

Standards		Weekly Issues
Civics & Government		
K.C&G.1	Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.	1: I Am a Member of a Community
K.C&G.2	Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.	2: Authority Figures 5: Government 6: Important Documents 10: Patriotism 11: National Symbols 12: National Patriotic Holidays
K.C&G.3	Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.	1: I Am a Member of a Community 2: Authority Figures 3: What Are Rules? 4: What Are Laws?
K.C&G.4	Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.	1: I Am a Member of a Community 2: Authority Figures 3: What Are Rules? 8: Citizens 9: Characteristics of Responsible Citizens
K.C&G.5	Students understand civic aspects of classroom traditions and decisions by identifying and comparing diverse interests and opinions related to classroom traditions and decisions.	7: Learning and Working Together
Personal Finance and Economics		
K.PF&E.1	Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.	30: Economics 32: Spending and Saving
K.PF&E.2	Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.	29: Needs and Wants 31: Jobs
K.PF&E.3	Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.	30: Economics

Standards		Weekly Issues
Geography		
K.G.1	Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples.	13: Map Skills 14: Location 19: My Place on the Map
K.G.2	Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.	14: Location 15: Finding Places Around Me 16: Physical Characteristics of a Place 17: Weather 18: Human Characteristics of a Place
History		
K.H.1	Students understand the nature of history by describing history as stories of the past and identifying questions related to social studies.	23: History 24: Life Long Ago and Today 25: Inventors
K.H.2	Students understand the nature of history as well as the key foundation of ideas by applying terms such as "before" and "after" in sequencing events.	20: Calendars 21: words About Time 22: Changes Over Time 26: Transportation Over Time
K.H.3	Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.	9: Characteristics of Responsible Citizens 24: Life Long Ago and Today 27: Culture 28: Holidays Around the World

Standards		Weekly Issues
Civics & Government		
1.C&G.1	Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.	4: Government 5: Government Services 11: Patriotism 12: National Patriotic Symbols 13: National Patriotic Holidays
1.C&G.2	Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.	1: Community 2: Authority Figures 3: Rules and Laws 7: Important Documents 8: Citizens 9: Characteristics of Responsible Citizens
1.C&G.3	Students understand Maine Native Americans by explaining their traditions and customs.	
Personal Finance and Economics		
1.PF&E.1	Students understand the nature of personal finance as well as key foundational ideas by describing how spending, saving, and sharing are ways to use money.	32: Spending and Saving
1.PF&E.2	Students understand the nature of economics as well as key foundational ideas explaining and making decisions about how to use scarce resources to meet their needs and wants.	27: Needs and Wants 28: Economics 29: Economic Choices 30: Jobs
1.PF&E.3	Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by identifying how individuals, families, and communities are influenced by economic factors.	31: Workers Contribute to the Economy
Geography		
1.G.1	Students understand the nature and basic ideas of geography by gathering information about their immediate neighborhood and community, including maps, photographs, charts and graphs, and then create visual representations of their findings.	14: Map Skills 15: Locations

Standards		Weekly Issues
1.G.2	Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.	16: Physical Characteristics of a Place 17: Human Characteristics of a Place 18: Adapting to Our Environment 19: Geography of Our Community
History		
1.H.1	Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.	6: Founders 10: Responsible Citizens in History 20: Calendars 21: Changes Over Time 22: History 23: Life Long Ago and Today 24: Communication Over Time
1.H.2	Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples	22: History 23: Life Long Ago and Today 24: Communication Over Time 25: Culture 26: Folktales and Legends
1.H.3	Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.	

Standards		Weekly Issues
Civics & Government		
2.C&G.1	Students understand key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of democratic ideals	5: Principles of Democracy 7: The Purpose of Government 11: Citizenship
2.C&G.2	Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.	5: Principles of Democracy 6: Important Documents 7: The Purpose of Government 8: The Structure of National Government 9: The Structure of Tribal, State, and Local Government 10: Government Services 12: Patriotism 13: Patriotic Symbols 15: Memorials and Monuments 16: Patriotic Holidays
2.C&G.3	Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.	3: I Belong to a Community 4: Rules and Laws 6: Important Documents 7: The Purpose of Government 8: The Structure of National Government 9: The Structure of Tribal, State, and Local Government 10: Government Services 11: Citizenship 31: Solving Problems in Your Community
2.C&G.4	Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.	3: I Belong to a Community 10: Government Services 11: Citizenship 23: Culture 31: Solving Problems in Your Community
Personal Finance and Economics		
2.PF&E.1	Students understand the nature of personal finance as well as key foundational ideas by describing how planning for the future is important to managing money.	27: Economic Choices
2.PF&E.2	Students understand the nature of economics as well as key foundational ideas by explaining how people make choices about how to use scarce resources and make individual and collaborative plans to meet their own needs and wants.	25: Needs, Wants, Resources 28: Producers and Consumers 30: More Economic Principles

Standards		Weekly Issues
2.PF&E.3	Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.	25: Needs, Wants, Resources 26: Economic Activity 28: Producers and Consumers 29: Economic Principles
Geography		
2.G.1	Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.	17: Map Skills 18: Location 19: Physical Features of Places 20: Human Characteristics of Places 24: Regions of the World
2.G.2	Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.	19: Physical Features of Places 20: Human Characteristics of Places 21: Humans and the Environment 24: Regions of the World
History		
2.H.1	Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level* and identifying a few key figures and events from personal history, and the history of the community, the state, and the United States, especially those associated with historically-based traditions.	1: Sources 2: Timelines 14: Founders 16: Patriotic Holidays 22: Movement 32: Historical Figures
2.H.2	Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs*, or stories of the past.	1: Sources 2: Timelines 32: Historical Figures
2.H.3	Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.	14: Founders 16: Patriotic Holidays 22: Movement 23: Culture

Standards		Weekly Issues
Civics & Government		
3.C&G.1	Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.	4: Taking Action 6: I Am a Member of a Community 7: The Purpose of Government 8: Government 10: National Government 11: Tribal, State, and Local Government 13: Inquiry: Research a Tribal, State, or Local Government 32: Inquiry: Interdependence in Your Community
3.C&G.2	Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining how leaders are elected and how laws are made and implemented.	8: Government 9: Important Documents 10: National Government 11: Tribal, State, and Local Government 13: Inquiry: Research a Tribal, State, or Local Government
3.C&G.3	Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying the rights, duties, and responsibilities of citizens within the class, school, or community.	12: We the People 26: Problem Solving 27: Eyewitnesses to Changes Over Time
3.C&G.4	Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators.	12: We the People 27: Eyewitnesses to Changes Over Time 32: Inquiry: Interdependence in Your Community
3.C&G.5	Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity (sameness) and diversity (variety).	6: I Am a Member of a Community
3.C&G.6	Students understand civic aspects of unity and diversity in the daily life of Maine Native Americans and other various cultures in Maine by describing civic beliefs and activities in the daily life of diverse cultures of Maine.	6: I Am a Member of a Community 11: Tribal, State, and Local Government
Personal Finance and Economics		
3.PF&E.1	Students understand the nature of personal finance as well as key foundational ideas by describing situations in which personal choices are related to the use of money.	

Standards		Weekly Issues
3.PF&E.2	Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about what goods and services are produced and for whom they are produced.	29: Producers and Consumers
3.PF&E.3	Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by describing economic similarities and differences within the community, Maine, and the United States.	29: Producers and Consumers 30: Community Interdependence
Geography		
3.G.1	Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.	14: Thinking Like a Geographer 15: Map Skills 16: Natural Features and Landforms 17: Natural Features and Landforms: Oceans and Deserts 18: Regions: Part One 19: Regions: Part Two 20: Water is a Natural Resource 28: Urban, Suburban, and Rural Land Use 31: Transportation Over Time
3.G.2	Students understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities.	18: Regions: Part One 19: Regions: Part Two 28: Urban, Suburban, and Rural Land Use
History		
3.H.1	Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. * Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.	1: Developing Inquiries 2: Sources 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry 21: Migration 22: Timelines 23: Using Charts, Maps, and Data 24: Communities Over Time 25: People Who Influence Communities

Standards		Weekly Issues
3.H.2	Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources*, and describing examples in the history of the United States of diverse and shared values and traditions.	21: Migration 22: Timelines 23: Using Charts, Maps, and Data 24: Communities Over Time 25: People Who Influence Communities

Standards		Weekly Issues
Civics & Government		
4.C&G.1	Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.	20: Foundations of Government and Law 21: Structure and Functions of Government 22: Tribal, State, and Local Governments 23: Citizens 24: Responsibilities of Citizens 25: Guided Inquiry: Road to Statehood and Government
4.C&G.2	Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches and the local and State levels of government.	20: Foundations of Government and Law 21: Structure and Functions of Government 22: Tribal, State, and Local Governments 25: Guided Inquiry: Road to Statehood and Government
4.C&G.3	Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the structures and processes of government are described in documents, including the Constitution of Maine.	20: Foundations of Government and Law 21: Structure and Functions of Government 22: Tribal, State, and Local Governments 25: Guided Inquiry: Road to Statehood and Government
4.C&G.4	Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.*	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions 5: Engaging in Your Own Inquiry 21: Structure and Functions of Government 22: Tribal, State, and Local Governments 23: Citizens 24: Responsibilities of Citizens 25: Guided Inquiry: Road to Statehood and Government
4.C&G.5	Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.	23: Citizens 24: Responsibilities of Citizens 25: Guided Inquiry: Road to Statehood and Government

Standards		Weekly Issues
4.C&G.6	Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.	12: Culture 13: Guided Inquiry: Physical and Human Characteristics of My State 22: Tribal, State, and Local Governments 23: Citizens 24: Responsibilities of Citizens 25: Guided Inquiry: Road to Statehood and Government 29: Contributions of Individuals and Groups 30: Symbols and Landmarks 31: Celebrations and Remembrance 32: Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
Personal Finance and Economics		
4.PF&E.1	Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.	14: Needs and Wants 15: Economic Principles 16: Economic Activities 17: Personal Finance 18: Economic Systems 19: Guided Inquiry: Economy of My State
4.PF&E.2	Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how of scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity.	15: Economic Principles 16: Economic Activities 18: Economic Systems 19: Guided Inquiry: Economy of My State
4.PF&E.3	Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.	14: Needs and Wants 15: Economic Principles 16: Economic Activities 17: Personal Finance 18: Economic Systems 19: Guided Inquiry: Economy of My State

Standards		Weekly Issues
Geography		
4.G.1	Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.	5: Engaging in Your Own Inquiry 6: Geographic Skills 7: Location 8: Physical Characteristics 9: Regions of the United States 10: Human Characteristics 13: Guided Inquiry: Physical and Human Characteristics of My State 19: Guided Inquiry: Economy of My State 32: Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
4.G.2	Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.	6: Geographic Skills 7: Location 8: Physical Characteristics 9: Regions of the United States 10: Human Characteristics 11: Movement 12: Culture 13: Guided Inquiry: Physical and Human Characteristics of My State 19: Guided Inquiry: Economy of My State 32: Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
History		
4.H.1	Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. * Students distinguish between facts and opinions/interpretations in sources.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions 5: Engaging in Your Own Inquiry 26: Chronology 27: Change Over Time 28: Conflict and Cooperation 29: Contributions of Individuals and Groups 30: Symbols and Landmarks 31: Celebrations and Remembrance 32: Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		Weekly Issues
4.H.2	Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.	27: Change Over Time 28: Conflict and Cooperation 29: Contributions of Individuals and Groups 30: Symbols and Landmarks 31: Celebrations and Remembrance 32: Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		Weekly Issues
Civics & Government		
5.C&G.1	Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States.	1: Developing Questions and Planning Inquiries 13: Jamestown 15: Guided Inquiry: Life in the British Colonies 23: Independence and Revolution: The Government 27: The Founders and Process 28: The Constitution
5.C&G.2	Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches at national levels of government.	1: Developing Questions and Planning Inquiries 27: The Founders and Process
5.C&G.3	Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.	1: Developing Questions and Planning Inquiries 13: Jamestown 15: Guided Inquiry: Life in the British Colonies 23: Independence and Revolution: The Government 28: The Constitution 29: The Bill of Rights
5.C&G.4	Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.	4: Communicating Conclusions 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 11: Consequences of Contact 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard 'Round the World 22: Guided Inquiry: The Road to Revolution

Standards		Weekly Issues
5.C&G.5	Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.	4: Communicating Conclusions 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians
5.C&G.6	Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse cultures.	7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians
Personal Finance and Economics		
5.PF&E.1	Students understand the principles and process of personal finance by describing situations in which choices are related to the use of financial resources and financial institutions.	
5.PF&E.2	Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human, and capital resources, as well as collaborating to make a decision.	11: Consequences of Contact 15: Guided Inquiry: Life in the British Colonies 30: The New Nation 31: America on the Move
5.PF&E.3	Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by explaining economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.	11: Consequences of Contact 15: Guided Inquiry: Life in the British Colonies 31: America on the Move
Geography		
5.G.1	Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools including digital mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions.	9: Guided Inquiry: Lives of North American Indians 30: The New Nation 31: America on the Move

Standards		Weekly Issues
5.G.2	Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and non-print sources.	6: Life in the Americas 8: Trade and Economics in North America 9: Guided Inquiry: Lives of North American Indians
History		
5.H.1	Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. * Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation. *	2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 10: The Age of Encounters 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of the Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard 'Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 27: The Founders and Process 28: The Constitution 30: The New Nation 32: Guided Inquiry: Changes in the United States

Standards		Weekly Issues
5.H.2	Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.	2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 6: Life in the Americas 7: Government and Culture in North America 8: Trade and Economics in North America 9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of the Empires 18: Consequences of the French and Indian War 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 32: Guided Inquiry: Changes in the United States

Week	Title	Standards Covered
Unit 1: Communities		
1	I Am a Member of a Community	<p>K.C&G.1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p> <p>K.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict</p> <p>K.C&G.4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p>
2	Authority Figures	<p>K.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.</p> <p>K.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict</p> <p>K.C&G.4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p>
3	What Are Rules?	<p>K.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict</p> <p>K.C&G.4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p>

Week	Title	Standards Covered
4	What Are Laws?	K.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict
Unit 2: Civics and Government		
5	Government	K.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.
6	Important Documents	K.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.
7	Learning and Working Together	K.C&G.5 Students understand civic aspects of classroom traditions and decisions by identifying and comparing diverse interests and opinions related to classroom traditions and decisions.
8	Citizens	K.C&G.4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.
9	Characteristics of Responsible Citizens	<p>K.C&G.4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p>K.H.3 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.</p>
Unit 3: Symbols and Celebrations		
10	Patriotism	K.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.

Week	Title	Standards Covered
11	National Symbols	K.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.
12	National Patriotic Holidays	K.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.
Unit 4: Geography		
13	Map Skills	K.G.1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples.
14	Location	K.G.1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples. K.G.2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.
15	Finding Places Around Me	K.G.2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.
16	Physical Characteristics of a Place	K.G.2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.
17	Weather	K.G.2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.
18	Human Characteristics of a Place	K.G.2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.

Week	Title	Standards Covered
19	My Place on the Map	K.G.1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples.
Unit 5: Time and Chronology		
20	Calendars	K.H.2 Students understand the nature of history as well as the key foundation of ideas by applying terms such as "before" and "after" in sequencing events.
21	Words About Time	K.H.2 Students understand the nature of history as well as the key foundation of ideas by applying terms such as "before" and "after" in sequencing events.
22	Changes Over Time	K.H.2 Students understand the nature of history as well as the key foundation of ideas by applying terms such as "before" and "after" in sequencing events.
Unit 6: History		
23	History	K.H.1 Students understand the nature of history by describing history as stories of the past and identifying questions related to social studies.
24	Life Long Ago and Today	K.H.1 Students understand the nature of history by describing history as stories of the past and identifying questions related to social studies. K.H.3 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.
25	Inventors	K.H.1 Students understand the nature of history by describing history as stories of the past and identifying questions related to social studies.
26	Transportation Over Time	K.H.2 Students understand the nature of history as well as the key foundation of ideas by applying terms such as "before" and "after" in sequencing events.

Week	Title	Standards Covered
Unit 7: Culture		
27	Culture	K.H.3 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.
28	Holidays Around the World	K.H.3 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.
Unit 8: Economics		
29	Needs and Wants	K.PF&E.2 Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.
30	Economics	K.PF&E.1 Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services. K.PF&E.3 Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.
31	Jobs	K.PF&E.2 Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.
32	Spending and Saving	K.PF&E.1 Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.

Week	Title	Standards Covered
Unit 1: Communities		
1	Community	1.C&G.2 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
2	Authority Figures	1.C&G.2 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
3	Rules and Laws	1.C&G.2 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
Unit 2: Civics and Government		
4	Government	1.C&G.1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.
5	Government Services	1.C&G.1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.
6	Founders	1.H.1 Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.
7	Important Documents	1.C&G.2 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
8	Citizens	1.C&G.2 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.

Week	Title	Standards Covered
9	Characteristics of Responsible Citizens	1.C&G.2 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
10	Responsible Citizens in History	1.H.1 Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.
Unit 3: Symbols and Celebrations		
11	Patriotism	1.C&G.1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.
12	National Patriotic Symbols	1.C&G.1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.
13	National Patriotic Holidays	1.C&G.1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.
Unit 4: Geography		
14	Map Skills	1.G.1 Students understand the nature and basic ideas of geography by gathering information about their immediate neighborhood and community, including maps, photographs, charts and graphs, and then create visual representations of their findings.
15	Location	1.G.1 Students understand the nature and basic ideas of geography by gathering information about their immediate neighborhood and community, including maps, photographs, charts and graphs, and then create visual representations of their findings.
16	Physical Characteristics of a Place	1.G.2 Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.
17	Human Characteristics of a Place	1.G.2 Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.
18	Adapting to Our Environment	1.G.2 Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.

Week	Title	Standards Covered
19	Geography of Our Community	1.G.2 Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.
Unit 5: History		
20	Calendars	1.H.1 Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.
21	Changes Over Time	1.H.1 Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.
22	History	<p>1.H.1 Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.</p> <p>1.H.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples.</p>
23	Life Long Ago and Today	<p>1.H.1 Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.</p> <p>1.H.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples.</p>
24	Communication Over Time	<p>1.H.1 Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video.</p> <p>1.H.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples.</p>

Week	Title	Standards Covered
Unit 6: Culture		
25	Culture	1.H.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples.
26	Folktales and Legends	1.H.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples.
Unit 7: Economics		
27	Needs and Wants	1.PF&E.2 Students understand the nature of economics as well as key foundational ideas by explaining and making decisions about how to use scarce resources to meet their needs and wants.
28	Economics	1.PF&E.2 Students understand the nature of economics as well as key foundational ideas by explaining and making decisions about how to use scarce resources to meet their needs and wants.
29	Economic Choices	1.PF&E.2 Students understand the nature of economics as well as key foundational ideas by explaining and making decisions about how to use scarce resources to meet their needs and wants.
30	Jobs	1.PF&E.2 Students understand the nature of economics as well as key foundational ideas by explaining and making decisions about how to use scarce resources to meet their needs and wants.
31	Workers Contribute to the Economy	1.PF&E.3 Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by identifying how individuals, families, and communities are influenced by economic factors.
32	Spending and Saving	1.PF&E.1 Personal Finance: Students understand the nature of personal finance as well as key foundational ideas by describing how spending, saving, and sharing are ways to use money.

Week	Title	Standards Covered
Unit 1: Foundations		
1	Sources	<p>2.H.1 Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level and identifying a few key figures and events from personal history, and the history of the community, the state, and the United States, especially those associated with historically based traditions.</p> <p>2.H.2 Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs, or stories of the past.</p>
2	Timelines	<p>2.H.1 Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level and identifying a few key figures and events from personal history, and the history of the community, the state, and the United States, especially those associated with historically based traditions.</p> <p>2.H.2 Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs, or stories of the past.</p>
Unit 2: Government		
3	I Belong to a Community	<p>2.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.</p> <p>2.C&G.4 Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.</p>
4	Rules and Laws	<p>2.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.</p>

Week	Title	Standards Covered
5	Principles of Democracy	<p>2.C&G.1 Students understand key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of democratic ideals.</p> <p>2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p>
6	Important Documents	<p>2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p> <p>2.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.</p>
7	The Purpose of Government	<p>2.C&G.1 Students understand key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of democratic ideals.</p> <p>2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p> <p>2.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.</p>
8	The Structure of National Government	<p>2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p> <p>2.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.</p>

Week	Title	Standards Covered
9	The Structure of Tribal, State, and Local Government	<p>2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p> <p>2.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.</p>
10	Government Services	<p>2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p> <p>2.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.</p> <p>2.C&G.4 Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.</p>
Unit 3: Civics		
11	Citizenship	<p>2.C&G.1 Students understand key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of democratic ideals.</p> <p>2.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.</p> <p>2.C&G.4 Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.</p>
12	Patriotism	<p>2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p>

Week	Title	Standards Covered
13	Patriotic Symbols	2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.
14	Founders	<p>2.H.1 Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level and identifying a few key figures and events from personal history, and the history of the community, the state, and the United States, especially those associated with historically based traditions.</p> <p>2.H.3 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p>
15	Memorials and Monuments	2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.
16	Patriotic Holidays	<p>2.C&G.2 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.</p> <p>2.H.1 Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level and identifying a few key figures and events from personal history, and the history of the community, the state, and the United States, especially those associated with historically based traditions.</p> <p>2.H.3 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p>
Unit 4: Geography		
17	Map Skills	2.G.1 Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.

Week	Title	Standards Covered
18	Location	2.G.1 Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.
19	Physical Features of Places	2.G.1 Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features. 2.G.2 Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.
20	Human Characteristics of Places	2.G.1 Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features. 2.G.2 Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.
21	Humans and the Environment	2.G.2 Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.
22	Movement	2.H.1 Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level and identifying a few key figures and events from personal history, and the history of the community, the state, and the United States, especially those associated with historically based traditions. 2.H.3 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.
23	Culture	2.C&G.4 Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.

Week	Title	Standards Covered
		2.H.3 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.
24	Regions of the World	<p>2.G.1 Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.</p> <p>2.G.2 Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.</p>
Unit 5: Economics		
25	Needs, Wants, Resources	<p>2.PF&E.2 Students understand the nature of economics as well as key foundational ideas by explaining how people make choices about how to use scarce resources and make individual and collaborative plans to meet their own needs and wants.</p> <p>2.PF&E.3 Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.</p>
26	Economic Activity	2.PF&E.3 Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.
27	Economic Choices	2.PF&E.1 Students understand the nature of personal finance as well as key foundational ideas by describing how planning for the future is important to managing money.
28	Producers and Consumers	2.PF&E.2 Students understand the nature of economics as well as key foundational ideas by explaining how people make choices about how to use scarce resources and make individual and collaborative plans to meet their own needs and wants.

Week	Title	Standards Covered
		2.PF&E.3 Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.
29	Economic Principles	2.PF&E.3 Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.
30	More Economic Principles	2.PF&E.2 Students understand the nature of economics as well as key foundational ideas by explaining how people make choices about how to use scarce resources and make individual and collaborative plans to meet their own needs and wants.
Unit 6: Culminating Activities		
31	Solving Problems in Your Community	<p>2.C&G.3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a civic action or service-learning project based on a classroom or school asset or need, and describing the project's potential civic contribution.</p> <p>2.C&G.4 Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.</p>
32	Historical Figures	<p>2.H.1 Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level and identifying a few key figures and events from personal history, and the history of the community, the state, and the United States, especially those associated with historically based traditions.</p> <p>2.H.2 Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs, or stories of the past.</p>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Inquiries	3.H.1 Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.
2	Sources	3.H.1 Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.
3	Examining Evidence and Communicating Conclusions	3.H.1 Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.
4	Taking Action	3.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.
5	Engage in Your Own Inquiry	3.H.1 Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

Week	Title	Standards Covered
Unit 2: Civics and Government		
6	I Am a Member of a Community	<p>3.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</p> <p>3.C&G.5 Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity (sameness) and diversity (variety).</p> <p>3.C&G.6 Students understand civic aspects of unity and diversity in the daily life of Maine Native Americans and other various cultures in Maine by describing civic beliefs and activities in the daily life of diverse cultures of Maine.</p>
7	The Purpose of Government	<p>3.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</p>
8	Government	<p>3.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</p> <p>3.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining how leaders are elected and how laws are made and implemented.</p>
9	Important Documents	<p>3.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining how leaders are elected and how laws are made and implemented.</p>
10	National Government	<p>3.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</p> <p>3.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining how leaders are elected and how laws are made and implemented.</p>

Week	Title	Standards Covered
11	Tribal, State, and Local Government	<p>3.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</p> <p>3.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining how leaders are elected and how laws are made and implemented.</p> <p>3.C&G.6 Students understand civic aspects of unity and diversity in the daily life of Maine Native Americans and other various cultures in Maine by describing civic beliefs and activities in the daily life of diverse cultures of Maine.</p>
12	We the People	<p>3.C&G.3 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying the rights, duties, responsibilities of citizens within the class, school, or community.</p> <p>3.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators.</p>
13	Inquiry: Research a Tribal, State, or Local Government	<p>3.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</p> <p>3.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining how leaders are elected and how laws are made and implemented.</p>
Unit 3: Geography		
14	Thinking Like a Geographer	<p>3.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.</p>
15	Map Skills	<p>3.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.</p>

Week	Title	Standards Covered
16	Natural Features and Landforms	3.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.
17	Natural Features and Landforms: Oceans and Deserts	3.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.
18	Regions: Part One	<p>3.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.</p> <p>3.G.2 Students understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities.</p>
19	Regions: Part Two	<p>3.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.</p> <p>3.G.2 Students understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities.</p>
20	Water is a Natural Resource	3.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

Week	Title	Standards Covered
21	Migration	<p>3.H.1 Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p> <p>3.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources, and describing examples in the history of the United States of diverse and shared values and traditions.</p>
Unit 4: History		
22	Timelines	<p>3.H.1 Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p> <p>3.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources, and describing examples in the history of the United States of diverse and shared values and traditions.</p>
23	Using Charts, Maps, and Data	<p>3.H.1 Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p> <p>3.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources, and describing examples in the history of the United States of diverse and shared values and traditions.</p>

Week	Title	Standards Covered
24	Communities Over Time	<p>3.H.1 Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p> <p>3.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources, and describing examples in the history of the United States of diverse and shared values and traditions.</p>
25	People Who Influence Communities	<p>3.H.1 Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p> <p>3.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources, and describing examples in the history of the United States of diverse and shared values and traditions.</p>
26	Problem Solving	<p>3.C&G.3 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying the rights, duties, responsibilities of citizens within the class, school, or community.</p>
27	Eyewitnesses to Changes Over Time	<p>3.C&G.3 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying the rights, duties, responsibilities of citizens within the class, school, or community.</p> <p>3.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators.</p>

Week	Title	Standards Covered
Unit 5: Economics		
28	Urban, Suburban, and Rural Land Use	<p>3.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.</p> <p>3.G.2 Students understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities.</p>
29	Producers and Consumers	<p>3.PF&E.2 Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about what goods and services are produced and for whom they are produced.</p> <p>3.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by describing economic similarities and differences within the community, Maine, and the United States.</p>
30	Community Interdependence	<p>3.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by describing economic similarities and differences within the community, Maine, and the United States.</p>
31	Transportation Over Time	<p>3.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.</p>
32	Inquiry: Interdependence in Your Community	<p>3.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate.</p> <p>3.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators.</p>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	<p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p> <p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p>
2	Historical Inquiry Sources	<p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p> <p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p>
3	Analyzing and Evaluating Evidence	<p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p>

Week	Title	Standards Covered
		<p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p>
4	Using Evidence to Communicate Conclusions	<p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p> <p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p>
5	Engaging in Your Own Inquiry	<p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p> <p>4.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p>

Week	Title	Standards Covered
		<p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p>
Unit 2: Geography		
6	Geographic Skills	<p>4.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>
7	Location	<p>4.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>
8	Physical Characteristics	<p>4.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>
9	Regions of the United States	<p>4.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p>

Week	Title	Standards Covered
		<p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>
10	Human Characteristics	<p>4.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>
11	Movement	<p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>
12	Culture	<p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p> <p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>
13	Guided Inquiry: Physical and Human Characteristics of My State	<p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p> <p>4.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>

Week	Title	Standards Covered
Unit 3: Economics		
14	Needs and Wants	<p>4.PF&E.1 Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.</p> <p>4.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>
15	Economic Principles	<p>4.PF&E.1 Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.</p> <p>4.PF&E.2 Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how of scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity.</p> <p>4.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>
16	Economic Activities	<p>4.PF&E.1 Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.</p> <p>4.PF&E.2 Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how of scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity.</p> <p>4.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>

Week	Title	Standards Covered
17	Personal Finance	<p>4.PF&E.1 Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.</p> <p>4.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>
18	Economic Systems	<p>4.PF&E.1 Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.</p> <p>4.PF&E.2 Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how of scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity.</p> <p>4.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>
19	Guided Inquiry: Economy of My State	<p>4.PF&E.1 Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.</p> <p>4.PF&E.2 Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how of scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity.</p> <p>4.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>

Week	Title	Standards Covered
		<p>4.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p>
Unit 4: Government		
20	Foundations of Government and Law	<p>4.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p> <p>4.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches and the local and State levels of government.</p> <p>4.C&G.3 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the structures and processes of government are described in documents, including the Constitution of Maine.</p>
21	Structure and Functions of Government	<p>4.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p> <p>4.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches and the local and State levels of government.</p> <p>4.C&G.3 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the structures and processes of government are described in documents, including the Constitution of Maine.</p>

Week	Title	Standards Covered
		<p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p>
22	Tribal, State, and Local Governments	<p>4.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p> <p>4.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches and the local and State levels of government.</p> <p>4.C&G.3 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the structures and processes of government are described in documents, including the Constitution of Maine.</p> <p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p> <p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p>
23	Citizens	<p>4.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p>

Week	Title	Standards Covered
		<p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p> <p>4.C&G.5 Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p> <p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p>
24	Responsibilities of Citizens	<p>4.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p> <p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p> <p>4.C&G.5 Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p> <p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p>
25	Guided Inquiry: Road to Statehood and Government	<p>4.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.</p>

Week	Title	Standards Covered
		<p>4.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches and the local and State levels of government.</p> <p>4.C&G.3 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the structures and processes of government are described in documents, including the Constitution of Maine.</p> <p>4.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a civic action or service-learning project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.</p> <p>4.C&G.5 Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p> <p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p>
Unit 5: History		
26	Chronology	<p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p>

Week	Title	Standards Covered
27	Change Over Time	<p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p> <p>4.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.</p>
28	Conflict and Cooperation	<p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p> <p>4.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.</p>
29	Contributions of Individuals and Groups	<p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p> <p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p>

Week	Title	Standards Covered
		<p>4.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.</p>
30	Symbols and Landmarks	<p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p> <p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p> <p>4.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.</p>
31	Celebrations and Remembrance	<p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p> <p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p> <p>4.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.</p>

Week	Title	Standards Covered
32	<p>Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State</p>	<p>4.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.</p> <p>4.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>4.G.2 Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.</p> <p>4.H.1 Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.</p> <p>4.H.2 Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.</p>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	<p>5.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States.</p> <p>5.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches at national levels of government.</p> <p>5.C&G.3 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p>
2	Historical Inquiry Sources	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
3	Analyzing and Evaluating Evidence	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>

Week	Title	Standards Covered
		5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.
4	Communicating Conclusions	<p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>5.C&G.5 Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p>
5	Engaging in Your Own Inquiry	<p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>5.C&G.5 Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p>
Unit 2: North America Before European Contact		
6	Life in the Americas	<p>5.G.2 Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and non-print sources.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
7	Government and Culture in North America	5.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse cultures.

Week	Title	Standards Covered
		<p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
8	Trade and Economics in North America	<p>5.G.2 Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and non-print sources.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
9	Guided Inquiry: Lives of North American Indians	<p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>5.C&G.5 Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.</p> <p>5.C&G.6 Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse cultures.</p> <p>5.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools including digital mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions.</p> <p>5.G.2 Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and non-print sources.</p>

Week	Title	Standards Covered
		<p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
Unit 3: The Age of European Exploration and Colonization		
10	The Age of Encounters	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
11	Consequences of Contact	<p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>5.PF&E.2 Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human, and capital resources, as well as collaborating to make a decision.</p> <p>5.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by explaining economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>

Week	Title	Standards Covered
12	The Colonies and Their Founding	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
13	Jamestown	<p>5.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States.</p> <p>5.C&G.3 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p> <p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>

Week	Title	Standards Covered
14	Colonial Life	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
15	Guided Inquiry: Life in the British Colonies	<p>5.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States.</p> <p>5.C&G.3 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p> <p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>5.PF&E.2 Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human, and capital resources, as well as collaborating to make a decision.</p> <p>5.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by explaining economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>

Week	Title	Standards Covered
		<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
16	Conflicts and Compromise in North America	<p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
17	Clash of the Empires	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>

Week	Title	Standards Covered
		<p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
18	Consequences of the French and Indian War	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
Unit 4: The American Revolution		
19	The Acts of Parliament	<p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>
20	The Actions of the Colonies	<p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p>

Week	Title	Standards Covered
		<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>
21	The Shot Heard 'Round the World	<p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>
22	Guided Inquiry: The Road to Revolution	<p>5.C&G.4 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.</p> <p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>
23	Independence and Revolution: The Government	<p>5.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States.</p>

Week	Title	Standards Covered
		<p>5.C&G.3 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p> <p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>
24	Independence and Revolution: The People	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
25	Independence and Revolution: The Military	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>

Week	Title	Standards Covered
26	Outcomes of the American Revolution	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>
Unit 5: Creating a New Nation		
27	The Founders and Process	<p>5.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States.</p> <p>5.C&G.2 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches at national levels of government.</p> <p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>
28	The Constitution	<p>5.C&G.1 Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States.</p>

Week	Title	Standards Covered
		<p>5.C&G.3 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p> <p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>
29	The Bill of Rights	<p>5.C&G.3 Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p>
30	The New Nation	<p>5.PF&E.2 Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human, and capital resources, as well as collaborating to make a decision.</p> <p>5.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools including digital mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions.</p> <p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p>

Week	Title	Standards Covered
31	America on the Move	<p>5.PF&E.2 Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human, and capital resources, as well as collaborating to make a decision.</p> <p>5.PF&E.3 Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by explaining economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p> <p>5.G.1 Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools including digital mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions.</p>
32	Guided Inquiry: Changes in the United States	<p>5.H.1 Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation.</p> <p>5.H.2 Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.</p>