

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 2	Curricular Area: Social Studies			
Unit 1: Our Past	Unit 2: Our Earth	Unit 3: Our Government	Unit 4: Working in our Community	Unit 5: Citizens in our Community
1A Time and Chronology	2A People, Places, and Cultures	3A Purposes of Government	4A Individual and Household Choices	5A Information Processing
1B Comprehending the Past	2B Human/ Environment Interaction	3B Ideals of American Democracy	4B Business Choices	5B Conducting Investigations
1C Analyzing and interpreting the Past	2C Location, Movement and Connections	3C Democracy in Action	4C Role of Government	5C Identifying and Analyzing Issues
1D Judging Decisions from the Past	2D Regions, Patterns and Processes	3D American Government and Politics	4D Economic Systems	5D Group Discussions
1E	2E Global Issues and Events	3E American Government and World Affairs	4E Trade	5E Persuasive Writing
				5F Responsible Personal Conduct



Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 2 - Unit 1: Our Past

Outcome: SS IA Time and Chronology

All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present).

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SSIA1. Use analog and digital clocks to tell time.</p> <p>SSIA2. Use weeks, months and years as intervals of time.</p> <p>SSIA3. Distinguish among the past, the present and the future.</p> <p>SSIA4. Place events of their lives and the lives of others in chronological order.</p>	<ul style="list-style-type: none"> • We look forward to many special events each year. One of the most familiar ways to count down anticipation of an event is the Advent calendar marking the days and weeks until Christmas. Throughout the year, look for other countdowns toward special events. For example, count down the days during Lent until Easter by making a chain of forty purple links interspersed with yellow links for the Sundays in Lent that are not counted as part of the season. You may want to make the first link of the chain black instead of purple in honor of Ash Wednesday, which is the beginning of Lent. At Easter begin another chain of forty pastel-colored links to count off the days Jesus was visibly with the disciples until He ascended to heaven. • Another favorite event is Thanksgiving Day. Remember: It's not enough to talk about that for which we are thankful; we also need to talk about <i>who</i> deserves our thanks. The Pilgrims knew, and we, too, give our thanks to God for blessing us now and forever! Have each person in your family make and cut out three tracings of one hand to stand for past, present, and



		<p>future. Write or dictate a sentence prayer on each hand that thanks God for specific blessings in the past and present and asks for His blessings in the future. Attach these hands around a circular wreath base to make a Thanksgiving wreath for your door or table centerpiece. Join together in singing the hymn “Now we Thank We All Our God.”</p> <ul style="list-style-type: none"> • On a bulletin board, display analog clocks showing different times of the day. Below each clock print the time shown, and as part of a class discussion, also list activities that occur at that time of the day and then print a short prayer related to at least one of the activities. • Set a timer in the classroom that will go off every half hour or every hour. When the timer goes off, everyone should stop what they are doing. Ask a volunteer to tell what time it is and another volunteer to print the time on the board. Then have a third volunteer say a short prayer, asking God to bless your time together in whatever you may be doing. • Tell the children they will be completing a project at home with their parents that traces their own faith journey from its beginning to the present. Ask them to make a timeline that marks important events in their faith development. Input from parents will be very important in this activity. For example, a child might mark his or her birth date, Baptism date, and age at which he or she began preschool, Sunday School, and elementary school. Another child may have these same events documented but also include a faith-building event such as a death or birth in the family, a week at summer camp, or a special VBS experience. Children may wish to share their timelines in class. After the children have
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		<p>shared, the teacher might share how his or her faith journey continued after a similar beginning to include confirmation, youth group activities and relationships, servant events, recognition of the call to serve the Lord and His Church as a teacher, and marriage and/or family. Point out that some of these same events, or ones like them, will be part of their faith journey in the future as well.</p> <ul style="list-style-type: none"> • In Jesus’ time, a typical days work for a laborer started at 6:00 in the morning and went until 6:00 in the evening, equaling twelve hours. In John 11:9, Jesus said, “Are there not twelve hours in the day?” He was explaining to His disciples that there was plenty of time to accomplish what must be done before the night comes. Note that 12:00 comes in the middle of the night, so what do we call 12:00 at night? (Midnight) And 12:00 also comes in the middle of the day, so what could we call that time of day instead of noon? (Midday) • Psalm 31:15 says, “My times are in your hand.” This reminds us that God is with us at all times, in good times and in bad times. Read about God’s help in bad times in Psalms 9:9 and 37:39. Read about our response toward God in Psalms 34:1 and 62:8. • Post a daily classroom schedule for the children to reference throughout the day. Label it with both digital time and a small analog clock to help children relate the two. Refer to the schedule often, reminding the children that “fifteen minutes after” or “fifteen minutes to” can also be stated in terms of the quarter hour. “Thirty minutes after the hour” is also referred to as “half past the hour.” In some parts of the country, the middle meal of the day is referred to as the noon meal rather than lunch or dinner.
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		<p>Compare the noon meal time in your classroom schedule with twelve o' clock. Remember to begin each day with a prayer asking for God's help in being good stewards of the gift of time He gives to us each day. Remember to ask God's blessing on your "noon meal" and offer thanks for His many good gifts.</p> <ul style="list-style-type: none"> • Use a clock-face rubber stamp and then draw hands on the clock. Write or draw a picture of what you would be doing at that time depending on if it was a.m. or p.m. Do this with at least three other nonconsecutive times. Or shake two number cubes with a partner, add the total of the numbers, and identify what you would be doing at that time in the a.m. or p.m. As you play this game, sing a song like "Jesus In the Morning" which also mentions that Jesus is with us in the noon time and even when the sun goes down. • Work on creating calendars for the coming year. Give each child sheets of paper with a five-week grid on each one. Spread this activity out over a week, looking at three months at a time. On the first day, explain that a year is divided up into twelve sections. God created the world and maintains it in a very orderly way. Give each child three sheets of light blue paper with calendar grids on them. The blue color stands for the chilly days of winter during January, February, and March. Label each month by name, then number the days in each month, noting that one month begins on the day after the previous month ends. Follow a similar procedure the next day, but use pink paper for the spring flowers of April, May, and June, yellow paper for the sunny summer days of July, August, and September, and orange for the autumn days of October, November, and December. On the last day, the children can
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		<p>personalize their calendars by including their birthdays and favorite holidays. Refer to local and Church Year calendars to note special local events and Church-related festivals on each month's calendar. Assemble the monthly pages in the correct order, attach a cover, and write the year, their own names, and Ecclesiastes 3: "For everything there is a season, and a time for every matter under heaven."</p> <ul style="list-style-type: none"> • On the chalkboard draw a timeline that is divided into 21 equal sections. Explain that the timeline starts when Jesus was born, and each section after that is one hundred years (a century). Point out that we are living in the early part of the 21st century. Together count off the sections, counting by hundreds. Then mark off significant points in history to indicate the passage of time and centuries. Emphasize that many centuries have passed by since Jesus walked the Earth, but His truth remains just as certain, and his blessings continue to this day.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A: Time and Chronology Teacher Name: _____ Grade Level: 2	Curricular Area: Social Studies/ Unit 1: Our Past School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SSIA1. Use analog and digital clocks to tell time.					
SSIA2. Use weeks, months and years as intervals of time.					
SSIA3. Distinguish among the past, the present and the future.					
SSIA4. Place events of their lives and the lives of others in chronological order.					



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Outcome: SS IB Comprehending the Past

All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SSIB1. Identify who was involved, what happened and where it happened in stories about the past.</p> <p>SSIB2. Describe the past through the eyes and experiences of those who were there as revealed through their records.</p> <p>SSIB3. Recount events from simple biographies of women and men representing a variety of societies from the past.</p> <p>SSIB4. Identify and explain how individuals in history demonstrated good character</p>	<ul style="list-style-type: none"> • Write vertically the name of an explorer, group of settlers, or settlement that you are studying. Using the letters in the word as starting points, write words or phrases that tell about the person or place. Relate this activity to your own classroom, church, or community by listing the name of a person or organization that has contributed in a meaningful way. Let them know you appreciate their efforts to pioneer a cause, support a project, or contribute their time, talent, or treasure for the common good by creating an acrostic using the letters in their name. Also include them in your prayers. “I thank my God in all my remembrance of you” (Philippians 1:3). • Contact the local chamber of commerce or historical society to borrow photos of the community taken in different time periods. Discuss opinions about the changes and events and whether they are good or bad for the community. Remind the children that even in tragedy, hardship, or loss, “We know that for those who love God all things work together for his good, for those who are called according to his purpose.” (Romans 8:28) • DK Books published <i>A Street Through Time</i>, <i>A City Through Time</i>, and <i>A Farm Through Time</i> that illustrate the passage of time, development, or deterioration of a single location. IN all these changes through time, we know that our God is timeless, lasting to eternity. • Make a book about changes in your own life,



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		<p>giving information about key events. You could include photos of yourself, drawings and stories of key events, and artifacts. You could describe how you have grown and changed in body, mind, and spirit over the years.</p> <ul style="list-style-type: none"> • Discuss how people in America such as Paul Revere, Abraham Lincoln, and Sojourner Truth used different approaches in advocating and promoting freedom. In prayer, thank God for the people who have blessed our lives by their efforts to bring freedom to our nation. Discuss the freedom we have in Jesus and the approach He used to gain our freedom. See Galatians 5:1, Galatians 4:7, and 1 John 3:1. • Freedom does not mean we are free to do anything we want. Ask what are some of the limitations on freedom and how laws are made to maintain an orderly society and to prevent someone from infringing on the freedom of someone else. The Law of God is a good thing (Psalm 119) and the disobedience of the Law is bad. Galatians 5:13 reminds us that since Jesus set us free, we are to not return to the slavery of sin, but by God's grace and power working in us, the Law serves as a guide to serving others. Make a list of ways you can serve God by serving others. • Discuss how individuals such as Gandhi and Florence Nightingale were models of compassion for others, but at the same time were human beings with frailties as sinners. We may respect someone like Gandhi, but recognize the sad fact that He did not know Jesus as His Lord and Savior. Talk about how all the good one may do in life will not affect a person's eternal condition because we are saved only through faith in Christ Jesus, who has done everything to complete our salvation through
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		<p>His death and resurrection. Read Ephesians 2:8-10.</p> <ul style="list-style-type: none"> • Have the students name several people who have influenced the way they think, believe, or live. Discuss what those people said or did that affected who you are today. • The children should imagine they are grown-ups who are about 50 years old. Think about the questions: In what ways would you like to be affecting and improving the lives of other people? What do you hope people would say about you and how you influenced or changed their lives? Pray that God would lead you to be a positive influence throughout your life and that God would use you to be a blessing in the lives of others. • Look at pictures of the many monuments and memorials in Washington D.C. Talk about the people or events they commemorate. Read the story of an important monument built in Bible times in Joshua 3-4. What were the people remembering when they looked at this monument? • Make a list of historical holidays or celebrations, and make a second list of Biblical ones. Can there be any crossover between the two lists? For example, when we celebrate the Fourth of July, can we also give thanks to God for the blessings He has poured on our country? • Check with your local chamber of commerce or tourist bureau to learn about any local celebrations, holidays, monuments, or memorials of a person or event in your community. Plan a class party or build a monument from modeling clay to commemorate this. Thank God for the ways He blesses your local community. • Explain that voting is a way we learn to make
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		<p>choices and decisions. Voting is a special right and privilege and a way to share our opinions and beliefs. Vote on simple class rules and class choices. Try a variety of ways to cast your vote. Use a secret ballot, take a show of hands, or display voting charts on which individuals place stickers to record their vote.</p> <ul style="list-style-type: none"> • Compare and contrast old items from daily life in the past with their current counterparts, displaying them in your classroom. Emphasize that God’s love and promises remain the same, even though the human world changes rapidly and people grow old and die. God is changeless and eternal. • Explore children’s lives in early America by using some of the American Girl dolls and their artifacts to connect children of that day to the children in the 21st Century. Next, do a study of the daily life of Jesus when he was 7 years old. Compare and contrast his childhood to the American Girl’s life and life in the 21st Century. In prayer, thank God for the blessings we have today, for the people who lived before us and contributed to the development of our society, and for the perfect life Jesus lived as our substitute, taking the punishment for our sins. • Study the life of Martin Luther and how he affected the faith of many people in the 16th century and the work of the Church for all time. Make a chart to show how one person can make a difference in the Church and the World. • Point out that the changes that take place in Christian individuals occur through the power of the Holy Spirit working in them to bring them to faith in Christ. Read one of Luther’s favorite verses, Ephesians 2:8-9. Help children locate their favorite Bible verses, copy them, and frame them with colored paper to create a
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		<p>bulletin board. Complete the display by having children draw, cut out, and post colorful symbols related to their Bible verses.</p> <ul style="list-style-type: none"> • Discuss the life of George Washington Carver, a slave who became a world-renowned scientist and teacher, and Abraham Lincoln, an American hero and great leader. Talk about how secular textbooks eliminate any mention of a person's Christian faith, but this does not give a true picture of who the person was. Both Carver and Lincoln were Christians whose faith was important to them. • Discuss the life of King David, who sinned greatly but repented and was forgiven. Read the words of David's repentance in Psalm 32 and 51. We need to remember that there really is only one hero in the Bible and that is Jesus. • Throughout its history, America has struggled with issues such as equality for women, freedom for American Indians, and civil rights for African Americans. The quest for equality is related to our human, sinful nature that desires to suppress others to build oneself up. We must do what we can to stop oppression and prejudice through legal matters, but as Christians we have a greater resource in the forgiveness and love of the Gospel in Jesus Christ, who leads us to show respect to others. Read 1 John 4 as our guide as we learn to live together in peace and unity. • Study the life of American civil rights leader, Martin Luther King Jr. His parents named him in honor of Martin Luther. Both men bravely worked to find truth, were pastors who loved Jesus, and hated violence.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B: Comprehending the Past Teacher Name: _____ Grade Level: 2	Curricular Area: Social Studies/ Unit 1 - Our Past School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SSIB1. Identify who was involved, what happened and where it happened in stories about the past.					
SSIB2. Describe the past through the eyes and experiences of those who were there as revealed through their records.					
SSIB3. Recount events from simple biographies of women and men representing a variety of societies from the past.					
SSIB4. Identify and explain how individuals in history demonstrated good character					



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Outcome: SS 1C Analyzing and Interpreting the Past

All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SSIC1. Use a variety of records to construct a narrative about their personal or family histories.</p> <p>SSIC2. Differentiate between historical facts and Historical interpretations.</p> <p>SSIC3. Explain why accounts of the same event differ.</p>	<ul style="list-style-type: none">• Sometimes stories grow up around real characters, so it is important to learn what is true and what is fiction. Teach children to be especially cautious about entertainment productions such as movies or animated features that may alter the facts to fit the story the director wants to tell. Research a historical figure such as Davy Crockett, John Chapman, or Pocahontas, and compare what you have learned with a fictionalized account of his or her life. Then discuss how some authors and moviemakers have added to the story of the life of Jesus to give their own interpretation or to add drama, but the truth about Jesus is found in God’s Word.• Discuss how Johnny “Appleseed” Chapman carried a Bible and sowed the seed of the Gospel as well as apple seeds wherever he traveled. Read one of his favorite Bible verses, Isaiah 52:7.• Make an appointment with the church secretary for a demonstration of how records are kept of Baptisms, marriages, or deaths. Point out that these are secondary sources that can be helpful in learning more about the history of a family as well. Family lists, known as genealogies, are sometimes presented in the Bible. Read Jesus genealogy in Matthew 1 and Luke 3 to see that He comes from the family of King David, Abraham, Isaac, and Jacob. This is significant because God promised Abraham that the Savior would be born from His family in Genesis 12:3.• Ask your parents and grandparents if they have scrapbooks or memory boxes that have



		<p>newspaper clippings and other artifacts that, as secondary sources, could give you more information about your family and its history. Write a story about something that happened to someone in your family.</p> <ul style="list-style-type: none"> • Consider the many ways families have kept track of their histories in the past or in other cultures such as an oral tradition of telling family stories, recording key events in the family Bible, drawing symbolic pictures of events, scrapbooking, taking photos and videos, keeping artifacts in memory boxes, and family tree research. Emphasize the importance of these methods so memories are passed on from generation to generation. The most important family history to pass on is how we have been claimed by God to be His own children through the death and resurrection of Jesus. • Make a time capsule, placing artifacts that represent significant events in the school year in a container. Include drawings you have made or stories you have written about these events. Thank God in prayer for family members, teachers, friends, and others who have been a blessing in your life throughout these years. • Have children work with their parents to fill in graph paper to make a comparison in age between child, parents, grandparents, and great-grandparents. Look at a Bible reference that involves various generations such as 2 Timothy 1:5. • Make a three-column chart to list information about yourself, a parent, and a grandparent. In rows going across, list questions and answers about favorite foods, books, games, sports family vacations, and so forth. The parent and grandparent questions should refer to their favorites as children. Compare the information
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		<p>and circle answers in which two or more of you have the same favorites. You can also add rows of questions and answers about dislikes. God put us in families where we will have many likes and dislikes that are similar, but because God made each of us unique and special individuals, but there will also be many ways that we are not alike.</p> <ul style="list-style-type: none"> • Point out that differences in interpretations and opinions can often cause difficulties, such as arguments, fights, and battles. It is important to find the facts and act on them rather than on feelings and opinions. We will need God's help for this difficult task, and we can ask for this help in prayer. Opinions that are based on sinful thoughts and words lead to sinful actions and are against God's Law and will (1 John 4:7-21). • Have a variety of statements, each printed on separate strips of poster paper. Have a friend sort the statements according to whether they are facts or opinions. When finished, read through all the factual statements. Then talk about the opinions and what other opinions people might have. • Read the story about the Wise Men in Matthew 2. The idea that there were 3 Wise Men is not a fact, but an opinion since the Bible does not mention the number of visitors. The interpretation is based on the fact that there were 3 gifts. It is possible that it might be true, but we don't have the information to know for sure. • Have a research contest. Divide the class into 3 groups, and assign the same research question to all 3. Group One may only use the telephone to answer the question. Group Two may only use the computer to answer the question. Group
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		<p>Three may only use books to answer the question. Talk about how different types of questions may require different types of sources. Talk about how information spread during Bible times.</p> <ul style="list-style-type: none"> • Make a list of various modern information sources, such as Christian books, music, films, Web sites, magazines, and newspapers. Talk about how a message about Jesus could be spread through each of these sources. • Artifacts that tell about another time or place are called memorabilia, collectibles, or antiques. Use items from your home to make a museum display about your family. Time could be set aside in the classroom so each student could show the museum display he or she created and explain the stories that accompany the pieces. • Make a list of things you would include in your autobiography. Along with written words, what photos and artifacts would you want to include? To remember that God has been with you all of this time, in good times and in bad (but always working for your good) read or sing the hymn, “Our God, Our Help in Ages Past.”
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C: Analyzing and interpreting the Past Teacher Name: _____ Grade Level: 2	Curricular Area: Social Studies/ Unit 1 - Our Past School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SSIC1. Use a variety of records to construct a narrative about their personal or family histories.					
SSIC2. Differentiate between historical facts and Historical interpretations.					
SSIC3. Explain why accounts of the same event differ.					



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Outcome: SS1D Judging Decisions from the Past

All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SSID1. Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.</p> <p>SSID2. Evaluate decisions made by others as reported in stories about the past.</p>	<ul style="list-style-type: none"> • What important decisions have been made in your family? What consequences, good and bad, resulted from one of these decisions? Write a paragraph or draw to show your family as it changed because of a decision. Pray for God’s guidance in all the decisions your family faces, and pray that you will always rely on His wisdom and mercy, even when it does not turn out the way you want. • Prominent social issues of the day (i.e. racial prejudice, abortion, homelessness) are also usually political issues. But as Christians, we want to look at these issues from a Christian perspective. Because social issues are about people, and people are loved by God, and God calls us to love other people, we are led to look at these issues from the viewpoint of 1 John 4.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1D: Judging Decisions from the Past Teacher Name: _____ Grade Level: 2	Curricular Area: Social Studies/ Unit 1 - Our Past School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SSID1. Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.					
SSID2. Evaluate decisions made by others as reported in stories about the past.					



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Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 2 - Unit 2: Our Earth

Outcome: SS2A Diversity of People, Places, and Cultures

All students will describe, compare, and explain the location and characteristics of places, cultures, and settlements.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS2A1. Describe the human characteristics of places and explain some basic causes for those characteristics.</p> <p>SS2A2. Describe the natural characteristics of places and explain some basic causes for those characteristics.</p>	<ul style="list-style-type: none"> • Emphasize terms such as <i>nearer</i>, <i>farther</i>, and so on as you tell Bible stories. Display word cards to focus attention on the terms. Bible stories might include Jesus blessing the children (nearer, closer, toward), Jesus being tempted (away from, farther), Mary and Martha (next to, closer), and the events of Holy Week (next to, nearer, closer, toward, away from, farther). Have the children act out the Bible stories as you give directions such as move nearer to, walk away from, and so on. • Read <i>The Runaway Bunny</i> by Margaret Wise Brown. Discuss that no matter how far away the little bunny runs from home, his mother always comes after him, finds him, and stays close. The bunnies are fictional characters, but you and I and God are real. Read Psalm 139 and Matthew 28:20, emphasizing that God promises to always be with us. He will keep His children in the palm of His hand. • Play a game in which you have hidden an object in the classroom. Give clues by telling the other children if they are warmer or colder (closer or farther) from the object. Add directions saying, “Move to the right, “ or, “Take a few steps forward.” After playing the game several times, point out that it is necessary to listen carefully for the directions. When we hear God’s Word,



		<p>we want to listen carefully too. It is important to remember that God does not keep His message hidden (like the object you hid). He wants to whole world to know, so He tells us to go to all parts of the world – north, south, east, west – with the Good News. Read Acts 1:8 to learn how God tells us to openly and widely proclaim the love of God and the salvation we have through Jesus.</p> <ul style="list-style-type: none"> • Sing “Father Abraham” together. In this song, you are to follow the directions for moving different parts of your body. Following these directions can be difficult. Following God’s directions are impossible! That is why we rely on the power of the Holy Spirit to work in us through God’s Word and the Sacraments to build us up in faith and in our faith life so we can live as people of God. • Bring an element of geography studies into your daily religion lessons, discussing physical features and man-made features that are in a Bible story. For example, when studying the story of Abraham and Isaac on Mount Moriah, differentiate the mountain (a physical feature) from the altar (a man-made feature that uses natural elements such as stones and wood). • Observe that the Earth continues to change because of natural, physical (God-made) factors and man-made factors. People change the Earth by building dams, digging mines, exploding sites where new roads will be built, and so on. God continues to change the Earth through volcanoes, floods, and other natural occurrences. Discuss these and additional factors, God-made and man-made. • Take a walk with your class around your school property or neighborhood, identifying things that are natural, physical, God-made features
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		<p>and those which are man-made. When you return to the classroom, make a chart listing these factors in two columns as “God-created” and “Man-made.” Discuss any of the listed items over which there may be some disagreement. Examine the man-made listing again, noting which natural, God-made elements were used by people to make these man-made features.</p> <ul style="list-style-type: none"> • Point out that man-made stories such as Greek myths and American Indian folklore are filled with interesting stories, but were often invented to give an explanation to something unknown (i.e. lightning being the arrows thrown to the Earth by the god Thor.) These are fun for students to read, but it is also necessary to emphasize that God’s truth is found only in the Bible. Even many scientists today are saying that the universe began not through evolution but through intelligent design, based on their studies of the complexities of nature, which could not just happen by accident or mutation. We know that intelligent designer to be God Himself in His plan of creation. • Look at some of the tall tales about Paul Bunyan. Many of these give an “explanation” of a geographic occurrence. For example, one story says that the Mississippi River was formed when Paul dragged his axe behind him, and the many lakes in Minnesota were formed when water filled in his footprints. But these stories were created for entertainment, not to explain a true event. Invent a folktale to explain something in your local area. If you want, create a new fictional folk hero. Remember that we look to God’s word for the truth, and to Jesus, who said, “I am the way, and the truth, and the life.” (John 14:6).
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		<ul style="list-style-type: none"> • Read a book such as <i>I Love You Like Crazy Cakes</i> by Rose Lewis. This is the story of an American woman who adopted a baby girl from China. Keep in mind that God provides families for some children through adoption. To differentiate culture from ethnicity, note that the little girl will always ethnically be Chinese because she was born in China to Chinese parents. But she will grow up in the American culture and way of life and have American behavior patterns. • Look at the Bible story of Moses' adoption by Pharaoh's household in Exodus 2. Moses, by birth and ethnicity, was a Hebrew, but he grew up in the Egyptian culture. At the age of forty, his cultural influence changed as he lived among a community of shepherds in the deserts of Midian. This was all part of God's plan to have Moses, ethnically a Hebrew, lead his people to the Promised Land. Moses used what he had learned in the culture of the Egyptian royalty to go before Pharaoh and demand freedom. Moses used what he had learned in the Midianite desert culture to lead the people through the wilderness. God can use who we are and where we came from in His plans for our future (Jeremiah 29:11). • Read <i>The Magic Pole: A Chinese Folktale</i> by Isabelle Chin Chang. In the Chinese culture, hard work and humility are greatly respected. We can find an even more significant message that directly tells God's truth in Scripture in Philippians 2. • Use the Internet to identify games unique to different cultures and ethnic groups. Baseball is considered by many to be America's game, but as Japan became more modernized in the early 20th century, the Japanese people became
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		<p>interested in the game. Today it is one of Japan's biggest sports, and thousands of people come to see the games. Pray that God would bless the people of that nation through spreading the Gospel of salvation to many more thousands of people.</p> <ul style="list-style-type: none"> • Look at a copy of the painting <i>Children's Games</i> by the 16th century Flemish artist Pieter Brueghel. How many of the over one hundred children's games in the painting can you identify? Do you play any of the games that children in Europe played over four hundred years ago? Make a list of good sportsmanship characteristics that should be part of a Christian attitude. • Set up a classroom display of Christian religious artifacts made from other parts of the world (such as China, India, Mexico, and so on). Label each one with the name of the country where it was made and also the name of the person who owns the item. Place similar items together, such as a display of crosses. Consider how the items are alike, how they are different, and in what ways they are influenced by the culture of origin. • Compare the same book printed in the language of several other cultures. For example, show a Bible storybook such as <i>My Stories about Jesus</i> (available from CPH in both Chinese and Spanish). In comparison, you can see the same stories and art. The message is the same, but the words are different. • Use a Venn diagram to compare and contrast two divergent cultural groups of American Indians. List characteristics of location, style of house, type of clothing, main foods, and so forth to show the differences between the groups. Also show common characteristics such as love
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		<p>for the land, care of family needs, and the common characteristics that are also true for the children in your class. Point out that family and community are gifts from God. Each is different, but each is the same, too. Even the children in your class share ways they are alike and different, such as size, hair color, and abilities. We respect these differences as part of God's creation. We who are children of God are alike in the most important way as the forgiven and redeemed people of God who are brothers and sisters in Christ, called to love each other as He loves us.</p> <ul style="list-style-type: none"> • Look at a resource such as <i>Children Just Like Me</i> or <i>Children Just Like Me: Celebrations!</i> to learn about children and cultures from around the world. Make note of holidays celebrated by each culture. Name some of the holidays we celebrate that are religious in origin. Make a chart for one or more of these holidays to list activities that are truly related to our Christian life and the worship of God. On the other side, list activities that are secular concepts that have been added to the holiday. Discuss which of these activities are not wrong in and of themselves, unless they take prominence over the true significance of the event. • Invite a pastor to read Scripture verses in Hebrew or Greek, the languages in which the Bible was originally written. Ask him to talk about why it was so important that Martin Luther translated the Bible into the language of the people so they could read and understand it themselves. Refer to the ongoing work of the Lutheran Bible Translators to get the Bible into the languages of more and more people. Read Rom. 10:14-15, which talks about the importance of hearing the Word of God.
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		<ul style="list-style-type: none"> • The songbook <i>Little Ones Sing Praise</i> has the refrain of the song “Jesus Loves Me, This I Know” in several languages. Make a poster that has a large yellow cross on a large red heart at the center. In the background, print the words “Jesus loves me” in the five languages given (Navajo: <i>Jesus ayoo asboni</i>; Indian: <i>Piyar karta, mujh ko</i>; Spanish: <i>Si, Cristo me ama</i>; Chinese: <i>Ju Yesu nai wo</i>; and African: <i>Yesu antemwa</i>). • On a large map, focus on the part of the world where most biblical events took place. Name some of the locations in this area, and talk about what was happening there in Bible times as well as today. Pray that God would bring peace to these lands, throughout the world, and between nations. Pray also for the peace that comes only from the Lord, a peace that passes all understanding (Philippians 4:7). • Look at a newspaper or newsmagazine. Often the headline or first paragraph will tell you in which country the story took place. Can you find the location of the news story on a map or globe? Mark the spot with a piece of play dough that you have shaped into a small cross. Learn about the needs of that community that might have made them newsworthy. Pray for the people who live there, and especially pray that they may come to learn of Jesus as their Savior. • In the Church, traditions have grown around the celebration of Baptism. Learn about the traditions in your congregation and in other Lutheran churches. Invite your pastor to be part of this discussion, and to also explain the rite of confirmation and the customs surrounding it, while encouraging the children to look forward to their confirmation when they are older.
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		<ul style="list-style-type: none">• Make a booklet about your Baptism. Include details about the church, pastor's name, sponsors' names, and photos. Ask your parents, grandparents, and sponsors to write a brief paragraph about their memories of this day. Print your special baptismal Bible verse or include Ephesians 4:4-5. Compare your baptismal book with other children in your class. You will find some things alike and some that are different. Though human traditions and celebrations may be different, God's Word and promises in this Sacrament are the same for all people.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A: People, Places, and Cultures Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 2 - Our Earth School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS2A1. Describe the human characteristics of places and explain some basic causes for those characteristics.					
SS2A2. Describe the natural characteristics of places and explain some basic causes for those characteristics.					



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Outcome: SS2B Human/Environment Interaction All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS2B1. Describe how people use the environment to meet human needs and wants.</p> <p>SS2B2. Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.</p> <p>SS2B3. Suggest ways the people can help improve their environment.</p>	<ul style="list-style-type: none"> • Often people chose a location to live because that is where they were raised. Some families have lived in a community for several generations. Where did previous generations in your family live? What would you like about continuing to live in the community where you live now? What would you like about living somewhere else? Where would that somewhere be? Map or diagram your family tree and the environment related to it. Ask God to continue to be with and bless your family in the years to come. • We can read about Jesus’ family tree in Matthew 1 and Luke 3. Mary and Joseph, though they lived in Nazareth, were required by the Roman government to travel back to the town of their family’s origin. Being from the family of David, they returned to Bethlehem. It was God’s will that the baby Jesus was born in that environment to fulfill the words of the prophet Micah (5:2) • What do you want to be when you grow up? Draw a picture of yourself as a grown-up working in that environment. How could you serve God and give Him glory in that occupation? God is with us in whatever we do, and in whatever we do we can give Him glory. • Make a list of important places in your hometown. Speculate with your classmates what might have affected the decision to place these objects in their specific locations. One of the most important locations in your town is your own home. Talk to your parents to find



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		<p>out why they chose that location. See what God wants for our homes and neighborhoods in Deuteronomy 11:18-19.</p> <ul style="list-style-type: none"> • Throughout your social studies and science curriculum, continue to point out that the words <i>nature</i> and <i>natural resource</i> are actually referring to parts of God’s creation. We want to recognize and give thanks for all that God has made and all that He continues to do to bless us through the natural resources He so abundantly provides. • Establish a collection area in the classroom for items that can be recycled or reused, such as paper and plastic water bottles. These items can be taken to a local recycling facility. • To show how people adapt to the season, include a teddy bear named Heather Weather near the classroom weather chart/center. The student of the day would choose from the bear’s wardrobe to dress Heather appropriately for the weather. As the seasons change, ask the children to suggest how the clothing will need to change. • Fold a 12 x 18 in. sheet of paper in half across both the length and the width. Label each section with a different season of the year. Then draw a tree and yourself in each picture. • Work in groups to build and decorate dioramas, using shoe boxes to represent homes and places of work. Place your completed dioramas on a large sheet of paper. Complete the community by drawing streets and sidewalks to connect the various structures. Print the title, “God Is With Us Wherever We Are.” • Make a similar diorama of a community from Bible times. • Research Arbor Day on the Internet or in books. Learn more about the many uses for and
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		<p>products made from trees. Make an illustrated list or poster about the many blessings we get from trees.</p> <ul style="list-style-type: none"> • Read Psalm 104:13-24, and make a list of the animals mentioned. God cares about the plants and animals He created, and He entrusts us with their care also. God loves you and me even more, as shown in Matt. 6:25-33, by sending Jesus to be our Savior. • Create a picture or build a sculpture using recycled materials. Instead of throwing away popsicle sticks, cardboard tubes, plastic bottles, buttons, and other materials, use these in your art project. See www.pack-o-fun.com for ideas and subscription information to <i>Pack-o-Fun</i> magazine, which often has ideas for craft projects made from recycled items. • Write a letter to the mayor of your community, the governor of your state, or the president of our country encouraging continued support of responsible use of our nation's natural resources. Possibly include a statement of commitment of your class to a specific task and a prayer statement that God would grant all of us wisdom to use His blessings wisely. • Write a letter to another second grade class in a geographic location very different from your own. Check <i>The Lutheran Annual</i> for a listing of addresses of Lutheran Schools across the nation. Share information about your environmental concerns for your local community, and describe your classroom environmental project. Send pictures of your school and classroom. Ask them to write back and tell your class what their school or classroom is doing to be good stewards of their resources.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B: Human/ Environment Interaction Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 2 - Our Earth School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS2B1. Describe how people use the environment to meet human needs and wants.					
SS2B2. Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.					
SS2B3. Suggest ways the people can help improve their environment.					



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Outcome: SS2C Location, Movement, and Connections All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS2C1. Identify locations of significance in their immediate environment and explain reasons for their location.</p> <p>SS2C2. Identify people and places in other locations and explain their importance to the community.</p> <p>SS2C3. Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved</p>	<ul style="list-style-type: none"> • Draw a large circle to represent the United States and label it. Then draw a middle-size circle inside the larger circle and label it as a state. Draw a smaller circle inside the middle one, and label it with the name of a city. In the same order, have the children locate these places on a globe and or map. • As you learn more about your local community, create a travel brochure for your own town. Fold a 12 x 18 in. sheet of paper into thirds, creating a brochure. Create a cover with the name of the community and a drawing of an interesting landmark in the city. Use the inside sections to draw and write about places to live, work, and play in the community. In the final section, list your church, its address, and an invitation to worship there. On the back, draw a map of your state and locate your city on a map. Consider giving these brochures to people who are new to your church and school to help them become familiar with your local community. • Give children copies of a simple outline of the United States, and have them color it so that it resembles an American flag. Show them how to draw a rectangle in the northwest part of the map and then color is blue with white dots to represent stars. The rest of the map should have alternating red and white horizontal stripes. Display these in your classroom to impress the map shape on their memories. • Listen to or read the words to “America the Beautiful.” Close your eyes and visualize the parts of God’s creation mentioned in the song. Make a list of these words and add other things



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		<p>that make America such a beautiful place. Then fill a 9 x 12 sheet with a collage of pictures illustrating the song. Once complete, trace around a cutout shape of the United States on the back side of the collage and cut out the shape. Mount the collage on a red, white, or blue background and display.</p> <ul style="list-style-type: none"> • Locate Germany as the birthplace of the Lutheran Church. Visit www.lcms.org for a list of Lutheran missionaries and schools around the world. Locate them on a map or globe and visit the schools' websites to learn more about them. Children could correspond with an email pen pal or with the entire class. • Use issues of the LCMS periodical <i>Mission Friends</i> to locate the featured countries on the globe. Work in small groups to study a country and its people in more depth, and then prepare a presentation for the class. • In Bible times, the money changers in the temple were notorious for cheating people, giving them fewer coins than the traded items were worth. This robbery was among the many reasons Jesus cleaned out the temple. Read Mark 11:15-19 to learn about Jesus' righteous anger at these sins. • Read or listen to Laura Ingalls Wilder's books <i>Little House on the Prairie</i> and <i>Little House in the Big Woods</i>. Discuss how work was traded for goods and services to benefit the whole community. • Romans 1:25 speaks of one of the worst trades people have made. "They exchanged the truth about God for a lie." Read 2 Corinthians 5:21 to find out about the great exchange – the best trade ever made! Why was Jesus willing to make such an uneven bargain? • Do some research to find out if any local
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		<p>schools, parks, churches, or large buildings are named in memory of someone who made a positive impact on a community. What did they do that was significant? Were there any negative impacts on the community? Consider the importance of respect for a person's name. God considers it important. He even gave us the Second Commandment, which is about respecting His name.</p> <ul style="list-style-type: none"> • A person and his or her name are tied closely together. Create a piece of artwork by writing down your name, the name of a family member, or the name of someone special to you. Outline each letter with a colorful crayon. Then outline that color with a different color. Continue doing this until the page is filled with colorful outlines. Thank God for the special name you have as a baptized Christian! • You are part of a neighborhood or town that is your local community. You are also part of another community that believers in Jesus belong to: the Church. The following poem mentions many aspects of the Church community. <p style="margin-left: 40px;">At my church I hear God's Word. Hymns and prayers are also heard. And the pastor in this place Speaks of Sacraments of grace. Other Christians stand with me. It's my faith community!</p>
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C: Location, Movement and Connections Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 2 - Our Earth School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS2C1. Identify locations of significance in their immediate environment and explain reasons for their location.					
SS2C2. Identify people and places in other locations and explain their importance to the community.					
SS2C3. Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.					



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Outcome: SS2D Regions, Patterns, and Processes All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS2D1. Identify regions in their immediate environment and describe their characteristics and boundaries.</p> <p>SS2D2. Compare their community and region with others.</p> <p>SS2D3. Describe changes in the region over time as well as presently.</p>	<ul style="list-style-type: none"> • Brainstorm characteristics of various types of environments (forest, mountain, desert, coastal) and the elements that are included in them (trees, snow, sand, and water). Divide the class into four groups, and assign each group a specific environment. Have each group make a collage of pictures from magazines and student drawings to represent the assigned environment. Also brainstorm which Bible stories are related to the environments you are discussing (i.e. Mt. Sinai and the giving of the ten commandments). • Fill a brown paper bag with items found in your home environment. This could include things from the interior of your home, the landscape around your home, and even your neighborhood. Look for items that represent the surroundings of where you live, such as a leaf from a tree in the yard or a chip of concrete from the street outside your building. Place the items in bags along with a label telling what it is and from where it came. Compare your items with those in your classmates’ bags. What kinds of things would Jesus have had in a bag from Bible times while living in Nazareth? • Make a chart with four columns labeled “Climate,” “Plant/Animal Life,” “Clothing Worn” and “Housing Features.” Through a class discussion, fill in the columns for at least four types of environments, labeling rows going across “Forest,” “Mountains,” “Desert” and “Coastal.” Talk about how the climate in an environment affects the plant and animal life, which may or may not affect the food you eat there; how it affects the clothing worn, and the



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		<p>type of housing features you would need, such as lots of windows to bring in breezes or thick insulation to keep out cold. God blesses people with the intelligence and abilities to make adaptations necessary for the environment in which they live.</p> <ul style="list-style-type: none"> • Study books about American pioneers traveling west in the 1800s. Many of them had to adapt to the environmental conditions of their new homelands. For example, housing was affected in areas with no trees, resulting in people living in sod houses. Pioneers in desert regions found that homes with thick adobe walls helped them feel cooler in a hot environment. Farmers in western plains areas did not have enough water to grow the corn they had raised farther east and found the climate was better suited for growing wheat. Write a story about what life might have been like living in a house made of sod. Thank God in prayer for the blessings we have today that make life so much easier and more comfortable. • Describe your local region’s environment, particularly the weather, natural resources, and settlement patterns. As you consider the natural, physical environment around you, remember to rely on God’s care and protection in all things. See what Jesus said about the weather, plants, and animals in His Sermon on the Mount. See Matthew 5:45, and 6:25-34. On a weather bulletin or poster, print this verse from Psalm 147:8: “The Lord covers the heavens with clouds; He prepares rain for the earth.” • After studying natural disasters, study a natural disaster in the Bible, such as the great flood (Genesis 7-9). Emphasize the response of faith, trust, and obedience by Noah and his family.
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		<p>Emphasize God’s promise, protection, and love.</p> <ul style="list-style-type: none"> • Discuss how we feel during storms and what we could do. Read the story of Jesus calming the storm in Matthew 8:23-27. Emphasize that the disciples turned to Jesus for help, and Jesus had the power over nature to protect His own. Read Psalm 148 and join with all creation in praising the Lord. • God placed the sign of the rainbow in the sky after the great flood. Make a rainbow on a half circle of paper. Cut small squares (about ½-inch wide) from colored paper strips. Using a paintbrush, spread a line of watered-down glue along the top circular part of your paper. Arrange a row of red paper squares on the glue. Add five more lines of glue and paper squares below the red line in this order: orange, yellow, green, blue, and purple. • Brainstorm a list of conveniences that are the result of technological advances (i.e. microwave meals and cell phones). Discuss how these conveniences can be counted as blessings from God even though they are inventions of man. Set up a timeline in which time is indicated not in years or numbers, but according to when certain people lived. Next, name a specific technology, and see if the children can locate it where it would first appear on the timeline. For example, airplanes would come after the days of the pioneers because airplanes were around even when their grandparents were children. • Visit a retirement home or community where the children can visit with residents. Have the children ask these elders to share experiences from their childhoods, what technologies have come along since then, and how they feel about newer technologies. Upon returning to the classroom, have the children write old-
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		<p>fashioned thank you notes to the residents in appreciation for the help given them. Then send their thanks to the director of the retirement community by means of a newer technology like email or fax.</p> <ul style="list-style-type: none"> • Brainstorm a list of technological resources that aid communication, production, and transportation. Then determine in what ways some of these might have a negative impact on the environment, such as land torn up to build new roads and increasing noise levels around airports. • Make a simple map of your home, labeling each room. Make a list or draw pictures in each room on the map to indicate technologies that are in that room. Which room has the most? Why does the kitchen have so many technological implements? Thank God that He blesses our lives with much more than we really need. His blessings to us are abundant and overflowing. • Ask a longtime resident of the community or member of your congregation to talk to you about how your neighborhood or church has changed over the years. What is the one constant we have in all of this, the one thing that never changes? In Malachi 3:6, God says, “I the LORD do not change.” His love, promises, grace, and mercy continue today just as they have in the past. • Have students draw pictures of rural countryside, suburban residential houses, and tall urban buildings and factories. Point out that as you move from rural to suburban to urban, things tend to gradually get more and more crowded, resulting in a lot of traffic in urban areas, minimal space available, more people per square mile, more noise, and more need for
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		<p>open areas like parks for a change of pace and space. Ask the children in which of the three areas they live. Thank God for the blessings we have in our nation in all three types of areas.</p> <ul style="list-style-type: none"> • Think of a Bible story that fits each category of rural, suburban, and urban. Draw a picture of the setting of each story. A rural example could be Ruth picking grain on Boaz’s farm. A suburban example could be the small town of Nazareth. An urban example could be Rome, where the apostle Paul was traveling when he was shipwrecked. Also think about the story of Baby Jesus, which involves all three types of areas. • Identify patriotic landmarks such as the Statue of Liberty, the Liberty Bell, the Washington Monument, etc. Encourage children to draw pictures of their favorites or ones they have seen. Or use an overhead projector to enlarge and trace simple drawings of famous landmarks, and post them together on a wall or in a hallway, and title it “Avenue of American Landmarks.” Together develop a poem or prayer thanking God for the blessings we have in our country. • Learn about the history and landmarks of our Lutheran Church in America. Write to the Concordia Historical Society in St. Louis, Missouri, or to the Saxon Lutheran Memorial in Frohna, Missouri, or check their websites. A magazine format booklet for children called <i>Who Are You</i> gives historical information about the LCMS. • Celebrate America by creating a class psalm praising and thanking God for blessings received as a country and as Americans. You may want to include the names of national institutions, landmarks, and cities in your area.
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		After completing the psalm, make a large version of it to be posted in the classroom so it can be used in daily worship.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2D: Regions, Patterns and Processes Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 2 - Our Earth s School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS2D1. Identify regions in their immediate environment and describe their characteristics and boundaries.					
SS2D2. Compare their community and region with others.					
SS2D3. Describe changes in the region over time as well as presently.					



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Outcome: SS2E Global Issues and Events All students will describe and explain the causes, consequences, and geographic context of major global issues and events.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS2E1. Locate and describe major world events that are having an impact on their community and explain why they are important to the community.</p>	<ul style="list-style-type: none"> • Prepare a simple interview form to use in asking your family members about your family history. Questions might include: When and how did we become a family? Where did my parents live before we were a family? Has our family always lived in this community? If not, where did we live before we came here? Where did we worship? Where was I born? Where was I baptized? How far back can we trace our family roots? Have we always come from the U.S., or is our family from another country? Share the answers with your classmates, locating the places you mention on a map. • Draw a simple map of the neighborhood around your school. Then develop a second map as part of a class discussion on changes the students would like to see made in the area, such as a bigger playground, more trees, or fewer busy streets. Your completed map would show what the neighborhood would look like with the changes. Talk about if the changes are good or bad. Sometimes change is good, such as when God makes us a new creation by forgiving us and giving us faith (2 Cor. 5:17). One thing we know will never change is the saving grace and mercy of Christ Jesus (Heb. 13:8). • Draw a map of your home and your neighborhood. Draw a second map showing changes you would like to see and evaluate them. Are they needs or wants? Are the changes financially realistic? Is there something you could do to put these changes into effect? Would the changes benefit your



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		<p>whole family or just you? Dreaming for something new and different can be fun, but we must be cautious that it does not turn into coveting. Pray that God would lead us to be content and satisfied with the many blessings we already have.</p> <ul style="list-style-type: none">• Some environmental issues are not man-made such as the great tsunami of December 2004. Some issues are a combination of factors, such as the famine in the Sudan. What can you do to help afflicted people in parts of the world so far away? Begin with prayer that these people would be rescued from earthy calamity. Consider helping with fund-raising projects to relieve the needs of people adversely affected.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E: Global Issues and Events Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 2 - Our Earth School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS2E1. Locate and describe major world events that are having an impact on their community and explain why they are important to the community					



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Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 2 - Unit 3: Our Government

Outcome: SS3A Purposes of Government All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes and assess their effectiveness.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS3A1. Cite examples of government carrying out its legal authority in their local community.</p> <p>SS3A2. Describe consequences of not having rules.</p>	<ul style="list-style-type: none"> • Make a list of people who are in local, state, and national government. List them by title or by name (such as mayor, senator, or specific name). Include this list in your prayers. Write to one or two of these people, encouraging them by saying that you are praying for them. • What does God say to us about leaders who establish and enforce the laws in your community and nation? Read Titus 3:1-2 and 1 Timothy 2:1-3. • A system of parks is one of the many services the government provides. It helps by creating, maintaining, and improving them. List the names of parks in your local community. Locate them on a map. Learn about the diverse types of national parks that are protected and preserved in our nation. In what ways do parks benefit us? Parks often preserve an area as God created it, rather than tearing down trees and paving over plants. Pray for leaders who are wise enough to see the value of setting aside areas for parks. • Sometimes we become so accustomed to God’s blessings and the benefits from our government that we take places for granted, ignoring their value. One of these places may be the public library system. Interview a librarian to find out about other services a library provides besides free use of thousands of books.



		<ul style="list-style-type: none"> • If your family had to build and pay for a highway it wanted to use, how long do you think that highway would be? Would it go all the way to the grocery store? Or would it just go to the end of your block? What if you wanted to travel the highway on vacation to another state? Could you build one and pay for it? This may sound silly, but it reminds us how much more can be done if groups of people put their tax dollars together. More can be done when people work and contribute together for needed services. Who decides how this tax money will be spent? We elect people to government jobs to represent us. We have a say in this matter by how we vote. Take a neighborhood walk, and point out services that are supported by our taxes, such as parks, snow removal, street signs, street cleaning, park benches, sidewalks, landscaping, playground equipment, etc. See where your tax money is going. • Make a poster titled “A Who’s Who List in My Community.” Draw the shape of your state, and place a star on the location of your state capital. Place a circle to show the location of your hometown. Beside or below the state outline, print the word <i>Mayor</i>. List some of the mayor’s responsibilities and draw an arrow from the list to the location of your town on the map. Follow a similar procedure for the governor. Talk about how responsibilities need to be divided up between the two government areas. Ask: How do these people get their jobs? Research their duties on the Internet, through phone interviews, or field trips. Perhaps add other city and state government workers to this poster. • Consider the life of Joseph in the last portion of Genesis. He went from being a nothing in jail
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		<p>to being second in command in Egypt. He had the authority to build large granary buildings and the authority to make people turn over 20 percent of their crops to the government. He had the legal power to do this and used it for the benefit of the people to protect them from the dangers of the coming famine.</p> <ul style="list-style-type: none"> • Make tool kit lists of things that various government workers would need in order to do their job. For example, a mail carrier needs an umbrella, good walking shoes or a postal truck, and bags or boxes. What do a paramedic, police officer, firefighter, and mayor need to do their jobs? What do you need in order to do the work of a witness for Jesus? • Make a chart listing job titles and people who serve at the various levels of the government—national, state, and local. Point out that the LCMS also elects leaders for local, state, and national positions to serve the church body. Each local congregation elects a president or chairman at a voters meeting. Instead of dividing into states, our church body is divided into districts, led by chosen executives. Then point out that the national organization is called a synod, and it has an elected president and several vice presidents that head the synodical organization. Point out that our synod has agreements with other Lutheran synods internationally. These could be compared to allies in the faith, who believe the same truths about the Scriptures. • Display a map of the various nationwide LCMS districts. Note that some districts include several states, and some states have several districts. This is determined by population, the number of congregations in an area. What is the name of the district your congregation is a part of?
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		<p>Since the leaders of our church have important and difficult jobs to do, we need to support, encourage, and pray for them. Write a class prayer for the various church leaders on chart paper. Post the prayer so that it can be used frequently during class prayers. Then write a letter to one or more of our church leaders thanking them for what they do for the church and telling them that you will pray for them.</p> <ul style="list-style-type: none"> • Give examples of people who have used their authority to serve others, like George Washington who refused the suggestion of some people to become king. Instead, he stepped down after two terms as president to set a standard for future presidents. Too often, however, people have misused their authority for their own benefit and to the detriment of the population because of their sinful nature, such as Hitler and Stalin. Discuss characteristics we need to consider when choosing a leader. Look at 1 Samuel 16:1-13 to see how God made such a choice. The Lord did not choose according to who was strongest, handsomest, richest, or tallest, because, “the LORD looks at the heart (v. 7).” • Discuss how in our country people are elected, selected, or hired to help with enforcing the laws as part of our country’s legal system. People will make mistakes, however, intentionally do wrong, and sin. It is better than in some countries where laws are enforced at the will of dictators who use force and fear to get what they want. It is important to be aware of what is happening in our government and to choose leaders who will serve the common good. Consider who enforces the law/rules in your classroom (the teacher). If a rule continues to be disobeyed, to which law enforcer might
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		<p>the teacher send the lawbreaker (the principal). Why would it be difficult for the children in a classroom to become law enforcers? Are there times when a teacher might place a student in charge of other students? What behaviors are needed from the student in charge and from the other members of the group? Why is cooperative learning a term to use when working on group projects?</p>
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A: Purposes of Government Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 3 - Our Government School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS3A1. Cite examples of government carrying out its legal authority in their local community.					
SS3A2. Describe consequences of not having rules.					



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Outcome: SS3B Ideals of American Democracy All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS3B1. Identify aspects of life at school and in the local community that illustrate justice and freedom.</p>	<ul style="list-style-type: none"> • Study the words of the Pledge of Allegiance. Examine the phrase “liberty and justice for all.” Define both of these words and use a thesaurus to find synonyms. These are also concepts used throughout the Bible, such as in Romans 3:21-26. • Along with the American flag, display the Christian flag. Learn the Pledge of Allegiance to the cross. • Work together in groups to cooperatively plan a celebration. Even though Independence Day is in the middle of summer vacation, any time is a good time to celebrate our nation’s freedom. Groups can plan decorations, music, activities, snacks, etc. You could also celebrate another thing that happened on today’s date in American history, or have one large Baptism birthday party celebrating those who have been baptized and those who will be in the years to come. • Display a collection of pictures of patriotic monuments and memorials, including the Washington Monument, the Lincoln Memorial, the Statue of Liberty, Mount Rushmore, and any local patriotic memorials. Talk about what each one is dedicated to, and how when we look at the monument, we also think of the person, event, or concept it represents. Or purchase a patriotic coloring book, trace pictures of the memorials onto plastic overlays and use an overhead projector to enlarge the pictures onto mural paper. Set up the display and sing “God



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		<p>Bless Our Native Land” together.</p> <ul style="list-style-type: none"> • Discuss pictures, symbols, or designs that remind us of something else. Point out that the flag, an eagle, and Uncle Sam remind us of our country. Explain that our national symbols remind us of our rights and liberties as American citizens. Also talk about the Christian symbols you see in your school and church. Walk through the building, identifying symbols and what they stand for. Have each student select a symbol to draw on an individual paper banner or poster. After displaying the banners in the classroom, gather them together to form the pages of a Big Book titled <i>Symbols of Faith and Freedom</i>. • Look in an encyclopedia to find your state symbols. Choose symbols to represent your class and design a class flag. Make pictures of these, label them, and write an explanation for your choice. • Divide the class into six groups, assigning each group one of the six core democratic values: common good, truth, justice, equality, diversity, and rule of the law. Using one sheet of paper per child, list the child’s assigned word or phrase at the top. Tell the children to interview parents, older siblings, other relatives, or neighbors to find out what they know about the word. Allow several days to complete the task, and also allow those being interviewed to either state or write their thoughts. Then gather the reports and read the comments to the whole class, adding your own comments and examples to define the terms, and letting the children add their own thoughts, too. Determine a single definition for each term, and write it on separate sheets of poster paper to display in the classroom. Emphasize that these are not just
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		<p>values for grown-ups or for government leaders. As American citizens, these values need to be a part of each one of the children. Pray together that God would lead each one of them to value and uphold each of these characteristics in their own lives.</p> <ul style="list-style-type: none"> • While studying about the democratic process, create a fictitious candidate for president, and write about what he or she might say in a speech about how he or she intends to live by these six core values. Then compare him or her to Jesus and how He lived, worked, and taught. If Jesus were alive on Earth today, would He be elected president? Why or why not? • As you discuss our constitutional rights, look at the First Amendment as an example. Have these words printed on chart or poster paper. Point out that while this has a lot of big words, we can focus on just a few to understand this important statement. Circle the word religion, and then talk about the importance of freedom of religion in our country. Refer to instances in other countries where people do not have that freedom. Do the same, circling and explaining the following words: speech, the press, peaceable to assemble. For the last of the rights mentioned, circle the word grievances, and explain that we have a right to complain if we feel we have been wronged by the government. Make paper banners celebrating these freedoms and thanking God for the blessings we have in this nation. .
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B: Ideals of American Democracy Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 3 - Our Government				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year:				
SS3B1. Identify aspects of life at school and in the local community that illustrate justice and freedom.	Dates Taught (month/day/initials):				



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Outcome: SS3C Democracy in Action All students will describe the political and legal processes created to make decisions, seek consensus, and resolve conflicts in a free society.

<p>Grade Level Content Expectations (GLCEs)</p> <p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>Michigan Benchmarks</p> <p>SS3C1. Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.</p>	<p>Integrating the Faith (I.F.)</p> <ul style="list-style-type: none"> • When conflicts arise, you can work through it remembering A-B-C-D. A: Ask, “What is the problem?” B: Brainstorm ways to resolve it. C: Choose a solution. D: Don’t forget forgiveness. Make a chart showing the A-B-C-D plan. Role-play situations where this could be used. The role-play is actually rehearsing or practice time so that you will know how to use the plan and have experience using it when conflict arises.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3C: Democracy in Action Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 3 - Our Government				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year: _____				
SS3C1. Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.	Dates Taught (month/day/initials):				



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Outcome: SS3D American Government and Politics All students will explain how American governmental institutions at the local, state, and federal levels provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS3D1. Identify rules at school and in the local community and consider consequences for breaking rules.</p> <p>SS3D2. Describe fair ways for groups to make decisions.</p> <p>SS3D3. Describe ways that individuals influence each other.</p>	<ul style="list-style-type: none"> • Use the dictionary to define the word <i>family</i>. Share other ideas about what makes a family a family. Generate definitions for family in a broader context (i.e. school family, church family, etc.) Using these definitions, help children understand that family is a gift from God, the provision He has made for the love and care of His own dear children. Emphasize that we are made a part of the family of God through Jesus Christ, and we become members of His family and the holy Christian Church in Baptism and by faith in His Word. • Draw a picture of your immediate family (usually mother, father, and siblings, but can include anyone living in the household). Then make a chart with a column for each family member. Under each family member’s name, make a list of jobs he or she does for the good of the family. Share your pictures and charts with other class members. Realize that though the families may vary greatly in size or members, all families are to love and care for each other and accomplish what needs to be done for the well-being of the entire family. • How would you feel if someone gave you a toy that was broken? If you have a toy collection for people in need, think about how they might feel if they received broken toys. Be sure to repair and clean up your donated toys before you give them away. • How would you feel about wearing someone else’s shoes? You might not like it, but for



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		<p>some children the alternative is to walk barefoot over rocks and through mud. These children would be glad to wear the shoes you no longer use, so don't throw them away. Polish or clean them up so they look good for someone else.</p> <ul style="list-style-type: none"> • Consider setting up a different type of collection every other month or more often as an ongoing effort to have compassion for and assist people in need. On a large sheet of paper, draw a simple outline of a person, and after a collection has been completed, draw the item, like shoes on the feet or books in the hands of this figure. At the end of the year, add a big smile to his or her face. • Sometimes the “least of these” about whom Jesus spoke is the new kid in class, a lonely neighbor, or a stressed-out parent. Sometimes it is simply someone who needs a friend. Look at the parable of the Good Samaritan. Think of ways to be a friend to someone in your classroom or house. In a time of silent prayer, ask God to reveal ways in which you might be a friend to this person and to give you the power and courage to help. Pray for God’s help to be a helper. • Invite leaders from your church to talk about the ways they work to help people in need. Consider ways you can help. Perhaps when you bring your offering envelope to church worship services on Sunday you could also bring a food offering to give to the poor. Perhaps when bell ringers are collecting money at Christmas for those in need, you could carry extra dimes or quarters with you so that you always have something to give to those who give their time to collect money for those in need. • Discuss the history of fire departments in America. A house fire might be too much for
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		<p>one family to put out by themselves, so volunteer groups would organize to get together. Ben Franklin encouraged the development of full-time professional fire-fighting agencies. In some communities, people had to pay in advance for this help, and firefighters would only help those who paid up. City governments stepped in and used tax money to supply this protection to all people. Once again, people working together accomplished common goals. Discuss other things that tax money is used for that we could not accomplish individually. For example the LCMS has a system of ten universities and two seminaries. It operates a publishing house, and it has a world-wide system of missions and missionaries. All of this would be difficult, if not impossible, for a congregation to do by itself. But by working together, we can accomplish great things through the blessings of Jesus.</p> <ul style="list-style-type: none"> • Invite the pastor to explain the liturgies or other procedures that are used in connection with Baptisms, confirmations, wedding, and funerals. Why would a funeral be considered a celebration? Each of these events in the church is usually accompanied by a certificate. Ask your parents if they have stored away any of these certificates. If so, find out what Bible verses are listed on them. What is the Bible verse on your Baptism certificate? Make a banner, print the Bible verse on it, and hang it in your room as a reminder of your Baptism. • Find out about any special events that are unique to your community. Check with your chamber of commerce and tourist information bureau. Do you have a local hero or prominent citizen? Is there someone famous who came
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		<p>from your hometown? Do you celebrate certain products raised or made locally with an event such as a strawberry festival or artist fair? Is there a prominent business or immigrant group that is recognized at a tractor pull, Swedish festival, or other activity? Have you ever participated or how could you participate in the future? Thank God for the diversity of people and blessings around us.</p> <ul style="list-style-type: none"> • What special events are unique to your school? Do you celebrate Grandparents Day? Lutheran Schools Week? The Anniversary of your school? Can you think of new celebrations you could help generate? Find out what education was like when Jesus went to school. What ways was it the same and different than your school? • Families also have celebrations and traditions that are unique to their individual family. Discuss how children in your class and their families celebrate birthdays. What ways do you celebrate Christmas that are unique to your family? Read about a special event that Jesus and His family celebrated when He was 12 years old (Luke 2:41-52). • Learn about the country of origin of some of our Christmas carols. Which Christmas customs do you have that originate from another ethnic group:? Which Christmas customs of others would you like to incorporate into your celebrations? • Make a chart using words, pictures, and artifacts that are unique to several cultures in the broad areas of food, clothing, music, instruments, and so on. Compare how the cultures are alike and different. Notice how the culture of origin affects many areas of life. Then consider how being a Christian affects all areas of our lives. Being a Christian is a spiritual, religious matter,
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		<p>but because our faith affects all that we are and do, it is also a cultural matter, affecting our daily lives, as seen in 1 Cor. 10:31.</p> <ul style="list-style-type: none"> • Service projects are a good way to involve children in taking responsibility for a need or cause. Even a church or school cleanup day can provide opportunities to demonstrate responsibility in serving for others. Talk about the joy that such work can bring. Introducing children to the concept of serving others at an early age helps them to understand it as responsibility wrapped in reward, rather than a chore. Galatians 5:13 says, “Through love serve one another.” • One activity that seems to invite disrespect of differences in children is choosing teams for games. A simple way to avoid this is to choose a month’s worth of teams. Divide the children into groups of two. Give each pair one class list, and tell them they will be team captains. Each pair of captains is to cut apart the class list into strips and alternate choosing people for their teams. Each captain will compile a stack of name slips. Then each captain is to place the names of his or her team members in an envelope and write his or her name on the front of the envelope. Paper clip the two team envelopes of each pair together. When you play a game, announce the two captains and then read their team lists in random order. As you do this, emphasize the Christian values of acceptance, compassion, and gentleness. • Invite local businesspeople who are members of your congregation into the classroom. Ask these guests to describe how learning to work with others in school was a benefit to them in the workplace. Ask them to share examples of how it has been important to respect the differences
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		<p>he or she has with coworkers in order to work cooperatively to accomplish something. Ask them in what ways they have been able to witness their faith in the workplace.</p> <ul style="list-style-type: none"> • Introduce scenarios derived from stories in the news, periodicals, or children’s literature in which someone must make a choice whether or not to be honest. Before revealing what the person did, ask children to brainstorm possible options the person had. Discuss why people sometimes choose to be dishonest to protect themselves, to hide guilt, for personal gain, or to save face. Look at some of the great dishonesties in the Bible: Jacob, Potiphar’s wife, Ananias and Sapphira, and Peter. We have all spoken lies. But that isn’t the end of the story. God calls us to repentance. That means He wants us to admit we have sinned, be sorry about it, receive Jesus’ forgiveness, be led by Him to turn from our sin, and live a new life in Christ. • Try this activity to demonstrate responsibility and accountability. Have each student list three jobs he or she will do at home, such as make the bed, set the table, and brush his or her teeth. When the task is finished, the child is to get a parent’s signature that it was accomplished. The next job is to return the paper to the teacher the next day. Have an accounting of the returned slips, but do not name names. Count off the slips that were returned with three signatures. This number will indicate the number of minutes that will be allowed for extra recess time. Point out that in a totally accountable situation, those not returning slips and those without three signatures would not get extra recess. But you will show grace to all. Explain that grace is undeserved love, and the
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		ultimate example of grace is the undeserved love we have from Jesus, who by grace gives us forgiveness, life, and salvation. That is much better than a few extra minutes of recess!
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3D: American Government and Politics Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 3 - Our Government School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS3D1. Identify rules at school and in the local community and consider consequences for breaking rules.					
SS3D2. Describe fair ways for groups to make decisions.					
SS3D3. Describe ways that individuals influence each other.					



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Outcome: SS3E American Government and World Affairs All students will understand how the world is organized politically, the formation of American foreign policy, and the roles the United States plays in the international arena.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS3E1. Distinguish between events in this country and events abroad.</p> <p>SS3E2. Recognize that events in other countries can affect Americans.</p>	<ul style="list-style-type: none"> • Throw a “Service Appreciation Party” for those students, parents, and groups that provide services to the school, such as PTL, Environmental Club, scouts, janitors, secretaries, volunteer librarians, cafeteria help, and those that do the landscaping. Invite the students, parents, and groups that provide school services to speak to the children about their work. Photograph each service provider for a thank-you bulletin board. Also discuss ways that you can be of service to others in your school, church, home, and community. As Acts 20:35 says, “Remember the words of the Lord Jesus, how He Himself said, ‘It is more blessed to give than to receive.’” • In the story of the Good Samaritan, Jesus teaches us about compassion for all people, especially for people from a different nation. Jesus tells us that our neighbor is not just those who live nearby, but that our neighbors are anyone who needs our help. Look at recent headlines and identify people in other countries who need help. Do you see stories about people who are suffering from natural disasters, wars, disease, or hunger? What can we do to help them, not only making their world a better place to live, but making our worldview better also? Learn about international agencies that provide help, relief, and support for people in ways that we ourselves might not be able to. Learn about the mission and relief organizations of the LCMS, and support them with your donations. You might not be able to carry medicine or food



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		<p>to someone living on the other side of the world, but you can help someone else who is able to do this job. Remember to take it to the Lord in prayer!</p> <ul style="list-style-type: none"> • Refer to the international Olympic games as a context for a world event with a (hopefully) positive impact. Note that the Olympics happen on even number years, alternating winter and summer games. Talk about how God wants us to keep our bodies physically strong and healthy, using the talents and abilities He has given us wisely. Discuss the fact that different people have different abilities and level of ability, and we should respect those differences as God-given blessings. Set up a classroom fitness program of stretching, aerobics, and balance activities, and then have a mini-Olympics with events that the class has selected. Hold a medal ceremony, recognizing each individual as a participant with God-given talents.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3E: American Government and World Affairs Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 3 - Our Government				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year:				
SS3E1. Distinguish between events in this country and events abroad.					
SS3E2. Recognize that events in other countries can affect Americans.					



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Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 2 - Unit 4: Working in Our Community

Outcome: SS4A Individual and Household Choices

All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services, and affect the economic well-being of individuals and society.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---.00.html</p>	<p>SS4A1. Identify ways families produce and consume goods and services.</p> <p>SS4A2. List ways that individuals can conserve limited resources.</p>	<ul style="list-style-type: none"> • To help children distinguish between goods and services, print ordinary daily needs of a family and/or community on slips of paper, and place them in a box or bag. For example: the car won't start, the baby has a cold, etc. Have the children draw a slip of paper from the box and tell whether the person will need goods or services to meet that need. Point out that some of the needs were actually wants but could still be met with goods or services. Then note that God takes care of our ultimate needs – the need for forgiveness, life, and salvation. Philippians 4:19 says, “My God will supply every need of yours according to His riches sin glory in Christ Jesus.” • Cut out newspaper or magazine clippings of business advertisements. Divide them into two groups, depending on whether they are selling goods or services. Tape these to two posters, one entitled “Goods” and the other entitled “Services.” Add to this over the next few days. Thank God for blessing us with people who have such a wide variety of talents for producing goods and services to meet our wants and needs. Thank God also for the many ways He blesses our lives, and provides for us. Read Psalm 145:15-17 together. • Make a set of word cards listing consumer groups (i.e. businesspeople, parents, children,



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		<p>etc.) and another set of word cards listing producers (i.e. Crunchy Cookie Company, ABC Nutritious Foods, etc.) Match product/producer with the consumer group most likely to be interested in it. In what way might producers change their advertising strategies in order to appeal to a different consumer group? Point out that some advertising strategies are not always honest, and we as consumers need to be aware of this and pray for guidance in making wise consumer choices.</p> <ul style="list-style-type: none"> • Hold a snack sale at school. Solicit donations of snack items from auxiliary organizations, bake and package cookies or bars, and package popcorn in plastic bags. Invite the children of the school to purchase the snacks for a minimum cost (\$0.05 to \$0.25) and decide how the money profit will be spent. Discuss the activity when it's over, and make a list of producers and consumers. Talk about any differences that are seen in the items purchased by different groups of consumers. Were all the transactions handled ethically and fairly, as God would have us do? Thank God for guiding the activity and blessing its outcome. • Make a two-column chart comparing how food is produced today with how food was produced in Bible times. Point out that the thing that makes the biggest difference is technology. Farmers today drive tractors; farmers long had to walk the fields. Fresh produce is shipped around the world in refrigerated vehicles today; long ago people could only have local fresh produce since it was difficult to preserve fresh items for any length of time. Also compare the differences in consumption of food items between then and now. Today we buy packaged, canned, and frozen foods from
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		<p>grocery stores that get food from processing plants; long ago food had to be grown, gathered, or purchased at a local market from someone else who had physically gathered it. We store food in refrigerators at home today; back then, dehydrating or salting foods were the only methods of preserving it. Today we fix food in microwaves and on George Foreman grills; back then, people had to prepare food over either an open fire or a fire in an adobe oven. As we make these comparisons, we can see how blessed we are today and thank God for the good gifts He pours into our lives.</p> <ul style="list-style-type: none"> • All of our resources are a gift from God, and He asks us to be good stewards of His gifts. Read the parable of the talents in Matthew 25:14-29. Discuss the idea of stewardship and that God wants us to use our money wisely. Draw a circle chart, and divide it into three sections. Label the sections “Spend,” “Save,” and “Give.” This is a good plan for the money we receive. Talk about the implications and value of each section. Draw another circle chart with half of it labeled “Spend,” and sliver of it showing about 10 percent labeled “Give,” and the rest labeled “Save.” Point out that the standard in the Bible is to give a tithe, which is one in ten dollars or 10 percent. From this chart, you can see that is a small amount to give away to church or charities, yet people often fail to give even that small amount. Look at how much is left for yourself. Remember that what you save is also for you, but for a future time. Look at the example of Zacchaeus after he came to faith in Jesus in Luke 19:8. He was so happy to be a child of God that he gave away half of all he owned.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A: Individual and Household Choices Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 4 - Working in our Community School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS4A1. Identify ways families produce and consume goods and services.					
SS4A2. List ways that individuals can conserve limited resources.					



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Outcome: SS4B Business Choices All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS4B1. Connect economic needs with businesses that meet them.</p> <p>SS4B2. Select a particular good or service and describe the types of resources necessary to produce and distribute it.</p>	<ul style="list-style-type: none"> • Invite parents of students to visit the class to provide information about the work they do. You could host a job-a-thon afternoon, but it might be more effective and easier to schedule if you have just one or two visitors a day over a period of time. Encourage the parents to talk about what they do on a daily basis, what they like about their work, and realistically, what they don't like. Prepare for the visits by talking about the variety of types of jobs: some people make or build or repair things, others are in service careers, some are involved in technology and others with health, some work to inform others, and so on. Emphasize that we need people in these many different occupations; if everyone was a doctor, who would process our food? If everyone built highways, who would be the clerk at a store? We thank God that people have different talents and different ways of serving. Read Romans 12:6-8 to hear about some of the blessings God gives that we may use to be of service to others. • Create a classroom book entitled <i>Growing Up in the Lord</i>. Each child is to write a paragraph on the theme "What I want to be when I grow up." The paragraph should include a plan for accomplishing the goal and how this job/career will benefit others. Consider that students have a job right now – going to school is a job! Students are actually in training for future careers because most jobs require some skills in reading and most require some skills in math. Pray together that God will bless all students' work in school now and their future work when



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		<p>they are adults.</p> <ul style="list-style-type: none"> • Another job you have right now as a child is to serve the Lord and His people. All have been called to be Christ's disciples. Read what 2 Corinthians 9:12-15 says about our life of service in Christ. Then consider professional church workers who make this their full-time career. Invite your pastor, principal, and other church workers to talk about their chosen career. Also invite those who serve the church in a volunteer capacity. • List types of work people do to earn a living; match these tasks with the goods and services provided. Also look at some of the occupations mentioned in the Bible. Compare and contrast Cain, a farmer who worked the land, and Abel, a shepherd who took care of sheep. Contrast Jacob and Esau, Jesus, and Joseph, the fisherman disciples with Paul, etc. • Problems develop when there is an imbalance of supply and demand. For example, our country has a high demand for oil, but our natural supply is not large enough to meet the demand. Therefore, we import oil from other places. Because of the high demand, oil importers can also set high prices for a commodity that many people want. Imbalances can lead to price gouging, shortages, and other concerns. In troublesome situations, we learn to rely on God to sustain us. We can pray about these matters, but we need to rely on His will and timing. He doesn't say He will give us whatever we want, but He does help in a way He knows is best and at the time that is best. A biblical example of high demand during a time of shortages is found in Genesis 41-43. There was a great famine. The sons of Jacob had money but no food, so they were willing to travel a long way and pay a
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		<p>high price to get what they needed. God provided for their needs and the needs of many others through Joseph. Through God's guidance, Joseph had previously instituted a plan to store up food during good harvest years in order to supply the demand in the years of famine that God said were to come. Pray that God would lead us to be wise and save up from our abundance to provide for any time of scarcity that might arise.</p> <ul style="list-style-type: none"> • Sometimes the problem is not a lack of supply, but a lack of demand. That is why so many companies spend a lot on marketing and advertising – to create a demand. An interesting approach to increasing demand happened in America in the mid-nineteenth century. Railroads were built across the country to reach the West and people living in California and Oregon Territories. But along the way there were few towns with people who wanted to purchase items to carry on the trains. There were many offers made of free or cheap land to bring in settlers who would also become consumers of the products that the trains carried. The increase in population also brought an increase of demand, and thereby, profits for producers and transportation companies. This may sound like a good deal for all, but the land was not theirs to give or take away. The land was inhabited by the American Indians, who were often displaced and abused as the market economy encroached and took over their territory. It is important to look at our history with honesty; recognizing when injustices have occurred and asking God to lead us to grow as His people, forgiving our sins and strengthening our faith. • Invite several parents to bring breadmakers and
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		<p>bread mix to your classroom first thing in the morning after your bread of life devotions. Divide the children into groups to prepare the bread mix and pour it into the breadmakers. Discuss the seed, the kernel and chaff, grinding flour, and then the baking process. Have the bread bake during the school day. Later in the afternoon before closing prayer, eat the bread, adding butter and jelly. Thank God for physical bread and spiritual bread – Jesus!</p> <p>Enlist the help of several parents in setting out a display of different types of bread for the children to sample. Try to include types of bread from other countries, perhaps identifying the site of origin on a map. In addition to common types such as wheat, rye, and pumpernickel, also include dessert breads, and breads of different textures such as tortillas, bagels, pitas, and so on. Thank God for the abundant blessings we have that not only fulfill our needs with basics like bread, but which also fulfill our wants such as plenty of clothes, toys, electronic devices, and so on.</p> <ul style="list-style-type: none"> • Make a special type of book called <i>Thank You, God</i>. Use art foam to make sturdy, colorful covers. Print the title on the cover using a marking pen. The covers should be at least a half-inch larger than the size of a plastic zipper bag. Place several zipper bags, bottom side to the left, between the art foam covers. Staple the covers and bags together on the left side. Place pictures of things for which you give thanks to God inside the bag. These pictures can be photos, drawings, clippings from magazines, or actual portions of the packaging of items. As you work on this project, think of all the people involved in the production process to get the item to you. Thank God for these people, and
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		ask for blessings on their lives too
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B: Business Choices Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 4 - Working in our Community School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS4B1. Connect economic needs with businesses that meet them.					
SS4B2. Select a particular good or service and describe the types of resources necessary to produce and distribute it.					



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Outcome: SS4C Role of Government All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS4C1. Describe a good or service provided by the local government and the method of payment.</p> <p>SS4C2. Identify the goods and services their school provides and the people who provide them.</p> <p>SS4C3. Identify an unmet local economic need and propose a plan to meet it.</p>	<ul style="list-style-type: none"> • Have a “Techno Day” in which each student may bring a toy, recording device, or some other favorite thing that involves modern technology. These can be presented as a display or in a show and tell manner. Set up guidelines, such as having parental permission to bring the object, not using it in an inappropriate time and not touching objects without owner’s permission. Discuss the importance of respect. No one should say degrading things about someone else’s item, and no one should make comparisons that his or her item is better than someone else’s or that someone else’s is for little kids. As the Bible tells us, we are not to tear people down, but encourage one another and build each other up. • Make a list of the services provided by our government through our taxes. Emphasize that by putting our tax money together as a community or nationwide, more can be accomplished than through individual efforts. Read Matthew 22:15-22, where Jesus tells us to support our government through taxes and support our church through offerings. • One of the government services is public education. Discuss why you go to a Christian school instead. What is the purpose of your school and what impact does it have on your life? If possible, read the mission statement from your school’s handbook. Look at a listing of Lutheran schools in your area and nationwide in <i>The Lutheran Annual</i>. • Identify people who provide governmental services in your community. Identify them by



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		<p>job title, name, and perhaps even the uniform that they wear. If possible, invite a variety of community helpers to your classroom to talk about their jobs. Write thank-you cards to these people, telling them that you appreciate their services and pray that God will bless them. Extend your discussion beyond the community, identifying helpers in your state and nationwide.</p> <ul style="list-style-type: none"> • Interview your pastor, teacher, principal, DCE, music director, or others who serve the congregation. Find out about their training, where they went to college, what a typical day is like, what an untypical day is like, what the challenges are, and what the joys of their work are. Show your appreciation with thank you cards today, but also express your support and appreciation whenever you see them. Keep them continually in your prayers.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4C: Role of Government Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 4 - Working in our Community School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS4C1. Describe a good or service provided by the local government and the method of payment.					
SS4C2. Identify the goods and services their school provides and the people who provide them.					
SS4C3. Identify an unmet local economic need and propose a plan to meet it.					



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Outcome: SS4D Economic systems All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS4D1. Identify examples of markets they experience in their daily life.</p> <p>SS4D2. Distinguish between producers and consumers in a market economy.</p> <p>SS4D3. Describe how the choices they make impact business decisions.</p>	<ul style="list-style-type: none"> • Point out that when dealing with goods and services you must determine <i>what, how, and for whom</i> they will be produced. Pretend that the second graders will be producing certain goods. Have the children help you fill out several charts about different items. Print “Goods” at the top of the chart. Next, draw three arrows from the title to a listing of the three economic questions. Below each question give an answer. For example, the “what” might be grape jelly sandwiches, the “how” might be that everyone will make one at home tonight, and the “for whom” could be as a treat for the first graders. Or you might want to think big, charting automobiles made in a factory to be sold to their parents. Also make charts regarding services, which could be anything from helping bring in the groceries to looking for a lost puppy. As a concluding activity, chart the service that Jesus did: What – saved people from their sins, How – by dying on the cross as our substitute to take away our sins, For Whom – His salvation is offered to the whole world. • Make several charts of goods, services, and the three economic questions (What? How? For whom?), but have one of the answers on each chart be a silly answer. Talk about the answer that doesn’t make sense, why it is nonsense, and what would be a better answer. For example, you might have What – sand, How – sealed in a bottle, For Whom – people living in a desert. The first answer doesn’t make sense. People in a desert don’t need more sand, but water sealed



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		<p>in a bottle would meet their need.</p> <ul style="list-style-type: none"> • Use the following activity to further distinguish between goods and services and to build the vocabulary of the students. First, ask questions or riddles about people who produce goods, and then print their answers on the board. For example, ask: What do you call a person who bakes and sells bread? (Baker) What do you call a person who sews and sells men's clothing? (Tailor) What do you call a person who sells perfume in a department store? (Clerk) Do the same type of questioning for people who sell services, saying: What do you call a person who cuts and shampoos your hair? (Hair stylist) What do you call a person who repairs your car? (Mechanic) What do you call a person who fixes your kitchen sink? (Plumber) Because of our economy's emphasis on services, you may want to ask more questions in that category. Conclude by asking: What do you call the person who saves us from our sin? (Savior) What did this cost us? (It cost us nothing, but it cost Jesus His own body and blood, His very life.) • Use the phone book to find out about the producers and sellers of goods and services in your community. Close your eyes, open the directory, and place a finger on an ad. Open your eyes, read the name of the company, and tell what it does. Then decide if it produces goods, services, or both. Pray for the safety of the workers involved in production, and ask God to bless their work. • Write the word <i>product</i> vertically on the chalkboard. Have children give words that are products to purchase that begin with each letter of the word. Behind each product, list who might be a consumer of the product.
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		<ul style="list-style-type: none"> • We do not purchase things from God; He freely gives them to us as blessings, both physical and spiritual gifts. Write the word <i>blessing</i> vertically on the chalkboard, listing gifts from God that begin with each letter. Instead of writing a consumer after each gift, print the words <i>Thank You</i>. • The marketplace is where buyers and sellers come together. What other names might we use for this? (Shops, stores, the mall) Pretend that you are a producer. Choose a type of goods that you would sell. Then make a poster advertising the product, clearly stating why people should buy it. Sometimes advertising does not tell the truth, exaggerates the quality or need, defames another producer's product, takes advantage of a consumer, or charges an unfair price. These matters are not only unethical, but they also should not be a part of lives as Christians. As you design your ad, be honest and fair. We can see how Jesus felt about unfair practices in Matt 21:12-13 where He chased money exchangers and salesmen out of the temple, calling them robbers and thieves. • When Jesus cleared out the temple, He was not objecting to marketplaces but to using God's house, the temple, as a marketplace. The Bible tells us about a Christian woman who was a producer of purple cloth that was most likely sold in the marketplace of her town that was called Philippi. Read the story of Lydia in Acts 16:11-15. Note that Lydia not only sold goods to others, she also told good – the Good News of the Gospel of Jesus Christ – to her family and friends. • Set up a classroom market that might be similar to biblical times. Discuss items that people could bring such as flat bread, cheese, grapes,
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		<p>fig cookies, and salad greens with olive oil. Other items for purchase could be cloth headbands, paper and string sandals, woven baskets, and so on. Each item can be laid out on a blanket or table for purchase. Make coins that can be spent for purchases. Every student should have opportunities as seller and buyer.</p> <ul style="list-style-type: none"> • Discuss marketplaces the students have experienced. What was the biggest one? The smallest? The most unusual? The closest one? The one their family goes to most often? Give each child an imaginary budget. Ask each to make a grocery list of items he or she would like to serve at a birthday party. As a homework assignment, have each work with his or her parents to attach prices to each item based either on a visit to a store, a look at newspaper ads, or the best recollection of the parents about prices. How did they do with their budget? Did they want to buy too many things? Did they want to purchase things that were too expensive? Or did they have money left over? Also, consider what amount of the budget should be set aside for the Lord's offering. • Each student should bring to class some type of purchased goods in a paper bag. Take turns identifying what is in each bag. Each person is to state the marketplace where the object was purchased, and then classmates may ask a predetermined number of questions to guess what is in the bag. Then consider people who do not have the finances to go to a marketplace to purchase good; what can we do as children of God to share our blessings with others who are in need? • Can you identify other kinds of money in addition to gold and silver coins? Discuss the
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		<p>fact that money cannot buy everything. Martin Luther, in 1517, spoke against a monk named John Tetzel, who sold indulgences to buy forgiveness. Why is it impossible to buy forgiveness? Why did John Tetzel try to sell forgiveness? There truly was an exchange made for our forgiveness, but it was not made by us. Read about the great exchange in 2 Corinthians 5:21.</p> <ul style="list-style-type: none"> • Look at some of the stories in the Bible that make references to money: the widow's offering in Luke 21:1-4, the lost coin in Luke 15:8-10, the Good Samaritan in Luke 10:25-37, and Mary anoints Jesus in Mark 14:1-9. • Discuss incentives, marketing strategies, and promotions and how they influence economic activity. Students will probably be aware of some of the things that influence their parents' decisions at the grocery store, such as discounts, coupons, and buy-one-get-one-free promotions. Point out that these incentives are not always wise. For example, it is not wise shopping to buy something you don't like just because it was cheap; some discounts are made on things priced so high to begin with that even the discount price is not a bargain; and though it is usually cheaper to buy things in a bigger size, you must check carefully, because something double in size may have more than double the price. Pray that God will lead us to be wise shoppers who discern value and use good stewardship with the money God blesses us with. • Children are also subject to marketing strategies. Point out that whenever a blockbuster children's movie comes out, it is accompanied with all sorts of products, such as toys, books, and clothing, resulting in economic
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		<p>incentives – to both see the movie and to buy the stuff. Discuss the television ads during children’s programs that make wants seem like necessities. Then consider the promotions at fast-food places that encourage children to purchase their hamburgers so that they can get “free” toys. Again, we can go to God in prayer, asking Him to give us wisdom and discernment and to help us control our wants so that we use our money wisely and for His glory.</p> <ul style="list-style-type: none"> • As you study the concepts of needs and wants, how money assists in exchange, and economic incentives, use Psalm 23 to study how our Lord promised to take care of all our wants and needs (physical, emotional, social, spiritual). Psalm 23 gives word pictures of God’s care and promises. Draw a large picture of each word of promise. Then print the accompanying verse from Psalm 23, and gather the pictures into a class Big Book. • As a class, trace the origins of a box of cereal or some other common good, beginning with the natural resources needed to produce it. Make a flow-chart to show how one step leads to another until the finished product is available. Thank God for the simplest blessings we enjoy, even a box of cereal, which really isn’t so simple after all. • Make a list of natural resources created by God that are used by man to produce goods, such as trees, oil, and land. Under each of these, make a list of products that are produced using these resources. Trees, for example, provide wood for building, pulp for paper, fruit for eating, and cellulose for products like cellophane tape. Oil has by-products used for fuel, to aid the functioning of machinery, for making plastics and polyester cloth, and much more. God
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		<p>created people to be innovative and resourceful. Thank God for the ingenuity of those who found a way to use the gifts of God’s creation to make our lives better.</p> <ul style="list-style-type: none">• Make a trifold Big Book by folding a sheet of poster paper into three equal sections. On the cover of the book print the title “Three Types of Resources.” Open the book so that all three sections can be seen. Have students add words and pictures to identify the resources. Title the first page (section), “Human Resources,” and attach drawings of people such as doctors, farmers, teachers, factory workers, taxi drivers, and so on. Title the second section “Natural Resources,” and attach drawings of items such as sand, trees, vegetables, cattle, and iron beams. Title the third section “Capital Resources,” and attach drawings of things people use to trade or barter, such as money, property, or gems. On the back page, print a statement of thanks to God and a prayer, asking Him to guide us to use all three types of resources wisely. Include a page of information about all the people who worked on the book.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4D: Economic systems Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 4 - Working in our Community School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS4D1. Identify examples of markets they experience in their daily life.					
SS4D2. Distinguish between producers and consumers in a market economy.					
SS4D3. Describe how the choices they make impact business decisions.					



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Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 2 - Unit 5: Citizens in our Community

Outcome: SS4E Trade All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---.00.html</p>	<p>SS4E1. Recognize economic exchanges in which they participate.</p> <p>SS4E2. Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.</p>	<ul style="list-style-type: none"> • American Indians called their corn, bean, and pumpkin crops the “three sisters” because all three could be grown in the same space, making food use of the available land. The corn would grow tall, the bean vines would wind around the cornstalks, and the pumpkins would lie on the ground. They taught this technique to early settlers in America, along with burying fish as fertilizer to make the planted seeds grow well. This guidance saved many settlers from starvation. Draw a picture of a field in which the “three sisters” are growing and ready for harvest. Thank God in prayer for the people of various cultures and places who are a blessing to our lives. • We depend on farmers to raise the food we need. Farmers depend on natural resources that God created. Basically, we all depend on God! That is what the Bible tells us in Psalm 145:15-16. Use these words as your prayer of Thanksgiving. • Give an opinion: What do you think about killing animals for their skin or fur as the early trappers and traders did? Is this contrary to God’s command to care for the creation? Consider that God gives creation to us to use, but He wants us to use it wisely! Note that even God made clothing out of animal skins for Adam and Eve. Animal skins are used to make leather, but any good thing can also be misused



		<p>and abused. It is wrong if animal products are obtained in an inhumane way that makes animals suffer. It is wrong if it is wasteful or leads to depletion of the species. In today's world, there are so many alternative sources that look just as good, such as faux leather, which is fake or man-made. These are all factors to consider as we use the blessings God gives to us.</p> <ul style="list-style-type: none"> • Our Earth is filled with many natural resources that we need in our daily life. However, you will not usually find all the needed resources in one location. It is necessary to import (bring in) resources from other areas. Look at a map of the United States, noting the resources that need to be shipped from one area to another. For example, if you are living in Illinois, you will find locally grown fruits and vegetables, like apples and lettuce. But you will probably also eat oranges from Florida, carrots from California, and seafood from Maine, while these areas are likely to need the wheat and corn grown in your state. • An example of one source providing most of the natural resources needed is the American buffalo, which provided for the needs of the American Indians living on the Central Plains. Research how the Indians used each part including: the hide, meat, grease, horns, bones, stomach, and intestines. The American Indians were so dependent on this source that the demise of the buffalo from sixty million at the beginning of the 19th Century to only one thousand at the end of the century (because of settlers, hunters, explorers, and railroads changing the way of life or killing off the buffalo) also meant the demise of the way of life of the Plains Indians. This more than
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		<p>anything defeated their lifestyle, leading them to give in when forced onto reservations. We can look at these events from an economic and historical standpoint, but as Christian people we also want to look with honesty and compassion on the unjust treatment of the American Indians, realizing that though we have a great and wonderful nation, it is not perfect and has made grave mistakes. Pray that God will forgive our sins, lead us to learn from the mistakes of the past, and follow His will and ways of ways in the future.</p> <ul style="list-style-type: none"> • Bartering is trading or exchanging goods and was the earliest form of trade. But it continues today, sometimes on a large scale. Children are often very familiar with the bartering process, particularly when it comes to exchanging baseball cards or whatever fictional character card is current. Discuss how a trade is somewhat like a compromise. When people are able to cooperate and compromise in an honest way, it pleases God and we honor him. • Compare the value of pennies, nickels, dimes, and bills of one, five, ten, twenty, fifty, and one hundred dollars. Display nine sheets of poster paper with a coin or dollar value printed at the top. Throughout the week the teacher and students are to add words or pictures (from catalogs, magazine, and newspaper ads) of things that cost an equivalent value (or close to it). What can you buy for a penny? What can you buy for \$5? For \$100? There are some things that we call priceless. That means they are so valuable you can't put a price tag on them, and you wouldn't want to sell them. What types of things might that include? • Examine U.S. currency. Find out who and what are pictured on the various coins and bills.
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		<p>What is so significant about that person, thing, or event in our history that we want to honor them on our currency? Note that our currency also says, “In God We Trust.” Though it may say this, often the money is not used to honor God, and often people misplace their trust, trusting in the money more than in God to meet their needs. This is breaking the First Commandment, because God is to be trusted above all others. In what ways can we use our money to honor God?</p> <ul style="list-style-type: none"> • Make a list of ways that goods are transported around the country and the world. Make a classroom display of models of vehicles that transport cargo. Suggest that children check through their toy box at home, or the toy box of a sibling, or borrow from a neighbor’s or friend’s toy box. One of the earliest forms of mass transport was by boat; that is why so many towns, as commerce centers, grew up by harbors and along waterways. In time, as other vehicles were built, other types of transport also became important. Consider how cargo was transported in Bible times. How did Rebekah transport her goods when she moved from Mesopotamia to the land of Isaac, her future husband? See Genesis 24:61-64. What happened to the cargo of goods being transported on the ship that apostle Paul was sailing on? See Acts 27:13-18. • Transporting people is actually a service. List several types of transportation (in addition to cars, include subways, taxis, etc.) Then take a survey to see how many of the children have ridden on each type of transport. Graph the results. What unusual way was the apostle Paul himself transported in Acts 9:23-25? Why?
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4E: Trade Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/Unit 4 - Working in our Community				
Michigan Standards, Benchmarks or Grade Level Content Expectations (The italicized indicates the one used)	School Year: _____ Dates Taught (month/day/initials): _____				
SS4E1. Recognize economic exchanges in which they participate.					
SS4E2. Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services					



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Outcome: SS5A Information Processing All students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and time lines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS5A1. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.</p> <p>SS5A2. Acquire information from observation of the local environment.</p> <p>SS5A3. Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.</p>	<ul style="list-style-type: none"> • Hold up a globe, explaining that this represents the world, the landmasses, and bodies of water on it. If possible, show a photo of the Earth taken by astronauts from outer space. Emphasize that God created the Earth, from top to bottom, from north to south, as the Scriptures say in Psalm 89:11-12. Continue to hold up a globe and note that God not only created the world, He also saved the world from sin through the death and resurrection of Jesus Christ. Read John 3:16 and Psalm 103:12. • Draw a rectangle on the board and label it with the cardinal directions. Remember: north and south are top and bottom. East and west are side to side. A map represents the Earth, much like a globe, except for one big problem – the Earth is not flat! To understand why that is a problem, peel a round orange in one piece, and press the peel flat. What happens? Do you end up with a rectangular box shape? No! So what do mapmakers do with the extra empty space? They stretch out the land area or simply fill in the space. This distorts the most northern and southern areas. Why doesn't that bother most people? Most people do not live in those areas anyway. God's world is a place of wonder wherever you may be! • Look at the places where people live on Earth. Locate and identify the main landmasses—the continents of North and South America, Europe, Asia, Africa, and Australia. Why are these areas important? 1 Timothy 2:4 says that God “desires all people to be saved and to come to



		<p>the knowledge of the truth.” What can we do to share this Good News with people all over the world? Plan a special way you can help missionaries get the materials they need in their important work.</p> <ul style="list-style-type: none"> • Play a game of Simon Says in which labels mark the directions in the classroom (north, south, east, and west). The leader must refer to these when giving directions for the participants to move. Say for example, “Take two steps east,” or “Jump three steps north.” When you stop to rest, sing together, “God Is With Me.” • Together create a map of your classroom using symbols to indicate features of the room. Explain those symbols to indicate features of the room. Explain those symbols in a box titled “Legend.” Then go to your church sanctuary, observe the various features, and together create a map with a legend. • On a large sheet of paper, draw a simple map of the Holy Land. Locate where familiar Bible stories took place, and together determine a symbol to be drawn at the location and in the legend that represents this story. For example, Jesus is born (a manger at Bethlehem) , the great catch of fish (a sailboat on the sea of Galilee). • Create a map and legend of your bedroom at home. Along with the bedroom maps of your classmates, display the map on a bulletin board titled, “Thank You God, for Our Homes and Rooms.” • Grid a section of the floor in your classroom or gym using masking tape; or make a grid outdoors using chalk on a playground blacktop area. Use sticky notes to designate and label the vertical lines with letters and horizontal lines with numbers. Discuss with the students how
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		<p>specific locations can be identified using a letter and number combination. Now play Find the Teacher, a version of Where's Waldo. The teacher moved to a certain location on the grid while the students identify the teacher's location using the simple letter-number grid system. Refer to the Bible story of the coming of the Wise Men. How did they find the child? What directional tools did they use?</p> <ul style="list-style-type: none"> • Study a globe, noting that the vertical and horizontal lines that form a grid are used to identify locations. The lines are called longitude (running from north to south, top to bottom) and latitude (running east to west). Use modeling clay to make an Earth shape. Trace the Earth's grid system by using a pencil to etch in lines of longitude and latitude. Make small flags, placing back-to-back circle stickers at one end of a toothpick, to identify several locations. Label a flag "North Pole" and another one "South Pole," and place them at the top and bottom of your clay globe. Label another flag "Equator" and place it on the line that circles the middle of the Earth like a belt. Now label a flag "U.S." and place it somewhere that is about halfway between the North Pole and the equator. Now draw a cross on another flag and place it on the other side of the world from the U.S. to indicate approximately where Jesus died on the cross for us. Even though the Bible events of Jesus' death and resurrection took place on the other side of the world, what He did affects the whole world and people everywhere. Praise God! • Use a nine-block grid to tell the story of the Good Samaritan. Have students follow your example, making their own maps. The geographic context of this story is significant.
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		<p>Have children color section B1 green. This is Galilee, where Jesus and many of the disciples lived. Explain that in Jesus' time people in Galilee often wanted to go to Judea to get to the temple in Jerusalem to worship. Color B3 green to indicate where Judea is located. Point out that the problem was that Samaria was located between Galilee and Judea. The Samaritans were often considered foreigners and were shunned by the Jews for not living by strict Jewish laws. Color B2, Samaria, red. Often people would go out of their way to the east to avoid walking through Samaria. That meant they had to travel through the desert, which was rough, slow traveling. Color C1, C2, and C3 tan or brown to indicate the desert. Why wouldn't they travel to the east? That's where the Mediterranean Sea is located. Color A1, A2, and A3 blue to indicate water. In Jesus' story, the priest and Levite must have been in a very big hurry if they traveled through Samaria rather than through the desert. Also point out that the one person who stopped to help was one of the shunned and disliked persons from Samaria. What lesson was Jesus trying to teach us in this story?</p> <table border="1" data-bbox="1367 984 1892 1344"> <tr> <td data-bbox="1367 984 1535 1105">A1 Great Sea</td> <td data-bbox="1535 984 1724 1105">B1 Galilee</td> <td data-bbox="1724 984 1892 1105">C1 The Desert</td> </tr> <tr> <td data-bbox="1367 1105 1535 1227">A2 Great Sea</td> <td data-bbox="1535 1105 1724 1227">B2 Samaria</td> <td data-bbox="1724 1105 1892 1227">C2 The Desert</td> </tr> <tr> <td data-bbox="1367 1227 1535 1344">A3 Great Sea</td> <td data-bbox="1535 1227 1724 1344">B3 Judea</td> <td data-bbox="1724 1227 1892 1344">C3 The Desert</td> </tr> </table>	A1 Great Sea	B1 Galilee	C1 The Desert	A2 Great Sea	B2 Samaria	C2 The Desert	A3 Great Sea	B3 Judea	C3 The Desert
A1 Great Sea	B1 Galilee	C1 The Desert									
A2 Great Sea	B2 Samaria	C2 The Desert									
A3 Great Sea	B3 Judea	C3 The Desert									



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		<ul style="list-style-type: none"> • Demonstrate global hemispheres using two cantaloupes. Find the bellybutton where the fruit was attached to the plant and call that the North Pole. Cut the cantaloupe in half at the “Equator.” Explain that the top half is the Northern Hemisphere. The bottom half is the Southern Hemisphere. Now look at a globe. Explain that the Equator is an imaginary line that separates the Earth into two halves. Show where our country is located, and ask if it is in the Northern Hemisphere or Southern Hemisphere. Now take the other cantaloupe and identify the North and South poles. Cut it in half from top to bottom. Hold up the halves side by side and explain that this gives you the east and west halves or Eastern and Western Hemispheres. Now look at a globe with the Western Hemisphere facing the children. Point out that the Western Hemisphere contains North America, South America, and most of the two oceans: the Atlantic and Pacific. Those oceans separate us from the lands of the Eastern hemisphere. Ask: In which hemisphere is God? He is everywhere. See Psalm 139:7-10. The oceans separate the Eastern and Western hemispheres. What can separate us from God? Nothing can. See Romans 8:38-39. • Review some of the locations you have learned so far by inserting new terms in the song “He’s Got the Whole World in His Hands.” Possibilities are “He’s Got the [Northern, Southern, Easter, Western] Hemisphere in His Hands”; “He’s Got the North and South Poles in His Hands”; “He’s Got the People at the Equator in His Hands.” Identify each location on a globe before you sing about God’s loving care for that part of the Earth and the people who live there.
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		<ul style="list-style-type: none"> • Have a three-part project in which families can be involved. Point out that there are many different ways we can learn about a place or geographic location. One way is by asking questions and listening to answers, which is interviewing someone. Have children interview family members to find out where their parents, grandparents, or distant ancestors lived when they were children, and report this to the class. The next part of the project involves seeing. Have children with family help find drawings or photos of where their parents, grandparents, or distant ancestors lived. Put these carefully on display for the class to see. The third part of the project involves reading either print or electronic media. Children can bring a story, book, or printout about the place where those family members lived. By now you should have quite a bit of data about those locations. Then look on a map to find Nazareth, where Jesus lived as a child. Read from the Bible (Luke 2:52) about His years growing up. • With your parents' help, mark an X on a map of North America every place that you have traveled to on a vacation or for any other purpose. Remember that wherever you go, Jesus is with you. Sing "I'm with You" and "You are by My Side." • A lot of information can be gathered from an interview. In the Bible, we have a story where a man named Nicodemus had many questions. Here is Jesus' answer to one of them: "God so loved the world, that whoever believes in Him should not perish but have eternal life." (John 3:16). What questions would you like to ask Jesus? • Make a list of general landforms and types of bodies of water. Then try to associate a Bible
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		<p>story with the items on the list (i.e. mountain [Mt. Sinai where Moses received the Ten Commandments], valley [the valley of the shadow of death where God is still with us], sea [the Sea of Galilee where Jesus stopped a storm], river [the Jordan River that the Israelite people crossed on dry land to enter the Promised Land]).</p> <ul style="list-style-type: none"> • With classmates, sit or stand in a circle to play this game. Begin by singing the chorus to “He’s Got the Whole World in His Hands.” Then, gently toss a beach ball globe from one to another, back and forth across the circle or from one person to the next around the circle, while singing the song. As the chorus ends, the person who has the ball in his or her hands will stop passing the ball in his or her hands will stop passing the ball and name two landforms and/or bodies of water that his or her hands are touching on the globe. Then the song will continue using those locations for the next verse’s content. For example, when the chorus ends, if your hands are covering the Indian Ocean and the southeastern United States on the globe, the verse could continue, “He’s got oceans and peninsulas in His Hands.” You might choose to name continents, countries, states, or cities as well. • On a large sheet of mural paper, develop a map of your community together. Point out that a map could just list locations of streets. But your map will take this a step further, including physical features (rivers, trees, etc.) and human features (buildings, bridges, etc.). Decide on symbols that will indicate these features, and then begin. Be sure to include your church and school. Join in singing about visiting various locations in the song “God’s Care.”
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		<ul style="list-style-type: none"> • Make your own map of your community or neighborhood. Instead of simply adding symbols to represent important features, add real items. For example, attach sandpaper where there is a beach, add leaves to represent trees, wad up and glue down blue tissue paper to represent a fountain or stream, place a small flag to indicate a government building, or add a small pocket cross to show where your church is. What other interesting items can you use as symbols on your map? Learn the song “God Is With Me” which states, “When I am at church, at school, at home, I know I will never be alone. God will always be watching over me.” Can you make a new stanza by changing the locations “church,” “school,” and “home” to other places in your community? • Graph the home environment of the student in your class. First, explain that you will be gathering the data by asking them questions to see how many live in a single-family home, how many live in an apartment, and how many live in a mobile home. Before collecting the data, point out that there are advantages to living in each one of these environments. Parents make a choice about which of the advantages are most important for their situation. For example, a single-family home is just your family, and you are separated from your neighbors. You have to do, or hire, your own repair work and yard work. Some people prefer apartments because you do not have to do repair and yard work. Some people prefer a mobile home because it is not as costly, so you can use more of your money for other purposes. Try to help the children see positives about wherever they live. Place the data on a bar graph. Then thank God in prayer for the homes
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		<p>we live in and for parents who make the decisions and pay the bills.</p> <ul style="list-style-type: none"> • Get information from your friends to place in a graph. Find out how many places each child has lived in his or her lifetime. Make a bar graph showing how many people have lived in one place the whole time. Also graph how many people have lived in two, three, four, or more places so far. Where would you put Jesus on the graph? As a child, He lived in three different places. He was born in Bethlehem, He and His family lived in Egypt for a few years to escape wicked King Herod, and then He spent most of His growing-up years in Nazareth. • Draw a simplified timeline that has the birth of Jesus as the center point. Explain that years are marked off either as before or after that most important event in history. Why is Jesus the most important? Point out that the years before Jesus was born are called BC for “before Christ.” Years since then are called AD for the Latin words <i>Anno Domini</i>, which mean “the year of our Lord.” Ask: What year AD is it right now? Mark off every five hundred years on the timeline up to the number two thousand. Put an arrow at both ends to show that the timeline is not complete. Today is a few years after AD 2000 and people like Noah and Abraham lived before 2000 BC. • Make a pictorial timeline on transportation. Look in reference books to find pictures of various types of transportation, make a drawing of those pictures, and place them on the timeline where they first occur. During the years before Christ and at the time when He walked the Earth, for example, transportation was very basic, so pictures could show feet walking, a horse or donkey, a sailboat, and a chariot. You
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		<p>will find most of the changes in transportation have occurred in the last two hundred years. Therefore, one end of the timeline will be more crowded than the rest of it.</p> <ul style="list-style-type: none"> • Consider making timelines like the transportation one mentioned above but based on means of communication and on preparing food. You will find similar results, with most of the changes occurring in the last two hundred years. • Offer thanks to God in prayer for those people throughout history who have invented and designed technologies to improve and change our way of life. These people dreamed of an easier way of doing things and followed those dreams with hard work and perseverance to make them a reality. We thank God for the blessings that resulted. • Make a historical map of the life of Jesus. Draw a simple map of the land of Israel with the Mediterranean Sea on the left and the Sea of Galilee connected by the Jordan River to the Dead Sea on the right. Draw a star to represent the location of Bethlehem, where Jesus was born. Draw a stick figure of a boy to represent Nazareth, where Jesus grew up. Draw a cross to represent Jerusalem, where Jesus died on the cross and arose on Easter to save us from sin, death, and the power of the devil. • Mapmakers or cartographers in the Middle Ages often placed Jerusalem at the center of the map, focusing attention on past significance (Bible times) and current significance (the Crusades). Today you will often find maps in our country that place North America at the center because that is our point of view and we look at other countries in relation to where we are. Make a map of your church sanctuary. What do you
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		<p>want to place at the center or other prominent position (such as the top) to emphasize its major significance? (perhaps an altar with Jesus on a cross – although some churches place the baptismal font in a central position)</p>
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Objective 5A: Information Processing Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 5 - Citizens in our Community School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS5A1. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.					
SS5A2. Acquire information from observation of the local environment.					
SS5A3. Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.					



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Outcome: SS5B Conducting Investigations

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---.00.html</p>	<p>SS5B1. Pose a question about life in their school or local community.</p> <p>SS5B2. Gather and analyze information in order to answer the question posed.</p> <p>SS5B3. Construct an answer to the question posed and support their answer with evidence.</p> <p>SS5B3. Construct an answer to the question posed and support their answer with evidence.</p>	<ul style="list-style-type: none"> • Develop a question concerning the local community, research it, gather and analyze information, and present the findings to answer the question. Research questions such as the following: What can we do in second grade to help the environment and protect the Earth God gave us? What conservation and recycling projects are ongoing in our community and state? Help children find this information by calling City Hall or using the Internet. Invite appropriate representatives working on these projects to your classroom for a question/answer interview session. Ask them to bring handouts. Invite several representatives from local waste management businesses to share what they do to help the environment. They might know current disposal and recycling laws and can help raise children’s awareness of what actually happens to trash, landfills, and so on. Conclude by having each child make a book about what your community does to preserve God’s Earth. Include a praise prayer for God’s creation!



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5B: Conducting Investigations Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 5 - Citizens in our Community School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS5B1. Pose a question about life in their school or local community.					
SS5B2. Gather and analyze information in order to answer the question posed.					
SS5B3. Construct an answer to the question posed and support their answer with evidence.					
SS5B3. Construct an answer to the question posed and support their answer with evidence.					



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Outcome: SS5C Identifying and Analyzing Issues

All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS5C1. Pose a question about matters of public concern that they have encountered in school or in the local community.</p> <p>SS5C2. Compare their own viewpoint about the matter raised with that of another individual.</p>	<ul style="list-style-type: none">• Use authentic situations in the classroom and on the playground to make this concept meaningful to the students. One situation that might arise over the course of the school year is the planning of a class party or celebration (such as a Christmas party or one hundredth day of school celebration). Discuss different ideas students have and how each has merit. Then decide how to avoid conflict by cooperating, compromising, and working together for the common good. Explain each of those terms, and identify examples of how the students worked together on the project. As Christians, it's important to practice these skills because it is God's will that His children get along and work in harmony with each other. As the Bible says in Ephesians 4:29, "Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear," and in 1 Thessaonians 5:11, "Therefore encourage each other and build one another up, just as you are doing."• Prior to an open house or special guest day in your classroom, outline as a group what needs to be accomplished to be ready for the visitors. Make a list of these things and ask for volunteers to accomplish each of the tasks. There might be some conflict about who will do what. Discuss ways to cooperate so that everyone takes responsibility and all the jobs get done. Pray about the situation, asking for



		<p>God's help in resolving problems and that His will might be accomplished.</p> <ul style="list-style-type: none"> • Discuss whether or not children perceive the processes used by their family to resolve conflict to be fair. Most of the children will recognize an occasion when a younger brother "never had to help" or an older sister "got to do what she wanted," or Mom or Dad, "never listened to my side." Point out that as a family goes through changes, processes within the family will likely change too. This is part of God's plan. When we are children, the expectation is that we will act, speak, and think like children. But when we grow up, expectations change. There will be changes because of individual needs, differences in ages, and progressive expectations as one grows up. Central to all this is what God tells us in 2 Peter 3:18, "Grow in the grace and knowledge of our Lord and Savior Jesus Christ."
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5C: Identifying and Analyzing Issues Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 5 - Citizens in our Community School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS5C1. Pose a question about matters of public concern that they have encountered in school or in the local community.					
SS5C2. Compare their own viewpoint about the matter raised with that of another individual.					



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Outcome: SS5D Group Discussion

All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html	SSD1. Engage each other in conversations about issues pertaining to governing their school.	



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5D: Group Discussion Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 5 - Citizens in our Community				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year:				
S5D1. Engage each other in conversations about issues pertaining to governing their school.	Dates Taught (month/day/initials):				



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Outcome: SS5E Persuasive Writing

All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS5E1. Compose brief statements expressing a decision on an issue in the school or local community.</p>	<ul style="list-style-type: none">• Look at two Bible stories about the children of Israel waiting to cross the Jordan River to go into the Promised Land. See Deut. 1:19-40 and Joshua 1 and 3. In both instances, they faced the same decision. The first time, they reacted with grumbling and complaining; the consequence was that they spent forty more years wandering in the desert. The second time, when the same decision was faced, they trusted God and praised Him for His guiding hand; the consequence was that God miraculously led them across a flooding river to a land of promise and blessing.• Make word webs to depict scenarios (listed inside a circle), two possible decisions (with two arrows pointing to circles that list the decisions), and the consequences of each (with arrows from the decisions to the circles listing consequences). A possible scenario (center circle) is that it starts to rain just as you get in the car to go to watch a football game. One decision is to go back in the house to get a rain poncho or umbrella, and the consequence is that you stay dry but miss the first few minutes of the game. Another decision is to not bother getting the rain gear, and the consequence is that you get to the game on time, but get soaked with rain, get sick, catch a cold, and miss the entire next game. Pray together for God's guidance and forgiveness in all that you do.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5E: Persuasive Writing Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 5 - Citizens in our Community School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS5E1. Compose brief statements expressing a decision on an issue in the school or local community.					



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Outcome: SS5F Responsible Personal Conduct

All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS5F1. Help to determine, interpret and enforce school rules.</p> <p>SS5F2. Participate in projects designed to help others in their local community.</p>	<ul style="list-style-type: none">• Matthew 20:16 says, “So the last will be first and the first last.” Mark 9:35 says, “If anyone would be first, he must be last of all and servant of all.” Is this fair? What is Jesus trying to tell us? Jesus is showing that God’s ways are different from the ways of the world. Jesus turns things upside down! The world says, “Take what you can get,” but Jesus says, “Love your neighbor as yourself.” The Beatitudes in Matthew 5 also show God’s way of turning things around from what the world considers fair and just. As Scripture tells us in 1 Corinthians 1:20, “Has not God made foolish the wisdom of the world?” That is why in matters of conflict, compromise, conciliation, and cooperation we look to God alone for answers.• Describe situations that need to be resolved. Use puppets (like Jenna and Jake, available from Concordia Publishing House) to demonstrate two possible endings for each situation. Talk about which ending follows God’s way and God’s will.• Discuss this comment that is sometimes heard (especially after a national election): “I’m not going to vote next time because I didn’t get what I wanted.” This person has the expectation that a vote must result in doing what he or she wants. Though this person appears to want to force his or her lone opinion on many others, he or she needs to learn to accept the will of the majority. Or consider the scenario



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		<p>where there is a classroom vote on which game to play at recess, and the person who lost the vote refuses to play because he didn't get his way. This is a very selfish attitude. The point of voting is to make a decision agreeable with the most number of people. Pray that God will lead us to act selflessly, showing consideration of others and respecting their wishes rather than demanding our own.</p> <ul style="list-style-type: none"> • Influencing others can be done in positive or negative ways. Identify some negative ways (i.e. coercion, bribes, threats). These methods are against God's ways and are often illegal according to state or national laws. Identify positive ways to influence others (i.e. rewards, logic, open discussion, friendship). Point out that we are called to influence others to know Jesus as their Savior. The method we are to use is the truth of the Gospel. There have been times in world history when people have tried to use coercion to make people become Christians (such as the Spanish Inquisition, the efforts of early explorers to demand that native people become Christian to avoid death, and instances of holy wars over religion conflicts). This is not God's way at all. It is a disgrace to use God's name as an excuse to harm others. The best and only method is through the Holy Spirit working through God's Word. David said in 1 Samuel 17:47, "The battle is the Lord's," and His way is a way of peace, forgiveness, and blessing. • Play a game involving two teams who will toss a rubber ball back and forth over a net (or dividing line). Meet with the teams separately, giving two different sets of rules. Tell Team A that the goal is to keep the ball from hitting the floor on their own side, but every time the ball hits the floor on the other side, Team A gets a
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		<p>point. Then talk to Team B, telling them that the goal is to let the ball hit the floor. They will get a point every time the ball hits the ground on their own side. When returning the ball, they should throw it so softly that the other team can't help but catch it. After a few tries, stop the game and explain why the rules weren't working (since both teams thought they got a point when the ball hit the ground on Team B's side). Rules and laws are important to have order and fairness, but they need to be good rules and fair to all. God has given us rules for our own good. Discuss the Ten Commandments. Are there consequences for breaking these laws? Of course! Romans 6:23 says, "For the wages of sin is death." The problem is not the rules; the problem is with us and our disobedience of a good thing – God's Law. But God steps in to save us. He sent Jesus to suffer the consequences of our sin on the cross. Jesus is our substitute and took our place when He died for us. The consequence of what Jesus did is also found in Romans 6:23, which says, "But the free gift of God is eternal life in Christ Jesus our Lord."</p> <ul style="list-style-type: none"> • When God gave Moses the Ten Commandments, He not only shared rules, but He also protected the rights of the people and made them responsible to each other and Himself. Involve children in establishing rules and/or guidelines for the classroom. Ask each of the students to write two or three rules by which all should abide and list at least two rights which will be protected by these (such as a right to an education and a right to be free from inflicted harm). Compile these and share the results in class. It is likely that many will write similar rules and rights to be protected.
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		<p>Discuss what responsibilities have to do with rules and rights.</p> <ul style="list-style-type: none"> • Accountability goes hand in hand with responsibility. Discuss how students will be held accountable for the responsibilities of citizenship in the classroom. To whom will they be accountable? Are there rights that go along with accountability? How is accountability different from consequences? Encourage children to ask God to guide their ways, direct their decision making, and forgive their mistakes as they grow up in Jesus and learn to live as his child. • Walking in the halls, washing hands after using the restrooms, and keeping hand, feet, and all other objects to yourself are a few of the rules most schools have established for health and safety reasons. Have the children make miniposters on 9x12 inch sheets of construction paper stating and illustrating rules like these. Do these rules have any connection with God's will? • Invite a patrol boy, hall monitor, or school secretary to come in and review the school rules. Ask the students where the rules came from and list them on the chalkboard. Also discuss how the rules help the students at school. • Suggest using the democratic process, where students vote their choice, and make a new rule that's fun for everyone. For example, propose a new rule that everyone must wear blue on Tuesday. Relate this process to local government and community authority. • Include in the discussion the responsibility of setting a good example for others (younger or older). In 2 Corinthians 6:3, Paul did not want to bring any dishonor to God and therefore
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		<p>spoke of the importance of “put[ting] no obstacle in anyone’s way.” By setting an example through an exemplary life, Paul hoped that his ministry would not be deterred by his own actions. A perfect life for Paul and us, however, is sure to falter because we are sinners. So we rely on the forgiving grace of God and the empowering work of the Holy Spirit in us through the Word. Only in this way can we be led to show respect to others by carrying out our responsibilities in an appropriate way.</p> <ul style="list-style-type: none"> • Give examples of community rules and the consequences for breaking them. For example, leaving a car in a no parking zone results in the car being towed away as well as getting an expensive charge to have the car released. Littering in a public park usually has a fine of a specified amount to be paid. Make three columns on the board and list (1) classroom rules and their consequences, (2) school rules and their consequences, and (3) rules at home and their consequences. How can you deal in a Christian way with a rule or consequence that you think is unfair? (Discuss the concern with the person in authority. If the option is given, vote on changes to the rule and accept the majority opinion. Pray that God will grant you peace and understanding about the situation.) • Role-play a situation involving making rules, establishing consequences, and then carrying out judgments about them. Consider also the example of Jesus on trial. Was He treated fairly? (Note the lying witnesses.) Did He justly obey the laws? (Yes, He did no wrong.) Did His enemies obey the law? (No, Pilate washed his hands of the matter, even though he knew Jesus had done no wrong.? Was the
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		<p>consequence fair? (No, Jesus did not deserve to die, but He willingly suffered the consequence for us.) What was Jesus’ reaction to the unjust people? (He forgave them.)</p> <ul style="list-style-type: none"> • Point out that in addition to teachers and the principal, there are many other people who help with the functioning of your school and the programs it offers. Give examples of the kinds of things volunteers do; mention them by name. Also note the people who have a job working for the school, such as the secretary, custodian, and cafeteria workers. All of these people perform necessary services. Thank God for these people in prayer, asking Him to bless them for their kindnesses. Also thank these people, volunteer and paid service workers, with a friendly greeting and thank-you note. • Throw a “Service Appreciation Party” for those students, parents, and groups that provide services to the school, such as PTL, Environmental Club, scouts, janitors, secretaries, volunteer librarians, cafeteria help, and those that do the landscaping. Invite the students, parents, and groups that provide school services to speak to the children about their work. Photograph each service provider for a thank-you bulletin board. Also discuss ways that you can be of service to others in your school, church, home, and community. As Acts 20:35 says, “Remember the words of the Lord Jesus, how He Himself said, ‘It is more blessed to give than to receive.’” • We’ve learned a lot about community helpers who serve us. Now think about what we can do to serve others. Plan a service project that involves more than collecting money or collecting articles of clothing, and so on. Plan a project that takes real work. For example, if
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		<p>you collect toys, provide materials so the students can repair them. If you collect books to give away, spend time cleaning up the pages, erasing pencil marks, taping torn pages, and using bookbinding tape where needed. If you are collecting clothing, make sure it is cleaned, and then wrap the items in fresh tissue paper and place them in bags. If you collect food, sort the items into various categories before boxing them up. Add messages about the love and salvation of Jesus on colorful tags.</p> <ul style="list-style-type: none"> • The service projects in the left section are really about providing goods to someone. What kind of service project could you be involved in where you are actually doing a service for someone? Plan several service projects you can do for your family. This usually involves getting a helping hand. Print your ideas on pieces of paper on which you have traced your hand, and cut out the shape. Perhaps you can help your dad clean the garage, give your grandpa a backrub, or put nail polish on your sister's toes. Brainstorm a list of possibilities, and then choose from this list. Give your helping hand to serve others in your family. • What does the Bible say about serving others? Galatians 5:13 says, "Through love serve one another." Joshua 24:18 says, "We also will serve the Lord." And in Matthew 25, Jesus tells us that when we serve others, it is the same as serving him. What a privilege, then, it is to serve! And the best example of all is Jesus Himself, for as the Bible tells us in Matthew 20:29, "The Son of Man [Jesus] came not to be served but to serve, and to give His life as a ransom for many."
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5F: Responsible Personal Conduct Teacher Name: _____ Grade Level 2	Curricular Area: Social Studies/ Unit 5 - Citizens in our Community School Year:				
Michigan Standards, <i>Benchmarks</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS5F1. Help to determine, interpret and enforce school rules.					
SS5F2. Participate in projects designed to help others in their local community.					



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