Content Area: Social Studies	Grade: Kindergarten	
Unit: Family/Home/School	Section: Civics and Government	
MLR Span: Pre-K-2	MLR Content Standard: (A) Rights, Responsibilities, and Participation: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Identify and practice classroom rights and responsibilities.	Students will: 1. Understand the importance of rules.	 a) Generate a list of classroom rules. b) Generate a list of rules at home vs. rules at school. Compare and contrast similarities and differences between them. Talk about why. Scott Foresman, Unit 1, Lesson 5 (Big Book 1) Scott Foresman, Unit 2: Lesson 4, (Big Book 2).
	2. Know and follow classroom and school rules.	 a) Post classroom rules for all to see. b) Role-play activities involving following rules vs. not following rules. c) Stop and have children discuss choices. Scott Foresman, Unit 1, Lesson 4. Use Read Aloud, "School Rules".

Content Area: Social Studies	Grade: Kindergarten	
Unit: Pilgrims/Thanksgiving	Section: Civics and Government	
MLR Span: Pre-K-2	MLR Content Standard: (B) Purpose and Types of Government Students will understand the types and purposes of government, their evolution and their relationship with the governed.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Understand that all nations have governments.	Students will: 1. Understand the government within family life.	 a) Draw and label a picture of family members. b) Discuss the roles of each family member in helping with family work. c) Make a family collage showing responsibilities of each person. d) Scott Foresman, Unit 1, Lesson 3, (Big Book 1).
	Be able to compare family government with the King of England.	 a) Discuss and role-play leadership and helper roles in the students' homes and in the 1600's in England. b) Picture book read alouds.

Content Area: Social Studies	Grade: Kindergarten	
Unit: International Holidays	Section: Civics and Government	
MLR Span: Pre-K-2	MLR Content Standard: (D) International Relations Students will understand the political relationships between the United States and other nations.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Recognize that there are other nations with different traditions and practices.	Students will: 1. Identify and understand holidays and customs from different countries by name.	 a) Read related stories. b) Graph favorite holidays and then these common U.S. holidays with holidays from other countries. c) Use a "feel-y" box containing items from various holidays. d) Discuss how families celebrate their holidays. e) Do related art projects. • Scott Foresman, Unit 2, Lesson 7. • Celebrations by DK and other multicultural reference books such as The Kids Multicultural Art Book and Hands Around the World by Alexandra M. Terzian, and The Best of Holidays by Teaching and Learning Company. • Scott Foresman, Unit 4, Lessons 9 and 10. Use activities and maps as visual aids to show students where the countries from which holidays and customs originated are located. • Involve students in a multicultural day where guests from other countries talk about their holidays, customs, and traditions. If possible, have guests bring artifacts.
		Continued to next page.

Content Area: Social Studies	Grade: Kindergarten	
Unit: International Holidays	Section: Civics and Government	
MLR Span: Pre-K-2	MLR Content Standard: (D) International Relations Students will understand the political relationships between the United States and other nations.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.	Students will: 1. Recognize that there are other nations with different traditions and practices.	 Scott Foresman, Unit 2, Lesson 7. Scott Foresman, Unit 9, Lesson 9, "Where in the World" activity and ask parents to add information on related holidays, customs, and traditions.

Content Area: Social Studies	Grade: Kindergarten	
Unit: Family/Home/School	Section: Geography	
MLR Span: Pre-K-2	MLR Content Standard: (A) Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions and environments.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.	Students will: 1. Use simple home, classroom, and school maps correctly.	 a) Map classroom. b) Follow a map to different areas of the school i.e. gym, office, library, playground. c) Map out house for fire escape routes. d) Make color-coded bedroom maps. e) Make class mural map of school. f) Play "Pin the Place" on the map using color-coded rooms. Scott Foresman, Unit 1, Lesson 4 (Big Book 1), Make a "Classroom Objects Map". Scott Foresman, Unit 2, Lesson 2, (Big Book 2). Scott Foresman, Unit 4, Lesson 7 (Big Book 4). Use Full Day Options: "Map the School", "Make a Map", and "Treasure Hunt".

Content Area: Social Studies	Grade: Kindergarten	
Unit: Family/Home/School	Section: Geography	
MLR Span: Pre-K-2	MLR Content Standard: (B) Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Describe the human and physical characteristics of the immediate environment.	Students will: 1. Develop simple home, classroom, and school maps.	 a) Map classroom and label furniture. b) Map bedroom and label furniture. c) Create a diorama of bedroom. d) Using blocks in classroom, build a map of classroom. Scott Foresman, Unit 1, Lesson 4 (Big Book 1). Scott Foresman, Unit 4, Lesson 7, (Big Book 4).
	2. Understand the changes to the immediate environment as they relate to current events, i.e. hometown floods.	 a) Discuss weather and changes to environment. Scott Foresman, Unit 4, Lesson 1. Scott Foresman, Unit 4, Use "Read Aloud". Scott Foresman, Unit 4, Cause and Effect Activities.

Content Area: Social Studies	Grade: Kindergarten	
Unit: Pilgrims/Thanksgiving	Section: Geography	
	MLR Content Standard: (B) Human Interaction with Environment	
MLR Span: Pre-K-2		e the relationships among people and
30000	their physical environment.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Describe the human and physical characteristics of the immediate environment.	Students will: 1. Have a basic understanding of life on the Mayflower.	 a) Read books relating to the voyage. b) Measure out the size of the Mayflower and invite people to "fill" the ship until have the correct number of pilgrims vs. students. c) Recreate a class mayflower and place a trunk filled with typical mayflower goods on board. d) Make a model of the Mayflower. e) Take an imaginary voyage. f) Keep tally of days required to cross the ocean. g) Make boats to test for sink or float. h) Measure out length of typical pilgrim ship with Unifix ® cubes. Scott Foresman, Unit 5, Lesson 3(Big Book 5).

Content Area: Social Studies	Grade: Kindergarten	
Unit: Pilgrims/Thanksgiving	Section: History	
MLR Span: Pre-K-2	MLR Content Standard: (A) Chronology Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Distinguish similarities and differences among historical events.	Students will: 1. Understand and compare life during the Pilgrims' time and now.	 a) Compare Thanksgiving feast then and now. b) Look at pilgrims clothing style, dress children as the pilgrims' would. c) Trace children bodies on large paper. Have them "dress" themselves as Pilgrims. d) Read books about Pilgrims life. e) Share objects used by pilgrims' that are not used today. f) Share items that we use today that were not used by the pilgrims. g) Learn a game from the pilgrims' time. h) Have a "Pilgrim Day" children dress as pilgrims, prepare food in a similar fashion, play games. i) Develop a teacher made web page celebrating all students' projects and activities relating to the Pilgrims. j) http://plimoth.org/Education/funfacts.htm Good facts for Children in Pilgrim Time. Scott Foresman, Unit 5, Lesson 4,
2. Place individual and family experiences in historical time and place.	2. Understand the reasons why the Pilgrims' left England.	 (Big Book 5) a) Talk about rules and fairness. b) Read stories depicting life in England before the Pilgrims left. c) Discuss King James.

Content Area: Social Studies	Grade: Kindergarten	
Unit: Pilgrims/Thanksgiving	Section: History	
MLR Span: Pre-K-2	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.	Students will: 1. Understand the reasons why Thanksgiving is celebrated.	 Put on play using the book Thanksgiving Day". Create a "Thankful" list or book. Have students share how they celebrated Thanksgiving. http://www.kidsdomain.com/holiday/thanks/index.html Craft ideas, reasons for celebration, jokes, games, clip art, other references. Scott Foresman, Unit 5, Lessons 2 3, and 4 (Big Book 5).
2. Demonstrate an understanding of Cultural origins of customs and beliefs of several places around the world.	 Understand the reasons for celebrating Thanksgiving. Understand the reasons for celebrations and customs from different countries. 	 a) Refer to above section. a) Use the book Celebrations by DK, The Kids Multicultural Art Book by Alexandria M. Terzian, Hands Around the World, by Alexandra M. Terzian, and The Best of Holidays by Teaching and Learning Company. b) Have guest presenters who will share the background of some celebrations and customs from other countries.

Content Area: Social Studies	Grade: Kindergarten	
Unit: Pilgrims/Thanksgiving	Section: History	
MLR Span: Pre-K-2	MLR Content Standard: (C) Historical Inquiry, Analysis, and Interpretation Students will learn to evaluate resources material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Use artifacts and documents to gather information about the past.	Students will: 1. Have a basic understanding of life on the Mayflower.	 a) Read books relating to the voyage. b) Measure out the size of the Mayflower and invite people to "fill" the ship until have the correct number of pilgrims vs. students. c) Recreate a class mayflower and place a trunk filled with typical mayflower goods on board. d) Make a model of the Mayflower. e) Take an imaginary voyage. f) Keep tally of days required to cross the ocean. g) Make boats to test for sink or float. h) Measure out length of typical pilgrim ship with Unifix® cubes. Scott Foresman, Unit 5, Lesson 3(Big Book 5).