



## MSAD #54 Social Studies Curriculum

Content Area: <b>Social Studies</b>	Grade: <b>Kindergarten</b>	
Unit: <b>Pilgrims/Thanksgiving</b>	Section: <b>Civics and Government</b>	
MLR Span: Pre-K-2	<b>MLR Content Standard: (B) Purpose and Types of Government</b> Students will understand the types and purposes of government, their evolution and their relationship with the governed.	
<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
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 government with the King of England.	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).  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.

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Content Area: <b>Social Studies</b>	Grade: <b>Kindergarten</b>	
Unit: <b>International Holidays</b>	Section: <b>Civics and Government</b>	
MLR Span: Pre-K-2	<b>MLR Content Standard: (D) International Relations</b> Students will understand the political relationships between the United States and other nations.	
<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Recognize that there are other nations with different traditions and practices.</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Identify and understand holidays and customs from different countries by name.</li> </ol>	<ol style="list-style-type: none"> <li>Read related stories.</li> <li>Graph favorite holidays and then these common U.S. holidays with holidays from other countries.</li> <li>Use a “feel-y” box containing items from various holidays.</li> <li>Discuss how families celebrate their holidays.</li> <li>Do related art projects. <ul style="list-style-type: none"> <li>• Scott Foresman, Unit 2, Lesson 7.</li> <li>• <u>Celebrations</u> by DK and other multicultural reference books such as <u>The Kids Multicultural Art Book</u> and <u>Hands Around the World</u> by Alexandra M. Terzian, and <u>The Best of Holidays</u> by Teaching and Learning Company.</li> <li>• 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.</li> <li>• Involve students in a multicultural day where guests from other countries talk about their holidays, customs, and traditions. If possible, have guests bring artifacts.</li> </ul> </li> </ol>

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MLR Span: Pre-K-2	<b>MLR Content Standard: (D) International Relations</b> Students will understand the political relationships between the United States and other nations.	
<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<i>Continued from previous page.</i> 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.	<ul style="list-style-type: none"> <li>• Scott Foresman, Unit 2, Lesson 7.</li> <li>• Scott Foresman, Unit 9, Lesson 9, “Where in the World” activity and ask parents to add information on related holidays, customs, and traditions.</li> </ul>

## MSAD #54 Social Studies Curriculum

Content Area: <b>Social Studies</b>	Grade: <b>Kindergarten</b>	
Unit: <b>Family/Home/School</b>	Section: <b>Geography</b>	
MLR Span: Pre-K-2	<b>MLR Content Standard: (A) Skills and Tools:</b> 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.	
<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
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. <ul style="list-style-type: none"> <li>• Scott Foresman, Unit 1, Lesson 4 (Big Book 1), Make a “Classroom Objects Map”.</li> <li>• Scott Foresman, Unit 2, Lesson 2, (Big Book 2).</li> <li>• Scott Foresman, Unit 4, Lesson 7 (Big Book 4). Use Full Day Options: “Map the School”, “Make a Map”, and “Treasure Hunt”.</li> </ul>

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Unit: <b>Family/Home/School</b>	Section: <b>Geography</b>	
MLR Span: Pre-K-2	<b>MLR Content Standard: (B) Human Interaction with Environments</b> Students will understand and analyze the relationships among people and their physical environment.	
<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
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.  2. Understand the changes to the immediate environment as they relate to current events, i.e. hometown floods.	<p>a) Map classroom and label furniture.</p> <p>b) Map bedroom and label furniture.</p> <p>c) Create a diorama of bedroom.</p> <p>d) Using blocks in classroom, build a map of classroom.</p> <ul style="list-style-type: none"> <li>• Scott Foresman, Unit 1, Lesson 4 (Big Book 1).</li> <li>• Scott Foresman, Unit 4, Lesson 7, (Big Book 4).</li> </ul> <p>a) Discuss weather and changes to environment.</p> <ul style="list-style-type: none"> <li>• Scott Foresman, Unit 4, Lesson 1.</li> <li>• Scott Foresman, Unit 4, Use “Read Aloud”.</li> <li>• Scott Foresman, Unit 4, Cause and Effect Activities.</li> </ul>

## MSAD #54 Social Studies Curriculum

<b>Content Area: Social Studies</b>	<b>Grade: Kindergarten</b>	
<b>Unit: Pilgrims/Thanksgiving</b>	<b>Section: Geography</b>	
MLR Span: Pre-K-2	<b>MLR Content Standard: (B) Human Interaction with Environment</b> Students will understand and analyze the relationships among people and their physical environment.	
<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
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.	<ol style="list-style-type: none"> <li>a) Read books relating to the voyage.</li> <li>b) Measure out the size of the Mayflower and invite people to “fill” the ship until have the correct number of pilgrims vs. students.</li> <li>c) Recreate a class mayflower and place a trunk filled with typical mayflower goods on board.</li> <li>d) Make a model of the Mayflower.</li> <li>e) Take an imaginary voyage.</li> <li>f) Keep tally of days required to cross the ocean.</li> <li>g) Make boats to test for sink or float.</li> <li>h) Measure out length of typical pilgrim ship with Unifix ® cubes. <ul style="list-style-type: none"> <li>• Scott Foresman, Unit 5, Lesson 3(Big Book 5).</li> </ul> </li> </ol>





## MSAD #54 Social Studies Curriculum

Content Area: <b>Social Studies</b>	Grade: <b>Kindergarten</b>	
Unit: <b>Pilgrims/Thanksgiving</b>	Section: <b>History</b>	
MLR Span: Pre-K-2	<b>MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns:</b> Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.	
<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.</li>   <li>2. Demonstrate an understanding of Cultural origins of customs and beliefs of several places around the world.</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Understand the reasons why Thanksgiving is celebrated.</li>   <li>2. Understand the reasons for celebrating Thanksgiving.</li>   <li>3. Understand the reasons for celebrations and customs from different countries.</li> </ol>	<ol style="list-style-type: none"> <li>4. Put on play using the book</li> <li>5. Thanksgiving Day”.</li> <li>6. Create a “Thankful” list or book.</li> <li>7. Have students share how they celebrated Thanksgiving.</li> <li>8. <a href="http://www.kidsdomain.com/holiday/thanks/index.html">http://www.kidsdomain.com/holiday/thanks/index.html</a> Craft ideas, reasons for celebration, jokes, games, clip art, other references. <ul style="list-style-type: none"> <li>• Scott Foresman, Unit 5, Lessons 2 3, and 4 (Big Book 5).</li> </ul> </li> </ol> <p>a) <i>Refer to above section.</i></p> <p>a) Use the book <i>Celebrations</i> by DK, <i>The Kids Multicultural Art Book</i> by Alexandria M. Terzian, <i>Hands Around the World</i>, by Alexandria M. Terzian, and <i>The Best of Holidays</i> by Teaching and Learning Company.</p> <p>b) Have guest presenters who will share the background of some celebrations and customs from other countries.</p>

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MLR Span: Pre-K-2	<b>MLR Content Standard: (C) Historical Inquiry, Analysis, and Interpretation</b> 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.	
<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
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. <ul style="list-style-type: none"> <li>• Scott Foresman, Unit 5, Lesson 3(Big Book 5).</li> </ul>