

Grade Band Specific/Content Specific Curricular Ideas

| | Grades 7-8 | Grades 9-10 | Grades 11-12 |
|---|---|---|--|
| Resources specific to developing and delivering distance learning for Civics & Government | <ul style="list-style-type: none"> ● Rank the amendments to the Constitution in order of importance to the individual student. ● Amend the Bill of Rights to create a “Student Bill of Rights” to protect their rights at school. ● Look for examples of how the three branches of government interact with one another. ● Discuss what makes a good leader? ● Create a campaign slogan and a tweet for Abraham Lincoln’s campaign for President. ● Create an illustrated flipbook of the Bill of Rights. | <ul style="list-style-type: none"> ● Write a letter to your state or federal government leaders asking them about their stance on issues that are important to you. ● Develop a campaign to run for student government at your school next year. ● What are your rights and responsibilities and what is the difference between them? ● Discuss what is needed when it comes to civil rights today. ● Create a social media campaign as if you were running for President this year. | <ul style="list-style-type: none"> ● Prepare to introduce a new bill or law to the state or federal government. List pros/cons of the bill and anticipate potential implications and costs associated with the bill. ● Develop a plan for increasing voter registration in your school. ● What challenges would someone face who was working to make social change in your community? ● Discuss different situations when the common good should be given priority over individual rights. ● Write a constitution for your family. Include reasons for why you would structure things this way. |
| Resources specific to developing and delivering distance learning for Personal Finance & Economics | <ul style="list-style-type: none"> ● Develop a plan for short term savings for a smaller item and a long-term plan for a bigger item. ● Identify the incentive programs that are part of your daily life. Create an incentive and rewards program based on work you do around the house. ● Investigate where the goods or clothing in your house were made and create a chart or infographic to show what you learned. | <ul style="list-style-type: none"> ● Develop a budget based on things that your family has or pays for each month purchases or bills. <ul style="list-style-type: none"> ○ Including pay taxes, figure out how much you would need to make per hour in order to cover the costs of your budget. ● Ask family members for ideas and suggestions about rules or tips for saving and spending money. | <ul style="list-style-type: none"> ● Examine a paystub (one of yours or a family member) and look into the different ways in which payroll deductions impact your income. ● Pick any item in your home and create a marketing campaign for how to get people to buy more of this item. |
| Resources specific to developing and delivering distance learning for | <ul style="list-style-type: none"> ● Make an argument where the capital of Maine should be. Keep in mind factors like population, travel, etc. ● Create a map of Maine highlighting key physical and human | <ul style="list-style-type: none"> ● Develop a plan to get your school involved in Earth Day. What type of activities can your peers do and how would you get them excited to participate? ● Create a topographical map of your | <ul style="list-style-type: none"> ● Explain how the migration of people, both domestically and internationally, led to the spread of COVID-19. ● Examine the pros/cons of the CMP corridor by taking into account what role human needs should be allowed |

| | | | |
|---|---|--|--|
| <p>Geography</p> | <p>geography components of our state.</p> <ul style="list-style-type: none"> • Where would you like to travel? How would you get there? What would you do while you are there? What is unique to the area? | <p>immediate area.</p> | <p>to impact the environment.</p> |
| <p>Resources specific to developing and delivering distance learning for History</p> | <ul style="list-style-type: none"> • Separately interview multiple family members who experienced the same major historical event (9/11 or an election, etc.). Use the same questions and examine the differences in answers with the participants to discuss why different experiences. • Explain how technology has changed your life compared to someone from 100 years ago. • Compare traditions and customs in your community to communities around the world. • Histogram: Create an Instagram post with caption for an event during the American Revolution. • Create a historical marker of something that is important in United States history. Where would it be placed? • Create a series of diary entries for a historical figure. | <ul style="list-style-type: none"> • Track the different news events that you read/watch over the course of multiple days. Keep track of the different sources and dates of the information. Look for similarities across the different sources and explain why different sources contain different pieces of information. • Identify the different factors that have led to change and turning points throughout history. • Read/watch the news and discuss the purpose of the information and who the intended audience of the information is. • Discuss and reflect on how this crisis will be remembered in 100 years. What has to happen to recover globally. | <ul style="list-style-type: none"> • Collect news artifacts from a variety of sources (including notes from watching TV) to create a personal timeline of your experiences during the COVID-19 school closure. • Write a letter to the editor about how you see historians looking back at the current events of our time. • Write a personal autobiography from your birth to now. |