1 understand the rights and reskills of effective civic partic MSAD #54 Objectives 1: tand the importance of tand the importance of	 Responsibilities, and Participation: responsibilities of civic life and will cipation. Instructional Resources/Activities a) Generate a list of classroom rules. b) Talk about rules followed in the community and in social situations. c) Talk about rules that everybody has to obey in neighborhoods, on the road, etc. 1. Scott Foresman, Unit 1, Lesson 1 2. (Big Book 1)
1 understand the rights and reskills of effective civic partic MSAD #54 Objectives 1: tand the importance of tand the importance of	 responsibilities of civic life and will cipation. Instructional Resources/Activities a) Generate a list of classroom rules. b) Talk about rules followed in the community and in social situations. c) Talk about rules that everybody has to obey in neighborhoods, on the road, etc. 1. Scott Foresman, Unit 1, Lesson 1
Objectives a 1: a tand the importance of b c 1 1 1	Resources/Activitiesa) Generate a list of classroom rules.b) Talk about rules followed in the community and in social situations.c) Talk about rules that everybody has to obey in neighborhoods, on the road, etc.1. Scott Foresman, Unit 1, Lesson 1
Objectives a 1: a tand the importance of b c 1 1 1	Resources/Activitiesa) Generate a list of classroom rules.b) Talk about rules followed in the community and in social situations.c) Talk about rules that everybody has to obey in neighborhoods, on the road, etc.1. Scott Foresman, Unit 1, Lesson 1
1: a tand the importance of b c	 a) Generate a list of classroom rules. b) Talk about rules followed in the community and in social situations. c) Talk about rules that everybody has to obey in neighborhoods, on the road, etc. 1. Scott Foresman, Unit 1, Lesson 1
rules.	 a) Post classroom rules for all to see. b) Role-play activities involving following rules vs. not following rules. c) Stop and have students discuss choices. d) Have students create their own sign to represent a rule that we follow. Scott Foresman, p. 15a.
	rules.

Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	Section: Civics and Government	
MLR Span: Pre-K-2	MLR Content Standard: (B) Purposes and Types of Government Students will understand the types and purposes of Government, their evolution, and their relationships 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. Identify the ways in which people work together and within the community by obeying rules and laws.	 a) Read aloud "In Our Community", p. 8a. (Poster). b) Write a song/poem titled "The People in Our Neighborhood/Community". c) Create a poster or web showing good citizenship. d) List community workers and/or find pictures and make a collage. e) List ways that neighbors can help each other. f) Use a newspaper or the Internet to search for a picture of a sign or rule that protects us in our school or community, p 15a. (Leveled Practice for extensions). Scott Foresman, Unit 1, Lesson 1.

Content Area: Social Studies	Grade: Second Grade	
Unit: U.S. Constitution	Section: Civics and Government	
MLR Span: Pre-K-2	and Constitution	Indamental Principles of Government itutional principles and the democratic ions of the United States.
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Understand that the United States has a constitution	 Students will: 2. Have an awareness of the American laws, documents, and responsibilities protecting people's rights. 3. Discuss and understand current events relating to laws, freedom of choice, etc. 	 a) Use poem "Our Country Today", p 148. b) Have students discuss a fair way to solve a problem within the classroom. Come to a consensus on a classroom "law" (the way this problem will always be dealt with). c) Ask students to create a skit or puppet show that has two endings, one of which is fair, the other unfair. Invite students to vote on which is the better solution and then discuss it. d) Tie the activities outlined above to U.S. laws by generating a list of laws of which students are aware. e) Introduce the terms "constitution" and "Bill of Rights". f) Make a Freedom Book. On the title page write the word "Freedom", inviting students to use old magazines and cut out pictures depicting what this term means to them. Students will then write one sentence explaining each picture included. g) Make a word web using the new vocabulary words: <i>freedom, law, right, responsibility, constitution.</i>
		Continued to next page.

Content Area: Social Studies	Grade: Second Grade	
Unit: U.S. Constitution	Section: Civics and Government	
MLR Span: Pre-K-2	MLR Content Standard: (C) Fundamental Principles of Governmentand ConstitutionStudents will understand the constitutional principles and the democraticfoundations of the political institutions of the United States.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Continued from previous page.		 h) Understand and learn the Pledge of Allegiance of the National Anthem while learning about the origin of our flag. i) Invite the town Mayor to speak to students in the classroom. j) Read aloud text pertaining to this unit. k) Turn the classroom into a "City" or "Town" for the day. Elect a mayor, make rules, role-play, and then debrief. l) Talk about the job of the President. List those things that students know. m) Have students design their own coin. Talk about money having a historical figure on it and discuss how that happened. Scott Foresman, Unit 4, Lessons 1-5. Use posters accompanying Scott Foresman program, Unit 4.
	2. Discuss and understand current events relating to laws, freedom of choice, etc.	 a) Recommended resources: Weekly Reader Scholastic News <u>www.scholasticnews.com</u>

Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	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. Understand that their community is part of the world.	 a) Have students create a visual display representing their community in relationship to their community in relationship to the world in ascending order, i.e. p 36. b) Read a book about life in another community (country, city, state) and Venn diagram the similarities
		and differences.Scott Foresman, Unit 1, Lessons 5.
	 Recognize diversity in communities and appreciate tolerance towards all people. 	 a) Learn to say simple phrases in other languages, such as 'hello', 'good-bye', 'and thank-you'. b) Learn songs in another language. Scott Foresman, Unit 1, Lesson 5, teacher resources p.37, <i>Culture</i>. List ways that the class could welcome a new student. Pen Pals from another community or culture <u>www.epals.com</u> Invite a speaker to the classroom. Host Multicultural Day

Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	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	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to:1. Identify goods and services, giving examples.	Students will:1. Explain how work provides income to purchase goods and services.	 a) Have a classroom store. b) Develop a list of jobs that students' families have. Distinguish between making goods and providing a service within the community. c) Have students make baked items or crafts for a sale. Discuss profit options. Use Scott Foresman song "<i>I'll Work Hard</i>" p. 98. Scott Foresman, Unit 3, Lesson 1.
	2. Identify people who provide services to our community.	 a) Interview bus drivers, sanitation worker, postal worker, school principal, farmer, cook, etc. b) Using a digital camera, take pictures of community helpers and then make a slideshow.

Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	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	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
	*	Kesources/Activities
Students will be able to: 1. Explain the terms consumer and product.	Students will: 1. Distinguish between producer and consumer.	 a) Take a trip to an Apple Farm/ Dairy Farm/ Ice Cream Plant/ SAPPI/ to watch a product go from start to finish. b) Distinguish between a producer and consumer Scott Foresman, Unit 2, Lesson 3.

Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	Section: Economics	
MLR Span: Pre-K-2	MLR Content Standard: (D) International Trade and Global Interdependence: Students will understand the patterns and results of international trade.	
MLR Performance	MSAD #54	Instructional
Indicators	Objectives	Resources/Activities
Students will be able to: 1. Explain where products come from and how to use them.	Students will: 1. Trace the development of a product from natural resources to finished product.	 a) Go to the grocery story and talk about where different foods and products come from. Trace/discuss the ways in which products are shipped to the United States. b) Have students look at the label of a shirt to see where it was produced. Locate that country on a map/globe and create a graph. c) Look at a train station or airport and talk about shipping products. d) Read "<i>The Tortilla Factory</i>", by Gary Paulsen, "<i>From Wheat to Pasta</i>", by Robert Egan, and "<i>From Tree to Paper</i>", by Wendy Davis. e) Make a flow chart displaying the step-by-step processes involved in making goods. f) Ask students to record how many rolls of paper towels (or other suggestions) are used in a particular project and create a graph. g) Make paper, cheese, ice cream, cake, pie, etc.

Content Area: Social Studies	Grade: Second Grade	
Unit: First Americans	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, construct, and label First American settlements (Native American & Colonist) historical and political maps correctly.	 a) Make a copy of the United States map and shade in the areas where the colonist first settled and where Native Americans lived. b) Make a class map out of play dough, clay, papier-mâché, etc and label. i.e. 13 colonies, Native Americans settlements; include mountains, rivers, and other landforms. Scott Foresman, Unit 5, "Read a history Map" p. 214. Reference map in Scott Foresman, Big Book 5, p. 20.

Content Area: Social Studies	Grade: Second Grade	
Unit: First Americans	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	Students will: 1. Describe how weather patterns,	a) "Pack to go to a new land with
physical characteristics of the immediate environment.	natural resources, seasonal patterns, and natural hazards affect activities of settlement patterns.	 limited resources", p. 210a. b) Read aloud poster "Brave Explorers" p. 210a. c) Have children label map of 3 settlements (Jamestown, St. Augustine, Plymouth). Write 2 sentences on back about problems faced in each. Scott Foresman p. 215a Meeting Individual Needs. d) Have the students pick a group of Native Americans or colonist to research and give 1-2 facts about selected group telling weather, natural resources, shelter, etc. e) Write a journal/diary of daily life
		 in early America. Scott Foresman Unit 5, Lesson 2.

Grade: Second Grade	
Section: Geography	
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,	
MSAD #54	Instructional
Objectives	Resources/Activities
Students will:1. Understand and use map symbols and map keys.	 a) "Have students make up symbols for school, stores, roads, houses, fields, farms, and as a class construct a community map. b) Make a map of the playground creating symbols for different playground equipment. c) Create a map of the classroom and include at least three symbols to represent classroom items or features.
2. Use cardinal directions (North, South, East, and West) when using maps and globes.	a) Use laminated maps and play map games. "Hot/Cold" "I spy".
 Locate and distinguish physical features (oceans, lakes, river, mountains, plains, valley, island, peninsula) when using maps and globes of Maine and local areas. 	 a) Use a laminated map and play map games. Scavenger hunt, I spy, hot cold. b) Give the students a laminated flat map of Maine or community and use play dough to make a topographical map. c) Have student write riddles about new vocabulary words. P. 61a. d) Sing song "Mapmaker, Mapmaker" Scott Foresman, Unit 2 p.61. e) Resource: www.sfsocialstudies.com Scott Foresman, Unit 2, lesson 1.
	Section: Geography MLR Content Standard: (A) Skills Students will know how to construct a other geographic tools to locate and deregions, and environments. MSAD #54 Objectives Students will: 1. Understand and use map symbols and map keys. 2. Use cardinal directions (North, South, East, and West) when using maps and globes. 3. Locate and distinguish physical features (oceans, lakes, river, mountains, plains, valley, island, peninsula) when using maps and

Content Area: Social Studies	Grade: Second Grade	
Unit: Local Map Landforms	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
Continued from previous page.	4. Identify the locale of current events on a state/local map.	 a) Put pushpins in a State of Maine map showing the location of current events and places children visit.

Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	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: Describe the human and physical characteristics of the immediate environment. 	Students will: 1. Compare rural, urban, suburban communities.	 a) Have children create a travel brochure divided into rural, urban, suburb and draw pictures that reflect each word. Write a couple sentences describing each. P. 29a. b) Build a diorama to visually describe. P. 29a. c) Read "<i>Country Mouse, City</i> <i>Mouse</i>". d) Classify types of buildings, and sort into the three different communities. Scott Foresman, Unit 1, "<i>Places</i> <i>Where We Live</i>" p. 2. Scott Foresman, Unit 1 Lesson 3.
	2. Compare and contrast communities of students to other communities in Maine, USA, and World present and past.	 a) Have students draw/research communities and compare and contrast them. Create a slideshow on kid pix to illustrate. b) List social events that students participated in. i.e. fairs, picnics, games, parades, family reunions. Chart type of community where event took place. Scott Foresman, Unit 1, Lesson 2. Read aloud, "<i>Community Life</i>", p. 16a. Scott Foresman, <i>Then and Now</i>, p. 22.

Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	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
Continued from previous page.	3. Understand that their community is part of the world	 a) Have the students create a visual display representing their community in relationship to the world in ascending order, (i.e. p. 36). b) Sort photographs of different communities from around the world into the three types of communities. cott Foresman, Unit 1, Lesson 5.

Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	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. Place individual and family experiences in historical time and place.	 Students will: 1. Describe the way a community changes over time due the effects of climate, natural events, and technological advances. 	 a) Venn Diagram today and long ago in community. b) Act out or make the sound of different modes of transportation from past and present. c) Use clay to build models of different types of transportation. d) Timeline major events in community/ changes in technology/ changes in transportation/ construction of community buildings. e) Create 5-6 questions about community history; write a class letter questionnaire to send out selected community members Scott Foresman, Unit 1, Lesson 2.
2. Distinguish similarities and differences among historical events.	2. Understand changes in history as they relate to current events.	a) Chart major world wide current events on classroom timeline.

Content Area: Social Studies	Grade: Second Grade	
Unit: First Americans	Section: History	
MLR Span: Pre-K-2 MLR Performance	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns:Students will develop historical knowledge of major events, people, andenduring themes in the United States, in Maine, and throughout worldhistory.MSAD #54	
Indicators	Objectives	Resources/Activities
 Students will be able to: Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times. 	Students will: 1. Identify and explain the purposes of tools, products, and the resources commonly used by the First Americans.	 a) Use common tools and products to create a Weave, pottery, food, drum, tepees, butter, crafts, candles, games. b) Bring in pictures or artifacts from the past and have students guess their purposes. Have students compare what we use now. c) Make a hyper studio stack from information gathered in artifact activity. Scott Foresman, Unit 5, Lesson 1.
2. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.	2. Understand the traditional life of the First Americans.	 a) Learn songs from First Americans. b) Have a person of Native American heritage speak to the class. c) Listen to traditional stories and folk tales. d) Create a skit with or without music that tells something about the past. e) Make a Colonial newspaper covering the news and lifestyles Scott Foresman, Unit 5, p. 208.

Content Area: Social Studies	Grade: Second Grade	
Unit: First Americans	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. Understand and compare traditional life of First Americans in past and present (Native Americans and Colonists).	 a) Have students decide which 6 things would be needed to begin life in the colonies. "Pack" a "suitcase" with these items and switch with other students. Scott Foresman activity, Unit 5, p. 210a b) Create a Venn Diagram Comparing Native Americans, Colonists, and present day American. Compare food, clothing, shelter, activities, etc. c) Learn "Old English" words and phrases or study calligraphy lettering and design. d) Take a field trip to Fort Western in Augusta. Scott Foresman Unit 5, Lesson 1 & 2.

Unit: First Americans		
	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. Understand and compare traditional life of First Americans in past and present (Native Americans and Colonists).	 a) Have students decide upon 6 items that would be needed to begin life in the colonies. "Pack" a "suitcase" with these items and switch with other students. Scott Foresman activity, Unit 5 p. 210a. b) Create a Venn Diagram Comparing Native Americans, Colonists, and present day American. Compare food, clothing, shelter, activities, etc. c) Learn words to songs sung by First Americans. d) Have a person of Native American heritage speak to the class. e) Listen to traditional stories and folk tales. Refer to Scott Foresman, Unit 5, p. 208. f) Create a skit with or without music that tells a story about the past. g) Learn "Old English" words and phrases or study calligraphy lettering and design. h) Create a field trip to Fort Western in Augusta. Scott Foresman, Unit 5, Lesson 1 & 2.

Content Area: Social Studies	Grade: Second Grade	
Unit: First Americans	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
Continued from previous page.	2. Identify and explain the purposes of tools, products, and resources commonly used by First Americans.	 a) Use common tools and products to create a Weave, pottery, food, drum, tepees, butter, crafts, candles, or games. b) Bring in pictures or artifacts from the past and have students guess their purposes. Have students compare/contrast with products now used for similar purposes. c) Make a hyper studio stack from information gathered during the artifact activity. Scott Foresman, Big Book 5, Unit 5, Lesson 1.