<table>
<thead>
<tr>
<th>Grade 3</th>
<th>SS</th>
<th>Q1</th>
<th>grilled</th>
<th>Q2</th>
<th>American Indians (continued)</th>
<th>Exploration</th>
<th>Challenges of a New Nation</th>
<th>The Nation Expands</th>
<th>Civil War and Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exploration</td>
<td>Reasons and Obstacles</td>
<td>Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter</td>
<td>Conflict and Cooperation of Explorers with American Indians</td>
<td>Impact of westward expansion on American Indians</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter</td>
<td>Conflict and Cooperation of Explorers with American Indians</td>
<td>Challenges of the Physical Environment</td>
<td>Territorial Expansion Abolitionist and Suffragist movements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter</td>
<td>Conflict and Cooperation of Explorers with American Indians</td>
<td>Challenges of the Physical Environment</td>
<td>Opportunity cost and voluntary exchange in historical context</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter</td>
<td>Conflict and Cooperation of Explorers with American Indians</td>
<td>Challenges of the Physical Environment</td>
<td>History of westward expansion on American Indians</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter</td>
<td>Conflict and Cooperation of Explorers with American Indians</td>
<td>Challenges of the Physical Environment</td>
<td>Territorial Expansion Abolitionist and Suffragist movements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter</td>
<td>Conflict and Cooperation of Explorers with American Indians</td>
<td>Challenges of the Physical Environment</td>
<td>Opportunity cost and voluntary exchange in historical context</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter</td>
<td>Conflict and Cooperation of Explorers with American Indians</td>
<td>Challenges of the Physical Environment</td>
<td>History of westward expansion on American Indians</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter</td>
<td>Conflict and Cooperation of Explorers with American Indians</td>
<td>Challenges of the Physical Environment</td>
<td>Territorial Expansion Abolitionist and Suffragist movements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter</td>
<td>Conflict and Cooperation of Explorers with American Indians</td>
<td>Challenges of the Physical Environment</td>
<td>Opportunity cost and voluntary exchange in historical context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>SS</th>
<th>Q1</th>
<th>grilled</th>
<th>Q2</th>
<th>Challenges of a New Nation</th>
<th>The Articles of Confederation</th>
<th>The Constitution</th>
<th>The Bill of Rights</th>
<th>The First Amendment</th>
<th>Important Civil Rights Events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Articles of Confederation</td>
<td>The Constitution</td>
<td>The Bill of Rights</td>
<td>The First Amendment</td>
<td>Important Civil Rights Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Articles of Confederation</td>
<td>The Constitution</td>
<td>The Bill of Rights</td>
<td>The First Amendment</td>
<td>Important Civil Rights Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Articles of Confederation</td>
<td>The Constitution</td>
<td>The Bill of Rights</td>
<td>The First Amendment</td>
<td>Important Civil Rights Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Articles of Confederation</td>
<td>The Constitution</td>
<td>The Bill of Rights</td>
<td>The First Amendment</td>
<td>Important Civil Rights Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Articles of Confederation</td>
<td>The Constitution</td>
<td>The Bill of Rights</td>
<td>The First Amendment</td>
<td>Important Civil Rights Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Articles of Confederation</td>
<td>The Constitution</td>
<td>The Bill of Rights</td>
<td>The First Amendment</td>
<td>Important Civil Rights Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Articles of Confederation</td>
<td>The Constitution</td>
<td>The Bill of Rights</td>
<td>The First Amendment</td>
<td>Important Civil Rights Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Articles of Confederation</td>
<td>The Constitution</td>
<td>The Bill of Rights</td>
<td>The First Amendment</td>
<td>Important Civil Rights Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Articles of Confederation</td>
<td>The Constitution</td>
<td>The Bill of Rights</td>
<td>The First Amendment</td>
<td>Important Civil Rights Events</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>SS</th>
<th>Q1</th>
<th>grilled</th>
<th>Q2</th>
<th>A New Government</th>
<th>Factors that shaped British Colonial America</th>
<th>Three Regions</th>
<th>Viewpoints on Colonial Life</th>
<th>Impact of Physical Geography on Economics</th>
<th>Making a Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elements of Representative Democracy/Republic in the U.S.</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shared Democratic Beliefs and Principles</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Economics</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Productive Resources</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Good &amp; Services/Taxes</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Interdependence and trade</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Voluntary Exchange</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Opportunity Cost/Spending and Saving Choices</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How does WHERE we live shape HOW we live?</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How can motivations of populations impact how and where people live?</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How can new technology help us solve problems as a society expands?</td>
<td>Regional Culture</td>
<td>Colonial Life</td>
<td>Viewpoints on Colonial Life</td>
<td>Impact of Physical Geography on Economics</td>
<td>Creating a Budget</td>
</tr>
</tbody>
</table>

STEM Units at a Glance 2019-2020

Q1
US Geography
American Indians
Early American Indian Cultures
Regions where American Indians Settled
Compare/Contrast Relationship with Natural Resources/Reasons for Settlement
Contributions of American Indians to Modern Life

Q2
American Indians (continued)
Exploration
Reasons and Obstacles
Accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Carter
Conflict and Cooperation of Explorers with American Indians
Contributions of American Indians to Modern Life

Q3
Exploration (continued)
Colonial America
Factors that shaped British Colonial America
Three Regions
Compare/Contrast Colonial Life in each Region
Viewpoints on Colonial Life
Impact of Physical Geography on Economics

Q4
A New Government
Elements of Representative Democracy/Republic in the U.S.
3 Branches of National and State Government
Shared Democratic Beliefs and Principles
Economics
Productive Resources
Good & Services/Taxes
Interdependence and trade
Voluntary Exchange
Opportunity Cost/Spending and Saving Choices

DQ
How does WHERE we live shape HOW we live?
How can motivations of populations impact how and where people live?
How can new technology help us solve problems as a society expands?

DQ
How does the geographic location and climate of a region affect the motivations of communities in that region?
How can new technology help us solve problems as a society expands?

DQ
How can we use innovative solutions to solve traffic issues in metro Atlanta?
How can we design a survival kit to help refugees while they relocate?
| Grade 3 | Q1 | Rocks & Soils  
Rock classification  
Properties of soils  
Effects of water and wind on rocks and soil | Fossils  
Fossils  
Fossilization | Georgia Habits  
Georgia Plants, Animals, Habitats  
Animal Adaptation  
Pollution & Conservation  
Human Impacts on Earth Systems  
Earth and Human Activity  
Conservation  
Recycling | Heat Energy  
Conservation of Energy  
Energy Transfer | DQ  
How do we identify the environmental impact and solve the problem of erosion on the MCAA playground? |
|---|---|---|---|---|---|---|---|
| Grade 4 | Q2 | Weather/Moon Phases Intro  
Cloud formation  
Weather Instruments  
Moon phases  
Forecasting the Weather  
Ask questions  
Analyzing and interpreting data  
Constructing explanations  
Obtaining, evaluating, and communicating  
Developing and using models  
Planning and carrying out investigations | Stars, Planets, Moon  
Technological advances for space  
Stars  
Planets  
Moon Phases  
Earth’s orbit and tilt | Force & Motion  
Balanced and unbalanced forces  
Gravitational force  
Simple machines | Sound/Light  
Strength and speed of sound vibration  
Communication device  
Opaque, transparent, translucent  
Reflection  
Refraction | DQ  
How do we predict, measure and forecast weather? |
| Grade 5 | Q3 | Constructive/Deconstructive Forces  
Geological processes  
Formation and/or destruction of landforms  
Classification  
Grouping animals and plants by their internal and/or external structure  
Inherited traits  
Acquired traits | Cells and Microorganisms  
Magnification tools are needed to observe very small things  
Plant cell structure and function  
Animal cell structure and function  
Microorganisms can be helpful or harmful | Electricity & Magnetism  
Static electricity  
Current electricity (human- harnessed)  
Energy transfer  
Simple electric circuit  
Magnetic field and force  
Release of stored energy  
Insulators and conductors of electricity  
Physical & Chemical Changes (intro before testing)  
Physical changes  
Chemical changes  
Phases/States of water are related to temperature changes  
Energy transfer | Physical & Chemical Changes (con’t)  
Physical changes  
Chemical changes  
Phases/States of water are related to temperature changes  
Energy transfer | DQ  
How do structures withstand extreme forces? |
| Grade 5 | Q4 | How do we identify the environmental impact and solve the problem of erosion on the MCAA playground? | How can we help solve the problem of pollution and how will our solution help animals and plants survive in the Georgia habitats? |
| Grade 5 | How do we predict, measure and forecast weather? | How can we as scientists engineer a contraption that applies the concepts of force and motion to provide entertainment to those around us? | How do structures withstand extreme forces? | Students will design a game that includes an electrical circuit that could be played during the Cold War time period by children and adults. |