

Grade Band Specific/Content Specific Curricular Ideas

	K-1	Grades 1-3	Grades 4-6
Resources specific to developing and delivering distance learning for Civics & Government	<ul style="list-style-type: none"> ● Write letters, cards, or draw pictures to first responders to thank them for what they do to help people. ● Discuss what rules the family has and why they are important. ● What are your responsibilities at home and at school? 	<ul style="list-style-type: none"> ● Call your local police or fire department and interview PD/FD members about their job and duties. ● Discuss what a city does to help people who live there. ● What are different jobs that people have in a community, and what are their roles? ● Identify the difference between rules and laws. ● Discuss how people can make change in their community. ● Play a game without rules and discuss what happens. Were there problems? Do you need rules? If so, what rules do you need? Replay the game with rules decided on and see if the game improves. 	<ul style="list-style-type: none"> ● Write a letter to the school board, city council, or county government asking about their jobs. ● Take a stance on something that should be different at school and write a letter to your principal talking about the pros and cons of this change. ● What role does the government play in your life? (city, county, state, federal) ● Write about what “freedom of speech” means to you. ● If you could change one rule or law- what would you change and why? ● Create your own government. Describe the branches you create. Justify your decisions. ● Help your family complete the census.
Resources specific to developing and delivering distance learning for Personal Finance & Economics	<ul style="list-style-type: none"> ● Check different store flyers to see if the same item has different prices. ● Look at a grocery store flyer and identify items that cost less than one dollar. How many of that item can you get for \$5? ● Explain why you picked one thing over another when you made a choice about spending money. ● Keep track of what you buy, eat, and use over the course of a day. Determine cost of “your” monthly budget based on that day. 	<ul style="list-style-type: none"> ● Track food that is eaten during the course of a day. Using a grocery store flyer, look up the prices of the items and figure out how much money was spent to buy the food. <ul style="list-style-type: none"> ○ Compare and contrast the price of different options. ● Create a plan for saving/earning money to buy something that the student wants. ● What choices do you make when spending your money? 	<ul style="list-style-type: none"> ● Using a specific budget for either a day or a week, plan meals for your family. Figure out what meals can be purchased for less than that amount, keeping in mind what recipes call for and how many people will be eating. ● Track how many commercials or advertisements the student sees each day and what they say to get you to buy their product.
Resources specific to	<ul style="list-style-type: none"> ● Identify what things they might see on a trip to a local, common 	<ul style="list-style-type: none"> ● Map a fire safety plan including a safe meeting place. Practice a fire 	<ul style="list-style-type: none"> ● Have students do a mental map of their neighborhood or community.

<p>developing and delivering distance learning for Geography</p>	<p>destination like the grocery store.</p> <ul style="list-style-type: none"> ● Create a treasure hunt in one room and map where the objects are hidden. ● Describe the ways weather impacts what you do each day. ● Imagine traveling to a new world. Discuss what geographic considerations you would have to think about in deciding where to start your new colony. 	<p>evacuation using the created map.</p> <ul style="list-style-type: none"> ● Draw a map of where they live and the immediate surroundings. ● Describe the differences between urban, suburban, and rural places. ● Identify the different ways that people impact the environment. ● Create a brochure that explains why someone should visit your town or region and what they should see while visiting your area. 	<p>Create one map showing human features and one map showing natural features. Be sure to include a key identifying different symbols.</p> <ul style="list-style-type: none"> ● Draw maps that show different types of information (populations, land type, rainfall, etc). ● What natural resources are present in your community? How do they affect your area? Describe how people in your community interact with the environment. ● Create a brochure that explains why someone should visit Maine and what they should see while visiting.
<p>Resources specific to developing and delivering distance learning for History</p>	<ul style="list-style-type: none"> ● Interview a family member at least one generation older and ask them about what they remember about being a kid. ● Compare two different pictures of the same person and see what is same/different about them. ● Identify family traditions and how they are celebrated in your home. ● Read a book or listen to a story and retell the major parts of the story focusing on keeping them in the correct order. 	<ul style="list-style-type: none"> ● Create a timeline of personal milestones in the student's life. ● Create a timeline of the past year including family events and current events in the news. ● Collect artifacts from around the house that tells the story of the family. ● List the ways that you think your life today is different than a kid your age 100 years ago. ● Describe a tradition your community has each year? If you could create a tradition for your community, what would it be? 	<ul style="list-style-type: none"> ● Contact a local or regional historical society and interview them about major events in the area. Ask questions about how the person does their job and collections artifacts. ● Examine the different ways that information is shared when using writing, photos, videos, or painting. ● Explain what you would put in a time capsule that best describes the United States today. <ul style="list-style-type: none"> ○ Write a letter to someone in the future about what life is like for you today. ● Identify the reasons that a country would seek independence. ● If you could go back in time and interview someone who would it be and what would you ask?