Separate Peace*, Knowles, J.
- *All the Kings Men*, Warren, R.P.
- *The Greatest Generation*, Brokaw, T.
- *We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*, Boas, Jacob
- *The Diary of a Young Girl*, Frank, Anne
- *Kinderlager: An Oral History of Young Holocaust Survivors*, Nieuwsma, Milton J.
- *The Upstairs Room*, Reiss, Johanna
- *Night*, Wiesel, Elie
- *CARRIE'S WAR*, Bawden, Nina
- *JOURNEY TO AMERICA*, Levitin, Sonia
- *So Far from the Sea*, Eve Bunting
- *Stones in Water*, Donna Jo Napoli
- *Terrible Things*, Eve Bunting (Picture book)
- *A Boy at War*, Mazer, Harry
- *North to Freedom*, Holm, Anne
- *Heroes Don't Run*, Mazer, Harry
- *Soldier X*, Wulffson, Don

Grade 8

POST WORLD WAR II – COLD WAR (1945-1960)

ESSENTIAL QUESTION(S):

How does a nation recover from a war?

How do social issues divide and unite people within a country?

FOCUSED UNIT CONCEPT(S):

Cultures, Continuity/Change, Politics/Government

UNIT QUESTION(S):

- What social problems/issues arose after World War II?
- Why did the U.S. take the position of containment?
 - How does containment affect our world today?

OVERARCHING VOCABULARY:

Depression

Scarcity

Supply

Demand

Totalitarianism

Appeasement

Neutral

Genocide

Terrorism

Imperialism

Nationalism

Unity

Diversity

Conflict

Human Environment and Interaction

UNIT VOCABULARY:

McCarthyism

Hydrogen Bomb

Containment

Sputnik

Brinkmanship

Baby Boom

Boycott

Blacklist

Segregation

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1b,f)

1. Analyze examples of democratic ideals and constitutional principles to include rule of law, legitimate power, and common good, through McCarthyism, the Rosenbergs and Segregation in the U.S.
2. Compare the structures and processes of United States government with the Communist form of government.

_____ Students will understand the geography of the community, Maine, the United States, and various regions of the world, and the geographic influences on life in the past, present and future. (D1d)

1. Describe the impact of change, including technological change, on the physical and cultural environment in reference to this time period (ex. Space Age, foundation of Israel, television, music).

POST WORLD WAR II – COLD WAR (1945-1960)
[continued]

_____ Students will understand major eras and major enduring themes, and historic influence in the history of Maine, the United States and of various regions of the world. (E1a,d)

1. Explain that history includes the study of past human experience based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.
2. Analyze interpretations of historical events that are based on different perspectives, and evidence.

Examples:

- a. Containment
- b. Foundation of Israel
- c. McCarthyism
- d. Crisis in Berlin
- e. Segregation

_____ Students will understand historic aspects of unity and diversity in Maine, the United States, and various world cultures. (E2a)

1. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations, in reference to segregation and/or McCarthyism.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Black Like Me*, Griffin, J.H.
- *Ludell*, Wilkinson, Brenda Scott.
- *Through My Eyes*, Ruby Bridges

Grade 8

NEW FRONTIER – REAGAN (1961-1980)

ESSENTIAL QUESTION(S):

- How does improved and/or new technology change culture?

FOCUSED UNIT CONCEPT(S):

- Conflict
- Cultures
- Continuity/Change
- Politics/Government

UNIT QUESTION(S):

- How has the Arms Race changed the United States and our role in the world?
- How did the civil rights movement change in the 1960's and early 1970's?

OVERARCHING VOCABULARY:

Depression
Scarcity
Supply
Demand
Totalitarianism
Appeasement
Neutral
Genocide
Terrorism
Imperialism
Nationalism
Unity
Diversity
Conflict
Human Environment and Interaction

UNIT VOCABULARY:

Peace Corp.
Cold War
Medicare
Medicaid
Domino Theory
OPEC
Protests

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world. (B1a,b)

1. Explain that the study of government includes the structures and functions of government and the political and civic activity of citizens as they relate to petitioning the government for change.
2. Analyze examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.

Examples:

- a. Civil Rights Act
- b. Protests

NEW FRONTIER – REAGAN (1961-1980) [continued]

_____ Students will understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy. (B2b,c)

1. Describe how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights (ex. Civil Rights, Women’s Rights, Human Rights).
2. Analyze examples of the protection of rights in the court case of the Indian Land Claim Case.

_____ Students will understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures. (B3a)

1. Explain basic constitutional, political, and civic aspects of historic or current issues that involve unity and diversity in Maine, the United States, and other nations, including issues of citizenship, ethnic, multicultural, and religious issues, as they relate to Civil Rights and Civil disobedience in the 1960’s-1970.

_____ Students will understand economic aspects of unity and diversity in Maine, the United States, and various world cultures. (C2b) (D2a,b)

1. Describe the economic aspects of diverse cultures, including Maine Native Americans with the Indian Land Claim Case, and various historical and recent immigrant groups in the United States, and various cultures of the world.
2. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.
3. Describe the dynamic relationship between geographic features and various cultures including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

_____ Students will understand the geography of the community, Maine, the United States, and various regions of the world, and geographic influences on life in the past, present and future. (D1b,c)

1. Use the geographic grid and a variety of types of maps to gather geographic information on U.S. relations around the world (ex. Soviet Union, Berlin, Cuban issues, OPEC, Vietnam).
2. Identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools.

_____ Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world. (E1a) (E2c)

1. Explain that history includes the study of past human experience based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.

NEW FRONTIER – REAGAN (1961-1980) [continued]

_____ Students will understand historic aspects of unity and diversity in Maine, the United States, and various world cultures.

1. Describe major turning points and events in the history of Maine Native Americans, with relation to the Indian Land Claim Case, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Welcome to Vietnam*, Emerson, Zack.
- *Fallen Angels*, Myers, Walter Dean.
- *The Best of Friends*, Rostkowski, Margaret.
- *THE OUTSIDERS*, Hinton, S.E.
- *Lost in the War*, Antle, Nancy
- *The Watsons go to Birmingham-1963*, Curtis, Christopher Paul.
- *Kennedy Assassinated!*, Wilborn Hampton
- *Oh, Freedom!: Kids Talk About the Civil Rights Movement With the People Who Made It Happen*, Casey King, et al

Grade 8

REAGAN – PRESENT (1981 –)

ESSENTIAL QUESTION(S):

- How does improved and/or new technology change culture?

FOCUSED UNIT CONCEPT(S):

- Cultures, Continuity/Change, Economics, Politics/Government

UNIT QUESTION(S):

- How has the increase and improvement in technology changed our way of life?

OVERARCHING VOCABULARY:

Depression

Scarcity

Supply

Demand

Totalitarianism

Appeasement

Neutral

Genocide

Terrorism

Imperialism

Nationalism

Unity

Diversity

Conflict

Human Environment and Interaction

UNIT VOCABULARY:

Supply

Demand

Glasnost

Impeachment

Deficit

NAFTA

Global Warming

HAO/OC/SOC:

_____ Students will understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as other forms of government in the world. (B1d)

1. Explain the concepts of federalism and checks and balances and the role these principles play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources as guides to explain some of the following:
 - a. Iran Contra
 - b. NAFTA
 - c. Clinton's Impeachment

REAGAN – PRESENT (1981 –) [continued]

Students will understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world. (E1a,b)

1. Explain that history includes the study of past human experience (ex. Iran Contra, Nuclear arms, Fall of Berlin Wall, Fall of the Soviet Union, Persian Gulf Conflict, September 11, 2001 terrorist attacks) based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.
2. Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world in relation to 1981-present.

ASSESSMENT(S):

INTERDISCIPLINARY POSSIBILITIES:

SUGGESTED RESOURCES:

- *Call for Freedom*, Stuckey and Salvucci, Holt Rinehart and Winston, 2003
- *A Journey through Maine*, Stockwell, Mary, Gibbs Smith Publisher, 2006
- *Finding Katahdin*, Hassinger, Amy, University of Maine Press, 2001
- *Kiss the Dust*, Laird, Elizabeth
- *My Enemy, My Brother*, Foreman, James D.
- *The Garden*, Matas, Carol

Grade 9

AFRICA: DISTRIBUTION OF WEALTH

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Culture
- Movement and Exploration

Unit Question(s):

- What responsibilities do nations have to one another?
- Who should control natural resources?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Scarcity
Competitive Advantage
Supply
Demand
International Trade
United Nations
Specialization
M.E.D.C. (More Economically Developed Countries)
L.E.D.C. (Less Economically Developed Countries)
GDP (Gross Domestic Product)
Trade Barriers

HAO/OC/SOC:

B1 a. Students explain the study of government includes the structures, functions, and institutions of government and the relationship of government to citizens in the United States and other areas of the world.

C1 a. Students explain the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business, and is the basis of individual personal finance management including saving and investment.

C1 f. Students explain why and apply the concepts of specialization, interdependence, and comparative advantage.

C2 a. Students analyze the role of regional, international, and global organizations that are engaged in economic development.

C2 c. Students analyze the economic aspects of cultures, including Maine and other Native Americans, selected historical and recent immigrant groups in Maine, the United States, and selected peoples in the world, including the analysis of wealth, poverty, and income distribution.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features using a variety of geographic tools.

D1 d. Students evaluate the impact of change, including technological change on the physical and cultural environment.

Grade 9

AFRICA: DISTRIBUTION OF WEALTH (continued)

Assessment(s):

- Model UN debate:
 - What responsibilities do nations have to one another?
 - Genocide (interventions)
 - civil war (interventions)
 - Who should control natural resources?
 - Oil

Interdisciplinary Possibilities:

- Math
- Language Arts
- Science

Suggested Resources:

- *Ready Steady Trade* (video)
- World Geography Today chapter 8
- American Civics chapter 21
- Facing the Future
- The Wide World of Trade
- Focus: High School Economics

Grade 9

ASIA: GLOBALIZATION

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Culture
- Movement and Exploration
- Continuity and Change

Unit Question(s):

- How are industries impacted by globalization?
- What impact has rapid industrialization had on East and Southeast Asia?
- What global issues are connected to population concerns?
 - How does geography impact population distribution?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Overpopulation
Outsourcing
Newly Industrialized Country
Birth Rate
Death Rate
Life Expectancy
Globalization
Demographics
Interdependence

HAO/OC/SOC:

C1 a. Students explain the study of economics including the analysis and description of production, distribution, and consumption of goods and services by business, and the basis of individual personal finance management including saving and investment.

C1 f. Students explain why and apply the concepts of specialization, interdependence, and comparative advantage.

C1 d. Students identify and explain various economic indicators and how they represent and influence economic activity.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features using a variety of geographic tools.

D1 c. Students analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

D1 d. Students will evaluate the impact of change, including technological change on the physical and cultural environment.

Grade 9

ASIA: GLOBALIZATION (continued)

Assessment(s):

- **Research Project:**
Research and evaluate the impact of technological change on the physical and cultural environment (Global Warming).
 Kyoto Protocol
 Persuasive essay: defend a country's position on Kyoto Protocol.
 Compare/ Contrast an M.E.D.C (More economically-developed country) and L.E.D.C (Less economically-developed country).
 Environmental issues.
 Economic status.
 Population
 Natural resources.

Interdisciplinary Possibilities:

- Math, Language Arts, Science

Suggested Resources:

- "Globalization" news/ periodical articles
- Facing the Future
- The Wide World of Trade
- Focus: High School Economics

Grade 9

LATIN AMERICA: IMMIGRATION POLICIES

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Conflict and Resolution
- Culture
- Continuity and Change
- Movement

Unit Question(s):

- What impact does immigration have on the economic and human landscape of the United States?
- What role does mass media, propaganda, and government play in shaping public opinion?
- Who should be allowed to become an American citizen?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Public Policy
Immigrant
Citizen
Economic Security
Human Capital
Emigrant
Immigration
Polls
Naturalization
Bias
Mass Media
Public Opinion
Propaganda

HAO/OC/SOC:

A1 c. Students evaluate conflicting information from primary and secondary sources and print and non-print media, incorporating those that are relevant and credible.

A1 d. Students examine, summarize, and synthesize information from primary and secondary sources and/or from field work, experiments, oral interviews and other sources.

A2 a. Students assume and share group roles, offer their own ideas, consider multiple points of view – weighing pros and cons, building on the ideas of others, supporting their own position, and cooperating to develop a decision or plan.

Grade 9

LATIN AMERICA: IMMIGRATION POLICIES (continued)

B1 a. Students explain that the study of government includes the structures, functions, and institutions of government and the relationship of government to citizens in the United States and other areas of the world.

B3 b. Students analyze the political systems, political power, and political perspectives of cultures, including Maine and other Native Americans, selected historical and recent immigrant groups in Maine, the United States, and selected peoples in the world.

C1 e. Students analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.

C1 g. Students solve problems using the theory of supply and demand.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features, using a variety of geographic tools.

E1 b. Students analyze and critique major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the United States and world and their implications for the present and the future.

Assessment(s):

1) Who should be allowed to become an American Citizen?

a. Research:

I. The process to citizenship

II. The percentage of cultures entering America.

b. Position paper topic: should there be standards meet in order to cross the border? Should there be a certain amount of suffering a person must go through before they can be considered to cross the border?

Interdisciplinary Possibilities:

- Math
- Language Arts

Suggested Resources:

American Civics chapter 1, chapter 11

Recent news articles

Eliau Gonzales case study

Grade 9

MIDDLE EAST: CULTURE AND CONFLICT

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Culture
- Movement
- Continuity and Change
- Conflict and Resolution

Unit Question(s):

- To what extent should a nation intervene to promote democracy?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Islam
Judaism
Christianity
Embassy
Ambassador
Intervene
Diplomacy

HAO/OC/SOC:

B1 a. Students explain that the study of government includes the structures, functions, and institutions of government and the relationship of government to citizens in the United States and other areas of the world.

B1 e. Students compare the American political system with examples of political systems from other parts of the world.

B3 a. Students analyze the constitutional, political, and civic aspects of historic or current issues that involve unity diversity in Maine, the United States, other nations, including issues related to the American political system and international relations, as well as ethnic, multicultural, and religious issues.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features using a variety of geographic tools.

D1 d. Students will evaluate the impact of change, including technological change on the physical and cultural environment.

E1 b. Students analyze and critique major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the United States and world and their implications for the present and the future.

E2 a. Students identify and analyze major turning points and events in the history of Maine, Native Americans, selected historical and recent immigrant groups in the United States, and selected peoples of the world.

MIDDLE EAST: CULTURE AND CONFLICT (continued)

Assessment(s):

- Smaller assessment(s) as the unit progresses.
Benchmarks illustrated through tests and essays.
- Cumulative essay: (Overarching Question)
To what extent should a nation intervene to promote democracy?
-Persuasive essay.
-Debate

Interdisciplinary Possibilities:

- Language Arts

Suggested Resources:

- World Geography Today: Chapter 23 section 2
- *The Evolution of Revolution; Live from Tehran* (video)
- Funny in Farsi
- Reading Lolita in Tehran
- The Kite Runner
- *The Terminal*

Grade 9

INTRODUCTION TO CONTEMPORARY ISSUES

Essential Question(s):

- What does it mean to be a global citizen?

Focused Unit Concept(s):

- Conflict
- Culture
- Continuity and Change
- Movement and Exploration

Unit Question(s):

- What is geography?
- What causes cultural conflict?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Geography
Five Themes of Geography
Cultural Conflict
Tolerance
Intolerance
Xenophobia
Ethnic Group
Culture Traits
Race
Identity
Prejudice
Discrimination
Acculturation
Ethnocentric

HAO/OC/SOC:

D1 a. Students explain that geography includes the study of physical, environmental, and cultural features of the local, state, national, and global events in order to better predict and evaluate consequences of geographic influences.

D1 b. Students describe the major regions of the earth and their major physical, environmental and cultural features using a variety of geographic tools.

D1 c. Students analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

Assessment(s):

- Application assessment. (Test)
- Culture and conflict concepts: across the units/year-long concepts.

Interdisciplinary Possibilities:

- Science
- Language Arts

Suggested Resources:

World Geography Today: Chapters 1 and 7

10th Grade World History Curriculum: The Human Experience

Cradles of Civilization

Essential Questions:

- What does it mean to be human?
- What does it mean to be civilized?
- How is power achieved and maintained?

Overarching Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Focus Concepts/Themes:

- Conflict and Compromise – Human/Environmental Interaction
- Unity and Diversity - Technology and Demography
- Power and Oppression- Functions and Structure of States
- The Individual and Society - Cultural/Intellectual Developments and Interactions

Unit Questions:

- How is our present a product of this era?
- What is the purpose of government?
- How is power achieved and maintained?
- What is the source of human creativity?
- What role does art play in the development of culture?
- What is culture?
- What is the purpose of religion?
- What beliefs about humanity and the world underlie various cultural myths?
- How does geography affect civilization construction?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity

Unit Vocabulary:

Polytheism
Monotheism
Empire
Matriarchy
Patriarchy
Theocracy
Dynasty
Bureaucracy
Pastoral
Agrarian
Urban
Myth

10th Grade World History Curriculum: The Human Experience

Cradles of Civilization

Units – HAOs:

A1g. Students develop a clear supportable thesis or positions.

A1f,h. Students support a thesis or position with facts, details, examples, and explanations using a prescribed format that maintains the flow of ideas and includes paraphrasing and quoting sources, charts, graphs, maps and pictures, and proper citation.

B1a. Students explain that the study of government includes the structures, functions, and institutions of government and the relationship of government to citizens in the United States and other areas of the world. (OC #4, Civics/Government)

B3b. Students analyze the political systems, political power, and political perspectives of cultures (of the Fertile Crescent), and selected peoples in the world. (OC #4, Civics/Government)

C1f. Students explain and apply the concepts of specialization, interdependence, and comparative advantage. (OC#4, Economics)

C2b. Students compare a variety of economic systems and the economic development of areas of the world (civilizations of the Fertile Crescent) that are economically diverse. (pastoral, agrarian, urban) (OC #4, Economics)

D1a. Students explain that geography includes the study of physical, environmental, and cultural features in order to better predict and evaluate consequences of geographic influences. (OC #2&3, Geography)

D2b. Students analyze the dynamic relationship between geographic features and various cultures. (OC#2&3, Geography)

E1b. Students analyze and critique major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the world and their implications for present and future. (OC#4, History)

E1d. Students analyze and critique varying interpretations of historical persons, issues, or events and explain how evidence is used to support different interpretations. (OC#1, History)

Units – Outcome Components:

Students will compare and contrast the accomplishments and characteristics of the original civilization(s) (Mesopotamia, Egypt, Mesoamerica, Indus River Valley, and/or China) with that of America today.

- 1 Explain the major accomplishments of the original civilization(s).
- 2 Utilize maps to show the geographic features of the original civilization(s)
- 3 Explore the effects geography had on the original civilization(s)
- 4 Compare and contrast the original civilization(s) [political, economic, social, architectural, religious, cultural] with that of America today

Assessments:

Interdisciplinary Possibilities:

Suggested Resources:

10th Grade World History Curriculum: The Human Experience

The Greco-Roman World

Essential Questions:

- What does it mean to be human?
- What does it mean to be civilized?
- How is power achieved and maintained?

Overarching Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Focus Concepts/Themes:

- Conflict and Compromise – Human/Environmental Interaction
- Unity and Diversity - Technology and Demography
- Power and Oppression- Functions and Structure of States
- The Individual and Society – Social Systems
- Continuity and Change – Rise and Fall of Governments/Empires

Unit Questions:

- How is our present a product of this era?
- What is the purpose of government?
- How is power achieved and maintained?
- How do political systems evolve over time?
- What is the source of human creativity?
- What role does art play in the development of culture?
- How does geography affect civilization construction?
- What is philosophy?
- Why do empires fall?
- What is the purpose of religion?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity

Unit Vocabulary:

Democracy
Oligarchy
Tyranny/Tyrant
Republic
Empire/Emperor
Imperialism
City-State
Philosophy
Plebeians/Patricians
Christianity

10th Grade World History Curriculum: The Human Experience

The Greco-Roman World

Units – HAOs:

A2a. Students assume and share group roles, offer their own ideas, consider multiple points of view –weighing pros and cons, build on the ideas of others, support their own position, and cooperate to develop a decision or plan.

B1c. Students explain how and why democratic instructions and interpretations of democratic ideals and constitutional principles change over time. (OC#1, *Civics/Government*)

B3b. Students analyze the political systems, political power, and political perspectives, (for classic Greece and Rome) (OC# 1&4, *Civics/Government & History*)

C1f. Students explain and apply the concepts of specialization, interdependence, and comparative advantage. (OC#2&4, *Economics & History*)

C2b. Students compare a variety of economic systems and the economic development of ~~Maine, the United States,~~ and selected areas of the world that are economically diverse. (OC#2, *Economics*)

D1a. Students explain that geography includes the study of physical, environmental, and cultural features to better predict and evaluate consequences of geographic influences. (for classic Greece and Rome) (OC#3, *Geography*)

E1d. Students analyze and critique varying interpretations of historical persons, issues, or events and explain how evidence is used to support different interpretations. (OC#2, *History*)

Units – Outcome Components:

Students will investigate the important accomplishments, personalities, and events of Greece and/or Rome and determine their connection to the world today.

1 Chart the evolution of Greek and Roman governments (democracy and republic) and compare and contrast Greek and/or Roman governments to American government.

2 Summarize the effect classic Greece and Rome (literary, artistic, philosophical, religious, economic and/or scientific) has on the United States today.

3 Use maps to show the major geographic features and explain the effect geography had on classic Greece and Rome.

4 Summarize the reasons for the rise and fall of the Roman Empire.

Assessments:

Interdisciplinary Possibilities:

Suggested Resources:

10th Grade World History Curriculum; The Human Experience

The Age of Reason

Essential Questions:

- What does it mean to be human?
- What does it mean to be civilized?
- How is power achieved and maintained?

Overarching Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Focus Concepts/Themes:

- Conflict and Compromise – Human/Environmental Interaction
- Unity and Diversity - Technology and Demography
- Power and Oppression- Functions and Structure of States
- The Individual and Society – Social Systems
- Continuity and Change – Rise and Fall of Governments/Empires

Unit Questions:

- How is our present a product of this era?
- How is power achieved and maintained?
- What is the purpose of government?
- On what principle or idea should government be based?
- How does geography affect civilization construction?
- What is the purpose of religion?
- What role does art play in the development of culture?
- How are the Middle Ages, Reformation, Renaissance, Scientific Revolution and the Enlightenment related?
- What impact does technological development have on cultural development and the physical environment?
- How do political systems evolve over time?
- What is philosophy?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity

Unit Vocabulary:

Feudalism
Lord/Fief/Serf
Reformation
Renaissance
Enlightenment
Revolution
Humanism
Imperialism

10th Grade World History Curriculum; The Human Experience

The Age of Reason

Units – HAOs:

A1g. Students present and defend a thesis or position supported with facts, details, examples, and explanations to a variety of audiences using a prescribed format.

B1c. Students explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time. *(OC#4, Civics/Government)*

D1d. Students evaluate the impact of (technological/ scientific) change on the physical and cultural environment. *(OC#3&4, History)*

E1b. Students analyze and critique major historical eras (the Middle Ages, Age of Reason, Scientific Revolution, Reformation), major enduring themes, turning points, events, consequences, persons, and timeframes and their implications for the present and future. *(OC#1-4, Civics/Government, History, Economics)*

E1c. Students trace and critique the roots and evolution of democratic ideals and constitutional principals (from the Age of Reason) – using historical sources. *(OC#4, Civics/Government)*

E2b. Students identify and analyze major turning points, events, and selected peoples (from the Renaissance, Age of Reason, Scientific Revolution) in the world. *(OC#4, Civics/Government)*

Units – Outcome Components:

Students will investigate the important accomplishments, personalities, and events of the Middle Ages in Europe.

1. Evaluate how the Roman Catholic Church influenced the lives of Europeans during the Middle Ages, gave rise to the Protestant Reformation and its effect.
2. Explain the major aspects of feudalism and describe its effect upon the various segments of European society.

Students will investigate the significant accomplishments of the Renaissance, the Enlightenment, and the Age of Discovery.

1. Identify and explain the importance of the Renaissance in Europe and the New World, citing major literary, scientific, and/or artistic accomplishment.
2. Examine the connections between the Scientific Revolution and Enlightenment and the development of the New World.

Assessments:

Interdisciplinary Possibilities:

Suggested Resources:

10th Grade World History Curriculum; The Human Experience

India, China and/or Japan

Essential Questions:

- What does it mean to be human?
- What does it mean to be civilized?
- How is power achieved and maintained?

Overarching Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Focus Concepts/Themes:

- Conflict and Compromise – Human/Environmental Interaction
- Unity and Diversity - Technology and Demography
- Power and Oppression- Functions and Structure of States
- The Individual and Society – Social Systems, Religion, Revolution
- Continuity and Change – Rise and Fall of Governments/Empires

Unit Questions:

- How is the present a product of previous eras?
- How is power achieved and maintained?
- How do political systems evolve over time?
- Why does imperialism exist?
- On what principle or idea should government be based?
- How does geography influence the development of culture?
- What is the purpose of religion?
- Why does disparity between wealthy and poor differ across cultures?

Overarching Vocabulary:

Continuity	Individual	Unity
Change	Society	Diversity
Conflict	Power	
Compromise	Oppression	

Unit Vocabulary:

Mandate of Heaven	Confucianism
Caste	Shintoism
Dynasty	Revolution
Hinduism	Communism
Buddhism	Capitalism

10th Grade World History Curriculum; The Human Experience

India, China and/or Japan

Units – High Achievement Outcomes:

A1g. Students develop a clear, supportable thesis or position.

A1h. Students support a thesis or position with facts, details, examples, and explanations, using a prescribed format that maintains the flow of ideas and includes paraphrasing and quoting sources, charts, graphs, maps and pictures, and proper citation.

B3b. Students analyze the political systems, political power, and political perspectives of cultures, and selected peoples in the world. (India, China and/or Japan) (OC#1&2, Civics/Government)

C2b. Students compare a variety of economic systems and the economic development of selected areas of the world that are economically diverse. (India, China and/or Japan) (OC#2&4, Economics, Geography, History)

C2c. Students analyze the economic aspects of cultures, including an analysis of wealth, poverty, and income distribution. (India, China and/or Japan) (OC#2&4, Economics, Geography, History)

D1a. Students explain that geography includes the study of physical, environmental, and cultural features to better predict and evaluate consequences of geographic influences. (On India, China and/or Japan) (OC#3, Geography)

D2b. Students analyze the dynamic relationship between geographic features and various cultures. (For India, Japan and/or China) (OC#3, Geography)

Units – Outcome Components:

Students will describe how the interaction today between the West and India, China and/or Japan is a result of past events.

1. Compare and contrast the rise, the fall and the cultural achievements of various Indian empires, Japanese shogunates and/or Chinese dynasties.
2. Compare and contrast the causes and effects of imperialism on India, China and/or Japan.
3. Use maps to describe the effects of the geographic features on India, China and/or Japan.
4. Describe the reciprocal relationship between Asia and the West.

Assessments:

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: NATION BUILDING (1783 –1815)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Conflict and Compromise
- Unity and Diversity

Unit Question(s):

- How is our present a product of this era?
- How did revolution contribute to an American Identity?
- What is the purpose of government, and what is the appropriate balance between liberty and security?
- What are the historical origins of American political theory?
- What economic factors influenced the formation of the government?

Overarching Vocabulary:

Continuity	Oppression
Change	Unity
Conflict	Diversity
Compromise	Civilization
Individual	Culture
Society	Movement
Power	

Unit Vocabulary:

Revolution
Liberty
Democracy
Social Contract Theory
Confederation
Federalism

HAO/OC/SOC:

A1g: Develop a clear well supported position.

A1f: Integrate paraphrasing, quotations and citations into a written text that maintains the flow of ideas.

B1a: Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to the citizens in the United States.

B1b: Evaluate issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances; federalism; and consent of the governed as put forth in founding documents.

B1d: Describe the purpose, structures, and processes of the American political system.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

E1c: Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: EXPANDING NATION (1815 – 1850)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Power and Oppression
- Movement and Stability
- Conflict and Compromise

Unit Question(s):

- How is our present a product of this era?
- How are unresolved conflicts from Nation Building expressed in this era?
- How did westward expansion reshape American identity?
- How did economic development reshape American identity?
- What attitudes are expressed, what perspectives ignored in Manifest Destiny?
- What attempts were made to challenge the status quo?

Overarching Vocabulary:

Continuity	Power
Change	Oppression
Conflict	Unity
Compromise	Movement
Individual	
Society	

Unit Vocabulary:

Jacksonian Democracy	Racism
Manifest Destiny	Reform
Sectionalism	Culture
Nationalism	Civilization
Nullification	Diversity
Tariff	
Exploitation	

HAO/OC/SOC:

A1g: Develop a clear, well-supported position.

A1f: Integrate paraphrasing, quotations and citations into a written text that maintains the flow of ideas.

B1a: Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to the citizens in the United States.

C1e: Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: WAR & RECONSTRUCTION (1850 – 1877)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Conflict and Compromise
- Unity and Diversity
- Continuity and Change

Unit Question(s):

- How is our present a product of this era?
- Was the Civil War inevitable? Was it necessary?
- How might Civil War and Reconstruction be America's unfinished revolution?
- What were the economic, military, social and political consequences of the Civil War and Reconstruction?
- What unresolved conflicts emerge from this era?

Overarching Vocabulary:

Continuity	Oppression
Change	Unity
Conflict	Diversity
Compromise	Movement
Individual	Culture
Society	Civilization
Power	

Unit Vocabulary:

Popular Sovereignty
Secession
Reconstruction
Emancipation
Tenant
Farming/Sharecropping
Attrition/Total War

HAO/OC/SOC:

A1g: Develop a clear, well-supported position.

B1b: Evaluate issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances; federalism; and consent of the governed as put forth in founding documents.

B1d: Describe the purpose, structures, and processes of the American political system.

B2b: Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights and landmark court cases.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

E1c: Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

**BALANCING THE AMERICAN EXPERIENCE: DEVELOPMENT,
INDUSTRIALIZATION AND THE PROGRESSIVE ERA (1877 – 1914)**

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Continuity and Change
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Unit Question(s):

- How is our present a product of this era?
- How did industrialization influence American Identity?
- Who/what were the beneficiaries and victims of “progress?”
- How did the American Government address the consequences of development?

Overarching Vocabulary:

Continuity	Oppression
Change	Unity
Conflict	Diversity
Compromise	Movement
Individual	Culture
Society	Civilization
Power	

Unit Vocabulary:

Monopoly & Trust	Genocide
Gilded Age	Progressivism
Social Darwinism	Urbanization
Assimilation	
Organized Labor	
Conservationism	
Laissez Faire	

HAO/OC/SOC:

A1g: Develop a clear, well-supported position.

B3a: Analyze the constitutional, political, and civic aspects of historical issues that involve unity and diversity in the United States.

C1f: Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.

D1a: Students explain that geography includes the study of physical, environmental, and cultural features at the local, state and national level in order to better predict and evaluate consequences of geographic influences.

D1d: Evaluate the impact of change, including technological change, on the physical and cultural environment.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

**BALANCING THE AMERICAN EXPERIENCE: EMERGENCE AS A WORLD POWER
(1914 – 1924)**

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concept(s):

- Continuity and Change
- Power and Oppression
- Unity and Diversity

Unit Question(s):

- How is our present a product of this era?
- What were the motives for and consequences of American imperialism?
- How were the lives of Americans affected by the social, economic, and political events of the 1920s?
- How did America respond to its new role in World affairs?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Imperialism
Yellow Journalism
League of Nations
Isolationism
Communism
Prohibition
Speak-easies
Fundamentalism
Secular Humanism
Mass Consumerism

HAO/OC/SOC:

B1e: Compare the American political system with examples of political systems from other parts of the world.

B3a: Analyze the constitutional, political, and civics aspects of historical issues that involve unity and diversity including immigrant groups.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.

E1d: Analyze and critique varying interpretations of historic people, issues or events and explain how evidence is used to support different interpretations.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: ADDRESSING NEW CHALLENGES (1929 – 1945)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concepts:

- Conflict and Compromise
- The Individual and Society

Unit Question(s):

- How is our present a product of this era?
- How were the lives of Americans affected by the social, economic, and political events of the 1930s?
- How did the New Deal transform America?
- How did international conflict impact domestic life and the American identity?

Overarching Vocabulary:

Continuity
Change
Conflict
Compromise
Individual
Society
Power
Oppression
Unity
Diversity
Movement
Culture
Civilization

Unit Vocabulary:

Deficit Spending
Great Depression
Subsidy
New Deal
Social Security
Fascism
Totalitarianism
Propaganda

HAO/OC/SOC:

A1h: Present and defend a well-supported position to a variety of audiences using a prescribed format.

B2b: Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights and landmark court cases.

B2c: Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.

C1b: Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary and trade policies in national economics.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

Grade 11

BALANCING THE AMERICAN EXPERIENCE: LIVING WITH TURMOIL (1945 – PRESENT)

Essential Question(s):

- What emerging patterns define America?

Focused Unit Concepts:

- Continuity and Change
- Conflict and Compromise
- The Individual and Society
- Power and Oppression
- Unity and Diversity

Unit Question(s):

- How is our present a product of our past?
- What is the American identity?
- Is moral behavior essential to a democracy's success?

Overarching Vocabulary:

Continuity	Unity
Change	Diversity
Conflict	Culture
Compromise	Civilization
Individual	Power
Society	Oppression

Unit Vocabulary:

Cold War
Terrorism
Civil Rights Movements
Civil Disobedience
McCarthyism
Culture War
Nuclear Age
Information Age

HAO/OC/SOC:

A1g: Develop a clear well-supported position.

B1c: Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.

B3b: Analyze the political structures, political power, and political perspectives of diverse cultures.

C1f: Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.

C1g: Solve problems using the theory of supply and demand.

E1b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.

Assessment(s):

Interdisciplinary Possibilities:

Suggested Resources:

US History, Grade 11- DRAFT

Course description:

0212 US History CCR

11

1 credit

Students will study American literature, history, and the arts in an attempt to answer the question: "What does it mean to be an American?" Students will become familiar with the origins of the United States government and its foundations, including Native Americans, diversity, founding documents, and rights of citizens. They will read, write, discuss and apply their learning in order to explore and appreciate the ever more diverse American experience.

Standards:

- Civics and Government
 - a. Civics & Government 1: Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world
 - b. Civics & Government 2: Students understand the constitutional and legal *rights*, the *civic duties and responsibilities*, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world
 - c. Civics & Government 3: Students understand political and civic aspects of cultural diversity
- Personal Finance and Economics
 - Personal Finance: students understand the principles and process of personal finance
 - Global Connections: students understand economic aspects of unity and diversity in Maine, the United States, and the world including Maine Native American communities
- Geography
 - Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities
- History
 - History 1: Students understand the major eras, major enduring themes, and *historic* influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world
 - History 2: Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities

Core Belief/21st Century Skills:

- ★ Conduct authentic research using real world technologies
- ★ Solve problems individually and collaboratively
- ★ Communicate clearly and effectively in a variety of ways
- ★ Apply creative, critical-thinking, and problem-solving skills to attain understanding
- ★ Demonstrate personal responsibility and self-awareness
- ★ Set goals and persist, innovate, and adapt to overcome challenges
- ★ Apply workplace skills to accomplish real world tasks

Units of Study

Start of year Pre-Assessments:

1. Citizenship test
2. Pre and Post Essay Question: "What does it mean to be an American?"
3. US Maps

Unit #1 (Mini Unit, Start of Year) Peaceful Discourse and Norms for Discussion	
Essential Questions	Why should I be aware of how my words impact others and how to have a peaceful, productive class discussion?
Standards/Performance Indicators	<p>History 1: Students understand the major eras, major enduring themes, and <i>historic</i> influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world</p> <ul style="list-style-type: none"> ● (F4) Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.
Essential Knowledge and Skills	<p>"I can have a peaceful and productive discussion with my peers"</p> <p>Students will know:</p> <ul style="list-style-type: none"> ● Free speech vs. harassment/hate speech ● District policies on bullying and harassment ● Peaceful discourses <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Practice peaceful discourse ● Restorative circles? Need to keep in mind talking piece can't be handed around ● Library presentation on fake news and media bias (email Jen Lance)
Summative Assessments	Class discussion
Texts	TBD

Resources	Restorative Circles Jen Lance
Honors Requirements	Students facilitate sooner than CCR, choose a topic to facilitate around with more complex texts

Unit #2 Maine Native Americans	
Essential Questions	<p>What did the pre-Columbian Americas look like culturally and geographically? How did European colonization change the Americas? How were the colonial regions of the Americas different? How are Maine Native Americans still being impacted today?</p>
Performance Indicators	<p><u>Geography</u></p> <ul style="list-style-type: none"> ● Geographic aspects of unity and diversity ● Geographic features that have impacted unity and diversity ● Relate geography to cultures - Maine Native Americans and recent immigrant groups <p><u>History</u></p> <ul style="list-style-type: none"> ● History 1 <ul style="list-style-type: none"> ○ History is a study of primary and secondary sources to make informed decisions about present and future ○ Enduring themes, turning points, events, consequences, people - implications for present and future ○ Roots and evolution of democratic ideals using sources ○ Point of view, pros and cons, collaboration, argument ○ Varying interpretations, use evidence to support and refute ○ Making a decision by applying knowledge/skills/info ● History 2 <ul style="list-style-type: none"> ○ Unity and diversity - issues, effects, primary and secondary sources ○ Major turning points and events - Maine Native Americans and recent immigrant groups
Essential Knowledge and Skills	<p>"I can understand the impact of geography on the great diversity of Native Americans and modern day issues being faced"</p> <p>Students will know....</p> <ul style="list-style-type: none"> ● that the pre-Columbian Americas was very diverse in terms of people, culture, language, and geography ● that Europeans came to the Americas with various motivations and priorities ● Geography - <u>Seterra Maps</u> ● Sources on Maine Native Americans ● Phipsburg Proclamation ● Early cultural areas, tribe diversity, values ● Tribe alliances and economics ● Reservations

	<ul style="list-style-type: none"> ● Dakota Access Pipeline <p>Students will be able to...</p> <ul style="list-style-type: none"> ● identify, compare, and contrast different regions and places in the Americas ● interpret different sources and research questions ● consider the institution of slavery and evaluate its significance ● connect how landscape, climate and other aspects of geography are linked to the cultures that develop ● evaluate the effects of conflict and change in the Americas that resulted from European colonization ● summarize the differences between different regions of colonial America
Summative Assessments	<ul style="list-style-type: none"> ● Presentation: Native American Culture Groups ● Cause and Effect: Geography and Cultures ● Further assessments TBD
Texts	<ul style="list-style-type: none"> ● Textbook excerpts (both online and print) ● Primary & Secondary Sources ● Maps ● Various excerpts (from texts that may include but are not limited to: <u>People's History of the United States</u> (Zinn), <u>Patriot's History of the United States</u> (Schweikert), <u>Indigenous People's History of the United States</u> (Dunbar-Ortiz), <u>African American and Latinx History of the United States</u> (Ortiz))
Instructional Resources	<ul style="list-style-type: none"> ● Video and audio clips (including but not limited to <u>America: The Story of Us</u> series, John Green <u>Crash Course US History/World History</u> series) ● Maps (online, book) ● Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) ● "Dawnland", Maine-Wabanaki REACH, Maine Truth and Reconciliation Commission
Honors Requirements	TBD

Unit #3 Founding Documents & Founding Figures (Civics and Gov)	
Essential Questions	<p>What does it mean to be an American?</p> <p>What influenced the formation of founding documents?</p> <p>How are the ideals of the founding documents relevant today?</p>
Performance Indicators	<p><u>Civics and Government</u></p> <ul style="list-style-type: none"> ● Civics and Government 1 <ul style="list-style-type: none"> ○ Constitution ○ Forms of Government ○ Democracy and how it changed over time ○ Purpose/structure/process of American political system ○ Citizens and relationship to government

	<ul style="list-style-type: none"> ○ Current issues and applying democratic ideals (checks and balances, federalism, consent of governed) ● Civics and Government 2 <ul style="list-style-type: none"> ○ Rights, duties, responsibilities ○ Constitution, Bill of Rights, Supreme Court and landmark cases, major laws ○ Rights in other nations and comparison ● Civics and Government 3 <ul style="list-style-type: none"> ○ Political and civic aspects of cultural groups <p><u>Geography</u></p> <ul style="list-style-type: none"> ● Geographic aspects of unity and diversity ● Geographic features that have impacted unity and diversity ● Relate geography to cultures - Maine Native Americans and recent immigrant groups <p><u>History</u></p> <ul style="list-style-type: none"> ● History 1 <ul style="list-style-type: none"> ○ History is a study of primary and secondary sources to make informed decisions about present and future ○ Enduring themes, turning points, events, consequences, people - implications for present and future ○ Roots and evolution of democratic ideals using sources ○ Point of view, pros and cons, collaboration, argument ○ Varying interpretations, use evidence to support and refute ○ Making a decision by applying knowledge/skills/info ● History 2 <ul style="list-style-type: none"> ○ Unity and diversity - issues, effects, primary and secondary sources ○ Major turning points and events - Maine Native Americans and recent immigrant groups
<p>Essential Knowledge & Skills</p>	<p>"I can analyze systems of voting and its impact on democracy through the foundational documents and over time"</p> <p>Students will know...</p> <ul style="list-style-type: none"> ● basic content of several founding documents of the US ● reasons the documents were written ● Systems of voting and mock election, electoral college, barriers to voting ● Declaration of Independence ● Constitution breakdown ● Branches of government, structure of government ● Bill of Rights ● Supreme Court - landmark cases and laws ● Compare US government to other countries <p>Students will be able to...</p> <ul style="list-style-type: none"> ● interpret the language of the major documents ● articulate the significance of the different founding documents

	<ul style="list-style-type: none"> ● evaluate how founding themes and concerns are relevant in modern America ● compare and contrast the 18th & 21st century United States
Summative Assessments	<ul style="list-style-type: none"> - DBQ: Constitutional Context - Quiz: Declaration of Independence - In Class Prompt: Current Events & Founding Ideals - Constitution and Bill of Rights - Mock Election
Texts	<ul style="list-style-type: none"> - Textbook excerpts (both online and print) - Primary & Secondary Sources - Various excerpts (from texts that may include but are not limited to: <u>People's History of the United States</u> (Zinn), <u>Patriot's History of the United States</u> (Schweikert), <u>Indigenous People's History of the United States</u> (Dunbar-Ortiz), <u>African American and Latinx History of the United States</u> (Ortiz))
Instructional Resources	<ul style="list-style-type: none"> - Video and audio clips (including but not limited to <u>America: The Story of Us</u> series, John Green <u>Crash Course US History/World History</u> series) - Maps (online, book) - Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) - C-SPAN
Honors Requirements	Maybe running the mock election? TBD

Unit #4 Personal Finance and Economics	
Essential Questions	How does money work and why should I understand how to use it to participate in the global economy?
Standards/Performance Indicators	<u>Personal Finance and Economics</u> <ul style="list-style-type: none"> ● Economics (this standard is covered by using EverFi Financial Literacy modules) <ul style="list-style-type: none"> ○ Personal finance ○ Consumer credit, ways credit can be used ○ Money and risk management ● Global Connections <ul style="list-style-type: none"> ○ Economics in unity and diversity ○ Compare economic systems ○ Resource distribution - wealth and poverty, role of organizations
Essential Knowledge and Skills	<p>"I can understand and plan for my own personal finance"</p> <ul style="list-style-type: none"> - EverFi Financial Literacy (this year whole module, future years last 3) - good for remote learning - EverFi Keys to Your Future - good for remote learning

	- Wealth and Poverty in the US and other countries
Summative Assessments	EverFi Online Modules for Economics Analysis of Wealth and Poverty
Texts	<ul style="list-style-type: none"> - Excerpts or clips from "Guns, Germs, and Steel", Jared Diamond text or documentary - Various excerpts (from texts that may include but are not limited to: <u>People's History of the United States</u> (Zinn), <u>Patriot's History of the United States</u> (Schweikert), <u>Indigenous People's History of the United States</u> (Dunbar-Ortiz), <u>African American and Latinx History of the United States</u> (Ortiz)) -
Resources	<ul style="list-style-type: none"> - EverFi - Video and audio clips (including but not limited to <u>America: The Story of Us</u> series, John Green <u>Crash Course US History/World History</u> series) - Maps (online, book) - Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) - C-SPAN
Honors Requirements	Some type of mock economy scenarios? Model UN lessons?

Unit #5 Civil Rights and Racism Over Time	
Essential Questions	What were the benefits and costs of US expansion? How and why did the United States fight a civil war in the mid 19th century? How have rights and liberties in the United States changed over time?
Performance Indicators	<u>History</u> <ul style="list-style-type: none"> ● History 1 <ul style="list-style-type: none"> ○ History is a study of primary and secondary sources to make informed decisions about present and future ○ Enduring themes, turning points, events, consequences, people - implications for present and future ○ Roots and evolution of democratic ideals using sources ○ Point of view, pros and cons, collaboration, argument ○ Varying interpretations, use evidence to support and refute ○ Making a decision by applying knowledge/skills/info ● History 2 <ul style="list-style-type: none"> ○ Unity and diversity - issues, effects, primary and secondary sources ○ Major turning points and events - Maine Native Americans and recent immigrant groups <u>Civics and Government</u> <ul style="list-style-type: none"> ● Civics and Government 1 <ul style="list-style-type: none"> ○ Constitution

	<ul style="list-style-type: none"> ○ Forms of Government ○ Democracy and how it changed over time ○ Purpose/structure/process of American political system ○ Citizens and relationship to government ○ Current issues and applying democratic ideals (checks and balances, federalism, consent of governed) ● Civics and Government 2 <ul style="list-style-type: none"> ○ Rights, duties, responsibilities ○ Constitution, Bill of Rights, Supreme Court and landmark cases, major laws ○ Rights in other nations and comparison ● Civics and Government 3 <ul style="list-style-type: none"> ○ Political and civic aspects of cultural groups
Essential Knowledge & Skills	<p>“I can investigate the evolution of rights in my country”</p> <p>Students will know...</p> <ul style="list-style-type: none"> - Civil War, Jim Crow, Suffrage - History of race relations - Voting Rights - Americans with Disabilities Act - Womens’ Rights - methods to clear the land for settlement (exploration, Indian Removal, transportation, etc) - conflicts that arose/were exacerbated by acquisitions (sectionalism, slavery, etc) <p>Students will be able to...</p> <ul style="list-style-type: none"> - analyze primary and secondary sources and support a claim with evidence - trace the divide amongst Americans from the colonial era to the Civil War to today - evaluate modern Civil Rights movements - Make decisions about the society of the United States
Summative Assessments	<ul style="list-style-type: none"> - Mini-Q on Civil Rights - In Class Prompt: The Indian Removal Act - Was Lincoln a Racist? - EverFi: 306 African American History Essay
Texts	<ul style="list-style-type: none"> - Textbook excerpts (both online and print) - Primary & Secondary Sources - Various excerpts (from texts that may include but are not limited to: People’s History of the United States (Zinn), Patriot’s History of the United States (Schweikert), Indigenous People’s History of the United States (Dunbar-Ortiz), African American and Latinx History of the United States (Ortiz)
Instructional Resources*	<ul style="list-style-type: none"> - Video and audio clips (including but not limited to America: The Story of Us series, John Green Crash Course US History/World History series) - Maps (online, book)

	<ul style="list-style-type: none"> - Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) - "Lincoln" Movie
Honors Requirements	Classroom court on landmark cases?

Unit #6 Global Community	
Essential Questions	<p>How did the United States enter the world stage? What were our motivations? What is the role of the United States in the world today? How does the United States compare to other countries in the world today? What does it mean to be modern?</p>
Performance Indicators	<p><u>Personal Finance and Economics</u></p> <ul style="list-style-type: none"> ● Global Connections <ul style="list-style-type: none"> ○ Economics in unity and diversity ○ Compare economic systems ○ Resource distribution - wealth and poverty, role of organizations <p><u>Geography</u></p> <ul style="list-style-type: none"> ● Geographic aspects of unity and diversity ● Geographic features that have impacted unity and diversity ● Relate geography to cultures - Maine Native Americans and recent immigrant groups <p><u>History</u></p> <ul style="list-style-type: none"> ● History 1 <ul style="list-style-type: none"> ○ History is a study of primary and secondary sources to make informed decisions about present and future ○ Enduring themes, turning points, events, consequences, people - implications for present and future ○ Roots and evolution of democratic ideals using sources ○ Point of view, pros and cons, collaboration, argument ○ Varying interpretations, use evidence to support and refute ○ Making a decision by applying knowledge/skills/info ● History 2 <ul style="list-style-type: none"> ○ Unity and diversity - issues, effects, primary and secondary sources ○ Major turning points and events - Maine Native Americans and recent immigrant groups
Essential Knowledge & Skills	<p>"I can see my place in a complex global community"</p> <p>Students will know...</p> <ul style="list-style-type: none"> - World Wars - Monuments (Confederate, German, memorials...)

	<ul style="list-style-type: none"> - United Nations - Pandemic - Terrorism - The extent to which and why the United States was involved in modern imperialism - The extent to which and why the United States has been involved in world conflicts/geo-political affairs - How the Cold War has shaped much of the 20th century <p>Students will be able to...</p> <ul style="list-style-type: none"> - identify, explain, analyze and evaluate cause and effect - develop a research question, conduct research about a chosen topic, and craft an argument - apply Constitutional principles to modern and current events - analyze major laws and cases of the 20th & 21st century - describe how the interpretation of Constitutional principles has shifted in the 20th century, and hypothesize how they might change further (if at all) with various advancements (technology, etc) - Judge the role of the US in world economics and events - describe how population shifts have changed the demography of the United States - describe the United States' place in the world geopolitically and hypothesize about its future
Summative Assessments	<ul style="list-style-type: none"> - Change Over Time analysis - Modern America Research Project - Quiz: World Conflicts - In Class Prompt: Court Cases of the 20th & 21st Century
Texts	<ul style="list-style-type: none"> - Textbook excerpts (both online and print) - Primary & Secondary Sources - Various excerpts (from texts that may include but are not limited to: <u>People's History of the United States</u> (Zinn), <u>Patriot's History of the United States</u> (Schweikert), <u>Indigenous People's History of the United States</u> (Dunbar-Ortiz), <u>African American and Latinx History of the United States</u> (Ortiz))
Instructional Resources	<ul style="list-style-type: none"> - Video and audio clips (including but not limited to <u>America: The Story of Us</u> series, John Green <u>Crash Course US History/World History</u> series) - Maps (online, book) - Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) - Various media sources (AllSides, C-SPAN, library databases)

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Building Historical Empathy-Sacagawea

Goals:

- 1. Understand the importance of Sacagawea to the success of Lewis and Clark's Expedition**
- 2. Describe ways that Native Americans of the West, Pacific, North West etc. had cultures that were different from each other-dependent on the natural environment and resources available**
- 3. Name the Five tribes of the Wabanaki**
- 4. DEFINE stereotype**

Meet the buses in the hallway at Rowe-escort to Art Room

Review of rules and location of bathroom etc.

What time is lunch and recess?

ACTIVITY:

Warm Up Activity while buses arrive:

https://docs.google.com/document/d/1jfMFloRxEa3nYRm55P19J6ICBbdxV_HzYmtHUttR7_/edit

Wabanki map information & word searches

Discuss the reason behind each word on the search

ACTIVITY:

Draw a Native American

Discuss historical stereotypes-show video

<https://www.youtube.com/watch?v=xzWHxPxH08Q>

NorthEast vs. Western tribes

ACTIVITY: biography reading-check for notes- reward?

Sacagawea biography-we may need reading time

Brainstorm a list of specific EVENTS where Sacagawea saved the expedition or shows perseverance



*Watch short video after using book

11:20 lunch 11:40 recess

ACTIVITY: making puppets from spoons

Recreating with puppets one of the events Sacagawea saved them or times where she suffers extreme hardships and she perseveres

ACTIVITY:If extra time: acrostic poem-EMPATHY

1:25 Review bus lists etc. and clean up

List of buses from bus garage

TO DO:

We need lunch times & bus #s

Attendance e-mails to secretaries on Monday

Social Studies Goals

A. Clear and Effective Communicator: Students research and use background knowledge to give audiovisual presentations about current and historical issues.

B. Self-Directed and Lifelong Learner: Students generate questions and explore primary and secondary sources to answer those questions while demonstrating a growth mindset.

C. Creative and Practical Problem Solver: Students draw conclusions about current and historical problems using valid research and critical thinking.

NAGC Goals

4.2. <i>Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
4.3. <i>Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1 Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
4.4. <i>Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.
	4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.

LD 291: An Act to Require Teaching of Maine Native American History and Culture in Maine's Schools and the Maine Native Studies Maine Learning Results

A1 Researching and Developing Positions on Current Social Studies Issues Performance Indicators Gr 3-5

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings. a. Identify research questions related to social studies - seeking multiple perspectives from varied sources. b. Identify key words and concepts related to research questions, making adjustments when necessary. c. Locate and access information by using text features. d. Collect, evaluate, and organize for a specific purpose. e. Communicate findings from a variety of print and non-print sources.

B3 Individual, Cultural, International, and Global Connections in Civics and Government 3-5
Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans.

LIST OF CONCEPTS TO BE COVERED 2019-2020

Brown vs. Board of Education-looking at images of students "getting" to school-October 7

Native Americans-Sacagawea-November 18

Dickens/work houses & kids working in mills-December 16

Disabilities-Wonder-January 13

Africa as a huge continent-Somalia immigration? Chocolate -February 10

Irish Pot famine/Immigrants- April 13

Environmental Activism (Wishtree)-May 4

DAY #1 of STEM -Engineering

Get Paris School time for lunch 12:30 Recess 12:00

https://docs.google.com/spreadsheets/d/1-nlVAfUJ76VYqofQLnfvCJyGiwnqrxEqW_a0KxJTyrY/edit#gid=0 attendance sheet on Google

XWarm -up Challenge

Making a "door" in a paper wall so that it stands up and can be opened

Defining the Engineering Process

https://pbskids.org/designsquad/pdf/parentseducators/DS_TG_DesignProcess.pdf (very dry)

<https://docs.google.com/document/d/1quhHZF8YnWVG5lv7qoN-kmOxTDZqKFilxZ7yItZ7MPw/edit> I made 23 copies of this one

Xhttps://www.youtube.com/watch?v=MAhpfFt_mWM 4 min video

XRead worksheet together then watch video

What is an Engineer?

XBrainstorm a list of types of engineers

Pass out our list

X*Bad Design Google SlideShow link:

Mini Lesson on Thanksgiving and Wabanakis

<https://www.youtube.com/watch?v=NKUIN2Zaug8>

<https://www.tolerance.org/magazine/teaching-thanksgiving-in-a-socially-responsible-way>

Maps of Wabanaki

https://docs.google.com/document/d/1yp0i1SAnihEBUM6KwAP-YCAsYI_pBpvkbQKdZII7RUq/edit

<https://docs.google.com/document/d/1eBo0tuBIXmcvOPwnP6S8h5yoaf1vOSQrdPMOXHPuYp4/edit>

Engineering Challenge: design a moccasin

Slide show of various moccasins-add link

DESIGN A MOCCASIN

Review of the process again-focus on pattern design

Look at materials avail. & time limits

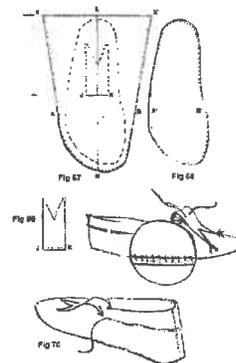
Brown felt-yeah we have lots of this

Glue guns

Paper for pattern making

Beads for decorating

Perm markers



Reflection on Design Summary

What Did I change and improve today? What problems did I solve

What would I do differently next time?

GG-updating last year's reflection form

If time: engineering word search- DJ-done and copied This could be for a prize if brought back

Biomechanical
Biomedical
Aeronautical
Automotive
Civil
Structural
Architectural
Electrical
Computer
Electronics
Mechatronics
Robotics
Microelectronics
Chemical
Materials Science
Agricultural
Paper
Acoustic

What do engineers do?

Nuclear
Photonics
Physics
Nanotechnology
Mining
Ceramics
Geomatics
Metallurgy
Molecular
Genetic
Environmental
Water resources

Energy
Vehicle
Thermal
Information
Textile
Cryptographic
Web
Information
Avionics
Products
Marine
Optomechanical
Sustainability
Industrial
Systems
Manufacturing
Geological

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LD 291: An Act to Require Teaching of Maine Native American History and Culture in Maine's Schools and the Maine Native Studies Maine Learning Results

B3 Individual, Cultural, International, and Global Connections in Civics and Government 3-5
 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans.

STEM Maine Learning Results Gr 6-8

Embed Career and Education Development Instruction - The knowledge, skills, and behaviors outlined in Career and Education Development Standards are essential for all students. It is important that the knowledge, skills, and behaviors of career and education development be connected to the context of schools, career, and community. Although stand-alone courses in career and education development may serve to help students focus on career, college, and citizenship goal, all content areas need to embed career and education standards to enable students to make the connection between content areas schoolwork, and career, college, and citizenship goals. School administrative units should determine the most appropriate content areas and school settings in which to embed these standards.

OUTLINE OF CAREER AND EDUCATION DEVELOPMENT STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Learning about Self-Knowledge and Interpersonal Relationships

1. Self-Knowledge and Self-Concept
2. Beliefs and Behaviors that Lead to Success
3. Interpersonal Skills
4. Career and Life Roles

B. Learning About and Exploring Education, Career, and Life Roles

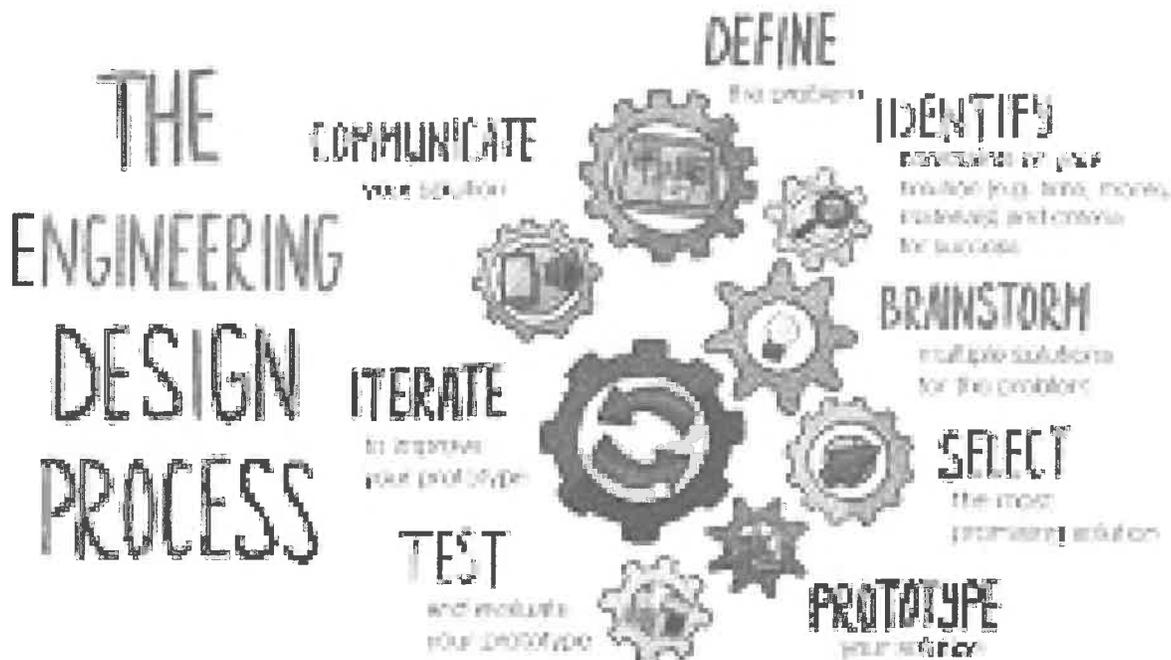
1. Relationships among Learning, Work, the Community, and the Global Economy
2. Skills for Individual/Personal Success in the 21st Century
3. Education and Career Information

C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

1. The Planning Process
2. Decision-Making
3. Influences on Decision-Making
4. Societal Needs and Changes that Influence Workplace Success

MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles

MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.



Social Studies Roll Out
November 2019
Workshop With Joe Schmidt at MSAD#17

Overview Document from Joe

1. George Washington Photo:

Shift: Instead of asking “do you have any questions?” ask “What questions do you have about...?” Kids are more likely to ask questions if the question is shifted around a bit (adaptive school).

Overview of the picture:

- What questions do you have about the picture? Silent time to think.
- Share in the group

Examine the picture: quadrant by quadrant.

- What do students notice about each section?
- What questions do they have about each quadrant?
- What is right/wrong about the picture?

Notice all of the ideas that emerge from the discussion.

Is this a propaganda painting? What is the purpose of it?

Where do you get thirty-seven boats?

Did the Continental Army carry boats with them?

You could then send kids to explore. **Let them be curious!!**

2. What do we notice about the guidance from the Social Studies Steering Committee:

- Teacher focused, ensure language is clear, that the standards are doable, etc.
- Modernize terminology
- Strand A is pulled out, B-E is reorganized.
- Will this help new teachers and veteran teachers? The committee tried to make it user-friendly.
- Will this help Elementary Schools put social studies into the curriculum? By having things broken out by grade-level, this may help.

3. Changes to the elementary grade bands

- Addition of foundational and developing: meant to support teachers
- Embedding of the skills and process of social studies throughout the document
- Emphasis on teaching about Maine Native Americans
- Personal finance clarity

Standards change from an a teacher's perspective:

- Concise for K-6 teachers- no more navigating through a band.
- 7-12: standards are a currently list of performance indicators. Performance expectations are measurable units of what students can do. Foundational expectation: basic. Developmental expectations: more complex.
- Lower levels of the span should use the foundational indicators, upper levels should use the developing expectations.
- Foundational standards- not a requirement. Only 4 big standards. The performance expectations are guidelines. For example: if we teach World History before US, you can switch them. If you have seniors who are struggling, use foundational!
- So we have to grade all of the performance expectations? No!

Review standards at your grade level? Questions:

- How do we get economics into the classroom effectively?
 - If you want to shift your practice, you need to set aside the time to look at inquiry etc.?
 - Clearly articulate the shifts you are making in your curriculum.

Introduction to the standards:

- Maine Guiding Principles:
 - Check out the standards for how to integrate the GPS into the social studies curriculum.
- Eras are more clearly designed.
- Section with laws that pertain to social studies (Maine studies, Wabanaki studies, personal finance, US History, etc.) are listed.

Embedded Skills into Standards:

- Previous iteration, application was separate. These are important, but by separating, it takes away the notion of integration within the content.
- Applications are embedded into each standard. They haven't disappeared!

What do we notice:

- Well written performance indicators, few of them,
- Older standards looked like they were written with a project in mind, these are more open.
- What were the criteria for foundational and developing? Teachers saying what would you do first? We didn't rely on DoK or Blooms.
- US History Eras: was it a conscious decisions to Gilder Learman Foundation.
- Themes in World are well aligned with the AP course.
- More perfect Album (they made a podcast School House Rock for each amendment)

Maine Native Americans:

- See the webpage for lists of resources
- Broader inclusion, rather than added at the end of the performance expectations.
- Addressed in topics other than history.
- Goal to make Maine Native Americans a modern people, rather than just taught about.
- Look at the standards, bring highlighters and notice what you do well, not well, etc. to do a gap analysis.
 - Blue: where can you teach it Maine Native Americans (implied)
 - Yellow: specific to Native Americans (specific)
- Every kid at every grade level- exposure!
- Native Americans “are not a past tense people”
 - Example, use a woven basket as something that you can buy in an economics lesson.
 - Make it part of daily life, not something extra.
- [Maine Native American Page](#)- thorough list of resources

Standards Revision:

- Not changed, revised.
- Personal Finance is very different.
- Concepts in Economics
- Concepts in Money
- Global Connections

[Maine Financial Literacy Network- Revised Youth Personal Finance Pedagogy](#)

What do we want our graduates to know, be able to do, remember,etc. in Social Studies? Here is the link to [the notes from our brainstorm afterwards!](#)

**Grade 4
MAINE**

ESSENTIAL QUESTION:

- How does the geography of Maine define its history, government, economics and culture?

UNIT QUESTIONS:

- What are Maine's borders?
- What are the physical features of Maine?
- How is state government organized and how do citizens participate?
- How does a product flow from entrepreneur/producer to consumer?
- What are the major events, people, and occupations in Maine's history?

UNIT VOCABULARY:

Geography

Economics

Culture

Borders

Physical Features

Products

Producers/Consumers

Occupations

Community

Physical/Political Maps

Counties

Rights, duties, and responsibilities

Government

Citizenship

STANDARDS:

Students will understand the geography of the community and Maine. (D1c,d)

1. Use an atlas to locate and label Maine on a physical and political map of the United States and the world.
2. Use an atlas to locate and label physical and political locations on a map of Maine (16 counties, Augusta, Portland, Bangor, Lewiston, Auburn, home town, Canada, NH, Atlantic Ocean, Penobscot R., Kennebec R., St. Croix R., St. John R., Allagash R., Androscoggin R., White Mtns., Acadia N.P., Cadillac Mtn., Mount Katahdin, Sugarloaf Mtn., Pleasant Mtn. [Shawnee Peak], Sunday River, Moosehead Lake, Sebago Lake, Rangeley Lake)
3. Explain examples of changes in the earth's physical features and the impact on cultures of the

area (i.e., man-made lakes: Flagstaff, Richardson, Sebago, and Bingham Dam).

Students will understand the basic structure of Maine government and basic rights, duties, responsibilities and roles of citizenship. (B1a,c) (B2a,c)

1. Demonstrate knowledge of basic state government and citizenship.

Students will understand the basis of the economies of the community, Maine and the United States. (C1b)

1. Demonstrate the flow of a product from an entrepreneur or producer to consumer, both local and national.

Students will understand selected major eras in the history of Maine. (E1a,b)

1. Identify major events and people in Maine history (suggested Maine people: current governor, George Mitchell, Margaret Chase Smith, Edmund Muskie, Hannibal Hamlin, L.L. Bean, Chester Greenwood, Stephen King, Henry Wadsworth Longfellow, Joshua Chamberlain, Harriet Beecher Stowe, Samantha Smith, Louis Sockalexis, Mollycokett, Mary Alice Nelsen Archambaud [Molly Spotted Elk], and any listed on the Secretary of State's Maine Kid's web page. Suggested events: time period of Native Americans from 8000 B.C., the Vikings 1000 A.D., exploration of Maine 1500 – 1600, Massachusetts controls Maine 1677, French Indian Wars 1754 – 1763, Maine during Revolutionary War, War of 1812 and the Battle of the Boxer and the Enterprise, statehood 1820, Maine's involvement in the Civil War, growth of industry in the late 1800s, growth of tourism in the 1900s, Maine Indian Claim Act 1980).

2. Compare historic occupations of Maine in contrast to those of the present day (logging, fishing, farming, and manufacturing compared today's which more service-based industry).

SUGGESTED RESOURCES:

- Sea to Shining Sea - Maine (states series)
- Maine Studies Weekly
- Maine, Hello U.S.A.
- [Maine Secretary of State kids web page](#)
- Faces of Maine
- DeLorme Maine Atlas & gazetteer
- A Journey Through Maine – Mary Stockwell – ISBN 1-58685-502-6

NORTHEAST NATIVE AMERICANS

ESSENTIAL QUESTION:

- How has life changed for Native Americans in Maine over time?

UNIT QUESTIONS:

- What are some of the Native American tribes of Maine and how do the physical features of Maine impact their culture?
- What was the economy of Maine Native Americans?
- What were the cultural traditions and contributions of Maine Native Americans?

UNIT VOCABULARY:

Native Americans

Tribes

Physical features

Culture

Economy

Cultural traditions

Barter and trade economy

Scarcity

Natural resources

Unity and diversity

Politics

Civics

STANDARDS:

Students will compare and contrast two or more Maine/Native American Tribes (Wabanaki Nation: Micmac, Maliseet, Penobscot, Passamaquoddy and Abenaki). (D1a) (D2b)

1. Students will use an atlas to locate and label tribal areas, including their physical features, plants, and animals.
2. Students will describe the impact of geographic features on the daily life of the different Native cultures.

Students will understand personal economics and the basis of the economies of Maine Native Americans and selected peoples in the United States. (C1a,b)

Students will analyze the differences in a barter & trade economy based on scarcity and natural resources in contrast to present-day goods.

Students will understand the historical influence of the concepts of unity and diversity of Maine Native Americans. (E2b)

1. Students will describe major cultural traditions and contributions of Maine Native Americans.

Students will understand the influence of politics and civic aspects of the daily life of diverse cultures of Maine Native Americans, the United States and the world. (B3b)

1. Students will describe the political and civic beliefs and activities in the daily life of cultures of Maine Native Americans.

SUGGESTED RESOURCES:

- Sea to Shining Sea - Maine (states series)
- Maine Studies Weekly
- Maine, Hello U.S.A.
- [Maine Secretary of State kids web page](#)
- Faces of Maine
- Wabanakis of Maine and the Maritimes
- www.abbemuseum.org

EXPLORERS THROUGH THE 1600s

ESSENTIAL QUESTION:

- Why do we explore?

UNIT QUESTIONS:

- What was the motivation to explore Maine and the United States through the 1600s?
- What was the impact of physical features on the daily life of cultures, including Maine Native Americans?
- What are the causes and consequences of cultural conflicts between explorers and Native Americans?
- What are the three major reasons for exploration?

UNIT VOCABULARY:

Motivation

Physical features

Cultures

Cultural conflicts

Exploration

Equator and Prime Meridian

Trade

Natural Resources

Human Resources

STANDARDS:

Students will investigate the motivation and exploration of Maine and the United States through the 1600s.

Students will understand the geography of the community, Maine, the United States and selected regions of the world. (D1b,d) (D2b)

1. Use an atlas to create a map of European movement of specific explorers, showing the equator, prime meridian, and physical features (Marco Polo, Vikings, Cabot, Cortez, daGama, Columbus, Champlain, etc.).
2. Compare map changes of physical features of the world through this era.
3. Describe the impact of physical features on the daily life of cultures including Maine Native Americans and select peoples of the world.

Students will understand selected major eras in the history of the community, Maine and

the United States. (E1a,b)

1. Identify the causes and consequences of cultural conflicts between the explorers and the Native Americans.

Students will understand personal economics and the basis of economies of the community, Maine, United States, and selected areas of the world. (C1a,b)

1. List three major reasons for exploration (wealth, adventure, desire to spread religion, natural resources, slave trade).

SUGGESTED RESOURCES:

- Sea to Shining Sea
- Maine Studies Weekly
- Maine, Hello U.S.A.
- [Maine Secretary of State kids web page](#)
- Faces of Maine
- Wabanakis of Maine and the Maritimes
- Journey Through Maine, by Mary Stockwell, Gibbs Publishing



Heather Manchester <h.manchester@msad17.org>

RE: MHS Teacher Workshop on Maine Native Americans/Wabanaki Studies, 8/22/19

1 message

Kathleen Neumann <kneumann@mainehistory.org> Wed, Aug 21, 2019 at 6:41 PM
To: "eharriman@sacoschools.org" <eharriman@sacoschools.org>
Cc: "joe.schmidt@maine.gov" <Joe.Schmidt@maine.gov>, Brittany Cook <bcook@mainehistory.org>

We are looking forward to seeing you tomorrow for our **Teacher Workshop on Maine Native Americans/Wabanaki Studies for K-12 Maine Teachers**, August 22, 2019!

You'll find attached a Power Point presentation that I thought you might like to have in advance, and that includes links to some of the resources we'll be looking at tomorrow. Feel free to take a look tonight, but you absolutely do not need to look at this prior to tomorrow's workshop; totally optional!

See you tomorrow,

Kathleen Neumann

Kathleen Neumann
Manager of Education & Public Programs
Maine Historical Society
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207-774-1822 ext. 214

www.mainehistory.org
www.mainememory.net
www.hwlongfellow.org

Amy White, 11th grade
Sarah Tim, 5th grade
Heather Manchester,
Curriculum Director

 **Antiracist Education Series - April 2021 (1).pdf**
5211K

Social Studies Roll Out
November 2019
Workshop With Joe Schmidt at MSAD#17

Overview Document from Joe

1. George Washington Photo:

Shift: Instead of asking “do you have any questions?” ask “What questions do you have about...?” Kids are more likely to ask questions if the question is shifted around a bit (adaptive school).

Overview of the picture:

- What questions do you have about the picture? Silent time to think.
- Share in the group

Examine the picture: quadrant by quadrant.

- What do students notice about each section?
- What questions do they have about each quadrant?
- What is right/wrong about the picture?

Notice all of the ideas that emerge from the discussion.

Is this a propaganda painting? What is the purpose of it?

Where do you get thirty-seven boats?

Did the Continental Army carry boats with them?

You could then send kids to explore. **Let them be curious!!**

2. What do we notice about the guidance from the Social Studies Steering Committee:

- Teacher focused, ensure language is clear, that the standards are doable, etc.
- Modernize terminology
- Strand A is pulled out, B-E is reorganized.
- Will this help new teachers and veteran teachers? The committee tried to make it user-friendly.
- Will this help Elementary Schools put social studies into the curriculum? By having things broken out by grade-level, this may help.

3. Changes to the elementary grade bands

- Addition of foundational and developing: meant to support teachers
- Embedding of the skills and process of social studies throughout the document
- Emphasis on teaching about Maine Native Americans
- Personal finance clarity

Standards change from an a teacher's perspective:

- Concise for K-6 teachers- no more navigating through a band.
- 7-12: standards are a currently list of performance indicators. Performance expectations are measurable units of what students can do. Foundational expectation: basic. Developmental expectations: more complex.
- Lower levels of the span should use the foundational indicators, upper levels should use the developing expectations.
- Foundational standards- not a requirement. Only 4 big standards. The performance expectations are guidelines. For example: if we teach World History before US, you can switch them. If you have seniors who are struggling, use foundational!
- So we have to grade all of the performance expectations? No!

Review standards at your grade level? Questions:

- How do we get economics into the classroom effectively?
 - If you want to shift your practice, you need to set aside the time to look at inquiry etc.?
 - Clearly articulate the shifts you are making in your curriculum.

Introduction to the standards:

- Maine Guiding Principles:
 - Check out the standards for how to integrate the GPS into the social studies curriculum.
- Eras are more clearly designed.
- Section with laws that pertain to social studies (Maine studies, Wabanaki studies, personal finance, US History, etc.) are listed.

Embedded Skills into Standards:

- Previous iteration, application was separate. These are important, but by separating, it takes away the notion of integration within the content.
- Applications are embedded into each standard. They haven't disappeared!

What do we notice:

- Well written performance indicators, few of them,
- Older standards looked like they were written with a project in mind, these are more open.
- What were the criteria for foundational and developing? Teachers saying what would you do first? We didn't rely on DoK or Blooms.
- US History Eras: was it a conscious decisions to Gilder Learman Foundation.
- Themes in World are well aligned with the AP course.
- More perfect Album (they made a podcast School House Rock for each amendment)

Maine Native Americans:

- See the webpage for lists of resources
- Broader inclusion, rather than added at the end of the performance expectations.
- Addressed in topics other than history.
- Goal to make Maine Native Americans a modern people, rather than just taught about.
- Look at the standards, bring highlighters and notice what you do well, not well, etc. to do a gap analysis.
 - Blue: where can you teach it Maine Native Americans (implied)
 - Yellow: specific to Native Americans (specific)
- Every kid at every grade level- exposure!
- Native Americans “are not a past tense people”
 - Example, use a woven basket as something that you can buy in an economics lesson.
 - Make it part of daily life, not something extra.
- [Maine Native American Page](#)- thorough list of resources

Standards Revision:

- Not changed, revised.
- Personal Finance is very different.
- Concepts in Economics
- Concepts in Money
- Global Connections

[Maine Financial Literacy Network- Revised Youth Personal Finance Pedagogy](#)

What do we want our graduates to know, be able to do, remember,etc. in Social Studies? Here is the link to [the notes from our brainstorm afterwards!](#)



Heather Manchester <h.manchester@msad17.org>

Social Studies Resources for teaching about the Wabanaki people

1 message

Heather Manchester <h.manchester@msad17.org>

Thu, Oct 1, 2020 at 4:38 PM

To: Staff-Harrison <Staff-Harrison@msad17.org>, Staff-Hebron <Staff-Hebron@msad17.org>, Staff-Otisfield <Staff-Otisfield@msad17.org>, Staff-Oxford <Staff-Oxford@msad17.org>, Staff-Paris <Staff-Paris@msad17.org>, Staff-Rowe <Staff-Rowe@msad17.org>, Staff-West Paris <Staff-WestParis@msad17.org>, Staff-Waterford <Staff-Waterford@msad17.org>, Melanie Ellsworth <m.ellsworth@msad17.org>, Marj Scribner <m.scribner@msad17.org>, Angela LaPointe <a.lapointe@msad17.org>, Evelyn Krahn <e.krahn@msad17.org>, Laura Cummings <l.cummings@msad17.org>

Hello all,
Thanks to Sarah Timm for gathering these resources!

The following are resources for teaching about the Wabanaki people in anticipation of Indigenous Peoples Day on October 12th.

A link to the Abbe Museum in Bar Harbor (scroll down for lesson plans):
<https://www.abbemuseum.org/educatorhub>

A reading of Thanks to the Animals, by Allen Sockabasin, read in the Passamaquoddy language:
<https://www.youtube.com/watch?v=jNR04bWRic4>
And in English:
<https://www.youtube.com/watch?v=P99j4EeMv40>

Maine Memory Network, Maine's statewide digital museum (a great resource for a number of historical topics):
<https://www.mainememory.net/>

And if you've got some extra time on your hands, you could peruse this site from the DOE:
<https://www.maine.gov/doe/learning/content/socialstudies/resources/mainenativestudies>

—
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(207)743-2878 (fax)
Curriculum Matters: August, 2020
Oxford Hills Professional Development (Summer Institute 2020)
Curriculum Matters: Family Edition (May 2020)

US History, Grade 11- DRAFT

Course description:

0212 US History CCR

11

1 credit

Students will study American literature, history, and the arts in an attempt to answer the question: "What does it mean to be an American?" Students will become familiar with the origins of the United States government and its foundations, including Native Americans, diversity, founding documents, and rights of citizens. They will read, write, discuss and apply their learning in order to explore and appreciate the ever more diverse American experience.

Standards:

- Civics and Government
 - a. Civics & Government 1: Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world
 - b. Civics & Government 2: Students understand the constitutional and legal *rights*, the *civic duties and responsibilities*, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world
 - c. Civics & Government 3: Students understand political and civic aspects of cultural diversity
- Personal Finance and Economics
 - Personal Finance: students understand the principles and process of personal finance
 - Global Connections: students understand economic aspects of unity and diversity in Maine, the United States, and the world including Maine Native American communities
- Geography
 - Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities
- History
 - History 1: Students understand the major eras, major enduring themes, and *historic* influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world
 - History 2: Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities

Core Belief/21st Century Skills:

- ★ Conduct authentic research using real world technologies
- ★ Solve problems individually and collaboratively
- ★ Communicate clearly and effectively in a variety of ways
- ★ Apply creative, critical-thinking, and problem-solving skills to attain understanding
- ★ Demonstrate personal responsibility and self-awareness
- ★ Set goals and persist, innovate, and adapt to overcome challenges
- ★ Apply workplace skills to accomplish real world tasks

Units of Study

Start of year Pre-Assessments:

1. Citizenship test
2. Pre and Post Essay Question: "What does it mean to be an American?"
3. US Maps

Unit #1 (Mini Unit, Start of Year) Peaceful Discourse and Norms for Discussion	
Essential Questions	Why should I be aware of how my words impact others and how to have a peaceful, productive class discussion?
Standards/Performance Indicators	<p>History 1: Students understand the major eras, major enduring themes, and <i>historic</i> influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world</p> <ul style="list-style-type: none"> ● (F4) Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.
Essential Knowledge and Skills	<p>"I can have a peaceful and productive discussion with my peers"</p> <p>Students will know:</p> <ul style="list-style-type: none"> ● Free speech vs. harassment/hate speech ● District policies on bullying and harassment ● Peaceful discourses <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Practice peaceful discourse ● Restorative circles? Need to keep in mind talking piece can't be handed around ● Library presentation on fake news and media bias (email Jen Lance)
Summative Assessments	Class discussion
Texts	TBD

Resources	Restorative Circles Jen Lance
Honors Requirements	Students facilitate sooner than CCR, choose a topic to facilitate around with more complex texts

Unit #2 Maine Native Americans	
Essential Questions	<p>What did the pre-Columbian Americas look like culturally and geographically? How did European colonization change the Americas? How were the colonial regions of the Americas different? How are Maine Native Americans still being impacted today?</p>
Performance Indicators	<p><u>Geography</u></p> <ul style="list-style-type: none"> ● Geographic aspects of unity and diversity ● Geographic features that have impacted unity and diversity ● Relate geography to cultures - Maine Native Americans and recent immigrant groups <p><u>History</u></p> <ul style="list-style-type: none"> ● History 1 <ul style="list-style-type: none"> ○ History is a study of primary and secondary sources to make informed decisions about present and future ○ Enduring themes, turning points, events, consequences, people - implications for present and future ○ Roots and evolution of democratic ideals using sources ○ Point of view, pros and cons, collaboration, argument ○ Varying interpretations, use evidence to support and refute ○ Making a decision by applying knowledge/skills/info ● History 2 <ul style="list-style-type: none"> ○ Unity and diversity - issues, effects, primary and secondary sources ○ Major turning points and events - Maine Native Americans and recent immigrant groups
Essential Knowledge and Skills	<p>"I can understand the impact of geography on the great diversity of Native Americans and modern day issues being faced"</p> <p>Students will know....</p> <ul style="list-style-type: none"> ● that the pre-Columbian Americas was very diverse in terms of people, culture, language, and geography ● that Europeans came to the Americas with various motivations and priorities ● Geography - <u>Seterra Maps</u> ● Sources on Maine Native Americans ● Phipsburg Proclamation ● Early cultural areas, tribe diversity, values ● Tribe alliances and economics ● Reservations

	<ul style="list-style-type: none"> ● Dakota Access Pipeline <p>Students will be able to...</p> <ul style="list-style-type: none"> ● identify, compare, and contrast different regions and places in the Americas ● interpret different sources and research questions ● consider the institution of slavery and evaluate its significance ● connect how landscape, climate and other aspects of geography are linked to the cultures that develop ● evaluate the effects of conflict and change in the Americas that resulted from European colonization ● summarize the differences between different regions of colonial America
Summative Assessments	<ul style="list-style-type: none"> ● Presentation: Native American Culture Groups ● Cause and Effect: Geography and Cultures ● Further assessments TBD
Texts	<ul style="list-style-type: none"> ● Textbook excerpts (both online and print) ● Primary & Secondary Sources ● Maps ● Various excerpts (from texts that may include but are not limited to: <u>People's History of the United States</u> (Zinn), <u>Patriot's History of the United States</u> (Schweikert), <u>Indigenous People's History of the United States</u> (Dunbar-Ortiz), <u>African American and Latinx History of the United States</u> (Ortiz)
Instructional Resources	<ul style="list-style-type: none"> ● Video and audio clips (including but not limited to <u>America: The Story of Us</u> series, John Green <u>Crash Course US History/World History</u> series) ● Maps (online, book) ● Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) ● "Dawnland", Maine-Wabanaki REACH, Maine Truth and Reconciliation Commission
Honors Requirements	TBD

Unit #3 Founding Documents & Founding Figures (Civics and Gov)	
Essential Questions	<p>What does it mean to be an American?</p> <p>What influenced the formation of founding documents?</p> <p>How are the ideals of the founding documents relevant today?</p>
Performance Indicators	<p><u>Civics and Government</u></p> <ul style="list-style-type: none"> ● Civics and Government 1 <ul style="list-style-type: none"> ○ Constitution ○ Forms of Government ○ Democracy and how it changed over time ○ Purpose/structure/process of American political system ○ Citizens and relationship to government

	<ul style="list-style-type: none"> ○ Current issues and applying democratic ideals (checks and balances, federalism, consent of governed) ● Civics and Government 2 <ul style="list-style-type: none"> ○ Rights, duties, responsibilities ○ Constitution, Bill of Rights, Supreme Court and landmark cases, major laws ○ Rights in other nations and comparison ● Civics and Government 3 <ul style="list-style-type: none"> ○ Political and civic aspects of cultural groups <p><u>Geography</u></p> <ul style="list-style-type: none"> ● Geographic aspects of unity and diversity ● Geographic features that have impacted unity and diversity ● Relate geography to cultures - Maine Native Americans and recent immigrant groups <p><u>History</u></p> <ul style="list-style-type: none"> ● History 1 <ul style="list-style-type: none"> ○ History is a study of primary and secondary sources to make informed decisions about present and future ○ Enduring themes, turning points, events, consequences, people - implications for present and future ○ Roots and evolution of democratic ideals using sources ○ Point of view, pros and cons, collaboration, argument ○ Varying interpretations, use evidence to support and refute ○ Making a decision by applying knowledge/skills/info ● History 2 <ul style="list-style-type: none"> ○ Unity and diversity - issues, effects, primary and secondary sources ○ Major turning points and events - Maine Native Americans and recent immigrant groups
<p>Essential Knowledge & Skills</p>	<p>“I can analyze systems of voting and its impact on democracy through the foundational documents and over time”</p> <p>Students will know...</p> <ul style="list-style-type: none"> ● basic content of several founding documents of the US ● reasons the documents were written ● Systems of voting and mock election, electoral college, barriers to voting ● Declaration of Independence ● Constitution breakdown ● Branches of government, structure of government ● Bill of Rights ● Supreme Court - landmark cases and laws ● Compare US government to other countries <p>Students will be able to...</p> <ul style="list-style-type: none"> ● interpret the language of the major documents ● articulate the significance of the different founding documents

	<ul style="list-style-type: none"> ● evaluate how founding themes and concerns are relevant in modern America ● compare and contrast the 18th & 21st century United States
Summative Assessments	<ul style="list-style-type: none"> - DBQ: Constitutional Context - Quiz: Declaration of Independence - In Class Prompt: Current Events & Founding Ideals - Constitution and Bill of Rights - Mock Election
Texts	<ul style="list-style-type: none"> - Textbook excerpts (both online and print) - Primary & Secondary Sources - Various excerpts (from texts that may include but are not limited to: <u>People's History of the United States</u> (Zinn), <u>Patriot's History of the United States</u> (Schweikert), <u>Indigenous People's History of the United States</u> (Dunbar-Ortiz), <u>African American and Latinx History of the United States</u> (Ortiz)
Instructional Resources	<ul style="list-style-type: none"> - Video and audio clips (including but not limited to <u>America: The Story of Us</u> series, John Green <u>Crash Course US History/World History</u> series) - Maps (online, book) - Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) - C-SPAN
Honors Requirements	Maybe running the mock election? TBD

Unit #4 Personal Finance and Economics	
Essential Questions	How does money work and why should I understand how to use it to participate in the global economy?
Standards/Performance Indicators	<u>Personal Finance and Economics</u> <ul style="list-style-type: none"> ● Economics (this standard is covered by using EverFi Financial Literacy modules) <ul style="list-style-type: none"> ○ Personal finance ○ Consumer credit, ways credit can be used ○ Money and risk management ● Global Connections <ul style="list-style-type: none"> ○ Economics in unity and diversity ○ Compare economic systems ○ Resource distribution - wealth and poverty, role of organizations
Essential Knowledge and Skills	<p>"I can understand and plan for my own personal finance"</p> <ul style="list-style-type: none"> - EverFi Financial Literacy (this year whole module, future years last 3) - good for remote learning - EverFi Keys to Your Future - good for remote learning

	- Wealth and Poverty in the US and other countries
Summative Assessments	EverFi Online Modules for Economics Analysis of Wealth and Poverty
Texts	<ul style="list-style-type: none"> - Excerpts or clips from "Guns, Germs, and Steel", Jared Diamond text or documentary - Various excerpts (from texts that may include but are not limited to: <u>People's History of the United States</u> (Zinn), <u>Patriot's History of the United States</u> (Schweikert), <u>Indigenous People's History of the United States</u> (Dunbar-Ortiz), <u>African American and Latinx History of the United States</u> (Ortiz)) -
Resources	<ul style="list-style-type: none"> - EverFi - Video and audio clips (including but not limited to <u>America: The Story of Us</u> series, John Green <u>Crash Course US History/World History</u> series) - Maps (online, book) - Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) - C-SPAN
Honors Requirements	Some type of mock economy scenarios? Model UN lessons?

Unit #5 Civil Rights and Racism Over Time	
Essential Questions	What were the benefits and costs of US expansion? How and why did the United States fight a civil war in the mid 19th century? How have rights and liberties in the United States changed over time?
Performance Indicators	<u>History</u> <ul style="list-style-type: none"> ● History 1 <ul style="list-style-type: none"> ○ History is a study of primary and secondary sources to make informed decisions about present and future ○ Enduring themes, turning points, events, consequences, people - implications for present and future ○ Roots and evolution of democratic ideals using sources ○ Point of view, pros and cons, collaboration, argument ○ Varying interpretations, use evidence to support and refute ○ Making a decision by applying knowledge/skills/info ● History 2 <ul style="list-style-type: none"> ○ Unity and diversity - issues, effects, primary and secondary sources ○ Major turning points and events - Maine Native Americans and recent immigrant groups <u>Civics and Government</u> <ul style="list-style-type: none"> ● Civics and Government 1 <ul style="list-style-type: none"> ○ Constitution

	<ul style="list-style-type: none"> ○ Forms of Government ○ Democracy and how it changed over time ○ Purpose/structure/process of American political system ○ Citizens and relationship to government ○ Current issues and applying democratic ideals (checks and balances, federalism, consent of governed) ● Civics and Government 2 <ul style="list-style-type: none"> ○ Rights, duties, responsibilities ○ Constitution, Bill of Rights, Supreme Court and landmark cases, major laws ○ Rights in other nations and comparison ● Civics and Government 3 <ul style="list-style-type: none"> ○ Political and civic aspects of cultural groups
Essential Knowledge & Skills	<p>“I can investigate the evolution of rights in my country”</p> <p>Students will know...</p> <ul style="list-style-type: none"> - Civil War, Jim Crow, Suffrage - History of race relations - Voting Rights - Americans with Disabilities Act - Womens’ Rights - methods to clear the land for settlement (exploration, Indian Removal, transportation, etc) - conflicts that arose/were exacerbated by acquisitions (sectionalism, slavery, etc) <p>Students will be able to...</p> <ul style="list-style-type: none"> - analyze primary and secondary sources and support a claim with evidence - trace the divide amongst Americans from the colonial era to the Civil War to today - evaluate modern Civil Rights movements - Make decisions about the society of the United States
Summative Assessments	<ul style="list-style-type: none"> - Mini-Q on Civil Rights - In Class Prompt: The Indian Removal Act - Was Lincoln a Racist? - EverFi: 306 African American History Essay
Texts	<ul style="list-style-type: none"> - Textbook excerpts (both online and print) - Primary & Secondary Sources - Various excerpts (from texts that may include but are not limited to: People’s History of the United States (Zinn), Patriot’s History of the United States (Schweikert), Indigenous People’s History of the United States (Dunbar-Ortiz), African American and Latinx History of the United States (Ortiz))
Instructional Resources*	<ul style="list-style-type: none"> - Video and audio clips (including but not limited to America: The Story of Us series, John Green Crash Course US History/World History series) - Maps (online, book)

	<ul style="list-style-type: none"> - Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) - "Lincoln" Movie
Honors Requirements	Classroom court on landmark cases?

Unit #6 Global Community	
Essential Questions	<p>How did the United States enter the world stage? What were our motivations? What is the role of the United States in the world today? How does the United States compare to other countries in the world today? What does it mean to be modern?</p>
Performance Indicators	<p><u>Personal Finance and Economics</u></p> <ul style="list-style-type: none"> ● Global Connections <ul style="list-style-type: none"> ○ Economics in unity and diversity ○ Compare economic systems ○ Resource distribution - wealth and poverty, role of organizations <p><u>Geography</u></p> <ul style="list-style-type: none"> ● Geographic aspects of unity and diversity ● Geographic features that have impacted unity and diversity ● Relate geography to cultures - Maine Native Americans and recent immigrant groups <p><u>History</u></p> <ul style="list-style-type: none"> ● History 1 <ul style="list-style-type: none"> ○ History is a study of primary and secondary sources to make informed decisions about present and future ○ Enduring themes, turning points, events, consequences, people - implications for present and future ○ Roots and evolution of democratic ideals using sources ○ Point of view, pros and cons, collaboration, argument ○ Varying interpretations, use evidence to support and refute ○ Making a decision by applying knowledge/skills/info ● History 2 <ul style="list-style-type: none"> ○ Unity and diversity - issues, effects, primary and secondary sources ○ Major turning points and events - Maine Native Americans and recent immigrant groups
Essential Knowledge & Skills	<p>"I can see my place in a complex global community"</p> <p>Students will know...</p> <ul style="list-style-type: none"> - World Wars - Monuments (Confederate, German, memorials...)

	<ul style="list-style-type: none"> - United Nations - Pandemic - Terrorism - The extent to which and why the United States was involved in modern imperialism - The extent to which and why the United States has been involved in world conflicts/geo-political affairs - How the Cold War has shaped much of the 20th century <p>Students will be able to...</p> <ul style="list-style-type: none"> - identify, explain, analyze and evaluate cause and effect - develop a research question, conduct research about a chosen topic, and craft an argument - apply Constitutional principles to modern and current events - analyze major laws and cases of the 20th & 21st century - describe how the interpretation of Constitutional principles has shifted in the 20th century, and hypothesize how they might change further (if at all) with various advancements (technology, etc) - Judge the role of the US in world economics and events - describe how population shifts have changed the demography of the United States - describe the United States' place in the world geopolitically and hypothesize about its future
Summative Assessments	<ul style="list-style-type: none"> - Change Over Time analysis - Modern America Research Project - Quiz: World Conflicts - In Class Prompt: Court Cases of the 20th & 21st Century
Texts	<ul style="list-style-type: none"> - Textbook excerpts (both online and print) - Primary & Secondary Sources - Various excerpts (from texts that may include but are not limited to: <u>People's History of the United States</u> (Zinn), <u>Patriot's History of the United States</u> (Schweikert), <u>Indigenous People's History of the United States</u> (Dunbar-Ortiz), <u>African American and Latinx History of the United States</u> (Ortiz))
Instructional Resources	<ul style="list-style-type: none"> - Video and audio clips (including but not limited to <u>America: The Story of Us</u> series, John Green <u>Crash Course US History/World History</u> series) - Maps (online, book) - Online Sources (including but not limited to CommonLit.org, NewVisions.org, DigitalHistory.uh.edu, SHEG) - Various media sources (AllSides, C-SPAN, library databases)

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Heather Manchester <h.manchester@msad17.org>

Wabanaki Webinar

1 message

Sarah Timm <s.timm@msad17.org>

Wed, Mar 17, 2021 at 8:19 PM

To: Pamela Marshall <p.marshall@msad17.org>, Laura Waite <l.waite@msad17.org>, Tekia Poulin <t.poulin@msad17.org>, Heather Hatch <h.hatch@msad17.org>, Carisa Hammer <c.hammer@msad17.org>, Heather Manchester <h.manchester@msad17.org>

This, from Joe, regarding the event tomorrow:

All of my webinars are recorded and posted on my professional learning page within 24 or so.

I'd love to chat about it at our next meeting! Have fun tomorrow.

Sarah