

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
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 Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Identify and practice classroom rights and responsibilities.	Students will: 1. Understand the importance of rules. 2. Know and follow classroom and school rules.	<p>a) Generate a list of classroom rules.</p> <p>b) Generate a list of rules at home vs. rules at school. Compare and contrast similarities and differences between them. Talk about why.</p> <p>c) Talk about rules followed in the community and in social situations.</p> <ul style="list-style-type: none"> • Scott Foresman, Unit 1, Lesson 3 (Big Book 1) • Scott Foresman, Unit 2: Lesson 4, (Big Book 2). <p>a) Post classroom rules for all to see.</p> <p>b) Role-play activities involving following rules vs. not following rules.</p> <p>c) Stop and have children discuss choices.</p> <ul style="list-style-type: none"> • Scott Foresman, Unit 1, Lesson 4. Use Read Aloud, “School Rules”. • Scott Foresman, Unit 2, Lesson 4. Use Read Aloud, “Signs”.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
Unit: Family/School/Community	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 Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Understand that all nations have governments.	Students will: 1. Understand the government within family life. 2. Be able to compare family and school government with the structure of our National government, i.e. President.	<ul style="list-style-type: none"> a) Draw and label a picture of an immediate family member. b) Discuss the roles of each family member in helping with family work. c) Compare roles of leaders and the roles of helpers both at home and at school. d) Talk about routines at home and school. <ul style="list-style-type: none"> • Scott Foresman, Unit 1, Lesson 3, (Big Book 1). <ul style="list-style-type: none"> a) Discuss the rules in individual families; discuss the people who enforce the rules. b) Discuss the role of the President of the United States. c) Have students write a rule that they feel is important or a rule that must be followed. Have them illustrate it. Display rules on a bulletin board, compare/contrast home and school rules. d) Invite the Principal to the classroom to discuss rule-making. In advance, have students prepare two questions to ask. Brief the Principal about where the rules originated. <ul style="list-style-type: none"> • Scott Foresman Unit 1, Lesson 3.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
Unit: Family/ School/ Community	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 Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Recognize that there are other nations with different traditions and practices.	Students will: 1. Understand and appreciate the importance of tolerance towards all people and their differences.	a) Have the home-school coordinator deliver a program about tolerance towards all people. b) Unit on individuals with disabilities. c) Guest speaker. Possible contacts include: MCI dean of students (wprice@mci-school.org), or Center for Human Development at UMF (www.umf.maine.edu). d) Celebrate a multicultural day.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
Unit: World Map	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 Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Recognize that there are other nations with different traditions and practices.	Students will: 1. Identify the continents as nations with traditions and practices on a globe or map.	a) Locate Australia, Africa, North America, South America, Asia, Europe, and Antarctica on a map. b) Discuss various types of work, travel, foods, or animals found on each continent and compose into a picture book, slideshow, poster, etc. c) Compare the similarities and differences between the seven continents.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
Unit: U.S. Money and Work	Section: Economics	
MLR Span: Pre-K-2	MLR Content Standard: (A) Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Identify goods and services, giving examples.	Students will: 1. Understand the likenesses and differences of the coins and bills in our monetary system. 2. Describe the purpose of money.	a) Use of real money and commercially made manipulative and visuals. b) Money Bingo that focuses on the likenesses and differences of coins and bills. a) Books and videos on money and what it is used for b) Student made posters concerning the purpose of money. c) Games focusing on the uses of money. d) Set up a classroom store where children “buy” items with “money” they have earned in the classroom. e) Talk about money from around the world. Talk about the similarities and differences in look and texture. f) Scott Foresman, Unit 3, Lesson 3.
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MLR Span: Pre-K-2	MLR Content Standard: (A) Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>	3. Generate a list of goods and services and compare their relative costs.	a) Define goods and services. b) Develop a large visual class list under each word (goods and services). Involve parents in generating costs of each good and service. c) Have classroom jobs. d) Have a class job day where people from different jobs come in. e) Develop and play a game of “The Price is Right”. Could be transferred to Hyperstudio/ Kid Pix slideshow. f) Have a “Kid’s Kitchen” day. Gather items to bake. List materials needed, cost, and where to find them. Children can take a trip to the market to get the items. Make the foods and “sell” them to school.

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Content Area: Social Studies	Grade: First Grade	
Unit: U.S. Money and Work	Section: Economics	
MLR Span: Pre-K-2	MLR Content Standard: (B) Economic Systems of the United States: Students will understand that economic system of the United States, including its principles, development, and institutions.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Explain the terms consumer and product.	Students will: 1. Use monetary terms correctly; savings, allowance, earn, spend, consumer, product, and bank. 2. Give examples of wants and limits of resources.	a) Explain and discuss the monetary terms: savings, allowance, earn, spend, consumer, product, and bank. b) Take a field trip to a local bank. c) Role-play activities that involve the use of monetary terms. d) Develop a classroom store that involves students earning “money”, saving what they earn for particular products, depositing their “money” in the classroom bank so that it earns interest, and providing each student with an allowance for being part of the class. a) Board games that use money to buy items. b) Have students cut out three different versions of the same item, with respective prices, i.e. three different roller blade pictures. Have them eliminate two. Do this game with a few items. Talk about the ease or difficulties.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
Unit: Introductory World Map	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 Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 2. Describe the human and physical characteristics of the immediate environment.	Students will: 1. Identify and use map and “key” correctly.	a) Create a simple map and “key” with play dough of bedroom, home, classroom. b) Have the students create a make believe neighborhood. Have them develop a “key” for items such as houses, streets, signs, trees, etc. Could also be done of a make believe classroom, playhouse, etc. • Scott Foresman, Unit 2, Lesson 1. (Big Book).

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
Unit: Family/School/Community	Section: Geography	
MLR Span: Pre-K-2	MLR Content Standard: (B) Human Interaction with Environment: 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 Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Describe the human and physical characteristics of the immediate environment.	Students will: 1. Identify and use map and “key” correctly.	a) Create a simple map and “key” with play dough of bedroom, home, classroom. b) Have the students create a make believe neighborhood. Have them develop a “key” for items such as houses, streets, signs, trees, etc. Could also be done of a make believe classroom, playhouse, etc. • Scott Foresman, Unit 2, Lesson 1.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
Unit: Family/ School/ Community Life	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 Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Place individual and family experiences in historical time and place.	Students will: 1. Understand and appreciate different family/ school/ community cultures.	<ol style="list-style-type: none"> a) Create a family collage, tree, mural, etc. b) Have a “Share a family member” day. c) Students share family photo album. d) Have students make a picture book about family. e) Create a classroom timeline starting with the beginning of school. Students will add significant personal events as they happen during the year. f) Make a picture book of school personal. g) Gather pictures from school archives. Make a timeline of the changes from the time the children were born. Could pick one school personal member and compare a child with them. h) Gather pictures/draw pictures of members of community. <ul style="list-style-type: none"> • Scott Foresman Unit 2. Use various parts of unit.

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MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p><i>Continued from previous page.</i></p> <p>2. Distinguish similarities and differences among historical events.</p>	<p>2. Understand the changes in history as it relates to current events.</p>	<p>a) Create a classroom timeline starting with the beginning of school. Students will add significant personal events as they happen during the year.</p> <p>b) Weekly share of current events in the news.</p> <p>c) Weekly use of <i>Time for Kids</i>, <i>Weekly Reader</i>, or <i>Scholastic News</i>.</p> <p>d) List problems we see around us.</p> <p>e) Discuss events that affect our class, families, and towns.</p>
	<p>3. Understand and appreciate the importance of tolerance towards all people and their differences.</p>	<p>a) Invite the home-school coordinator to deliver program about tolerance.</p> <p>b) Unit on individuals with disabilities.</p> <p>c) Guest speakers.</p>

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
Unit: U.S. Holidays	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 Indicators	MSAD #54 Objectives	Instructional 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. 2. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.	Students will: 1. Describe the origin of selected holidays: Columbus Day, Thanksgiving, Independence Day, Veterans’ Day, Martin Luther King Jr. Day. 2. Describe events associated with these holidays. 3. Identify a historical figure and their contributions to the origin of the holiday.	a) Put on a play of a celebration between the Pilgrims and Wampanoag, Columbus sailing, etc. b) Make a birthday cake and hat to celebrate July 4 th . Scott Foresman, Unit 5- Lesson 3. c) Dramatize signing of the Declaration of Independence. d) Learn about the Nina, Pinta, and Santa Maria. Also learn about the Mayflower. Recreate them. e) Sink or Float experiments. f) List activities they do on the Fourth of July, illustrate one. Compare that with what they did in the past. g) Read aloud associated with these holidays. h) Learn Patriotic songs, and other songs, associated with these holidays. • Scott Foresman- Unit 5, Big Book.
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MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>	4. Distinguish between past and present celebration of holidays.	a) Have students brainstorm a list of holidays they celebrate with their families. See how many celebrate Columbus Day, Thanksgiving, Independence Day, Veterans' Day, Martin Luther King Jr. Day. b) Have children make pictures of family holidays. c) Have children list words associated with specific holidays. d) Role-Play origin of holiday and how we celebrate them now. e) Create a history parade. p. 230 in Scott Foresman. f) Interview grandparents or someone from another generation about how they celebrated holidays. <ul style="list-style-type: none"> • Scott Foresman, Unit 5, Lesson 5.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: First Grade	
Unit: Family/ School/ Community	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 Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Use artifacts and documents to gather information about the past.	Students will: 1. Understand and compare life during grandparents time and now. 2. Understand changes in history as they relate to current events.	a) Host a Grandparents day. Generate a list of 4-5 questions to ask grandparents about what school was like for them. Compare and contrast information. b) Have grandparents bring in items from their school years i.e. report cards, class pictures, class books. c) Compare items that we use today that were not used by grandparents when they were in first grade. d) Read aloud a variety of books concerning grandparents. e) Circle grandparents’ age on the class number line. f) Create a slideshow or hyper studio stack with information gathered. a) Have grandparents compare leaders of their time and now. b) Talk about important events that took place during grandparents’ time as they relate to now.

Policies - Written family/school policies establish the expectation and authority for school leaders to comprehensively address family involvement. While building-level policies provide specific guidance for activities, state- and district-level family involvement policies provide leverage for change at the local level. The Community - Schools cannot succeed as independent "islands" within their communities. Agencies, organizations, and individuals in the community can offer powerful support in the setting of school goals and program implementation. Communication - Clear lines of communication build relationships between schools and families. Frequent, thoughtful, and diverse methods of communicating provide the strongest signals of genuine collaboration. Home. World Cultures. Semester One. Roots of Democracy Unit. Civics and Government Unit. Sectionalism Unit. Civil War Unit. Civics and Government Unit. Supreme Court Judges. Day 1 -. Attendance. Supreme Court Assessment. School House Rock video. Select Case - use www.Oyez.com. YouTube Video. 2 Overview/Introduction: This unit plan was designed for first graders to learn about the importance of democratic values. The primary focus for first grade Civics and Government is to develop an understanding of the values and principals of American constitutional democracy and when and where American citizens demonstrate their daily responsibilities by participating in government. Finally, learners will know that American citizens demonstrate these responsibilities by participating in government. Rationale: It is important for students to understand the different ways in which values and pri