

# HISTORY/SOCIAL SCIENCE

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**Curriculum Standard One: The students will describe the rights and individual responsibilities of citizenship.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will understand the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (smaller elected group makes the rules).</p> <p>*2. The students will learn and develop the elements of fair play and good sportsmanship, respect for rights and opinions of others, and respect for rules by which we live, including the meaning of “The Golden Rule.”</p>	<p>A. Can the students identify two types of democracy and apply this information through participation in the classroom and school elections?</p> <p>A. Can the students demonstrate elements of fair play and good sportsmanship?</p> <p>B. Can the students develop respect for others and live by “The Golden Rule?”</p>	<ul style="list-style-type: none"> <li>• The students will develop a list of rules for the classroom by describing appropriate behavior.</li> <li>• The students will vote for student council representatives.</li> <li>• The students will role play situations and react to “what is right.”</li> <li>• The students will participate in physical activities outdoors to develop and to practice good sportsmanship.</li> <li>• The students will role play situations which demonstrate reasons for rules and how to show respect for others.</li> </ul>

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**Curriculum Standard Two: The students will compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will use maps and globes to locate their community, state, country, seven continents, and four oceans.</p>	<p>A. Can the students use a map and a globe to find absolute and relative locations?</p>	<ul style="list-style-type: none"> <li>• The students will draw maps of the classroom, bedroom, and school.</li> <li>• The students will create a mural of the community.</li> <li>• The students will use maps and globes to point to given locations.</li> </ul>
<p>2. The students will compare the information from a three-dimensional model to a picture of the same location, as well as construct a simple map using cardinal directions and map symbols.</p>	<p>A. Can the students find locations on globes and maps using cardinal directions and map symbols?</p>	<ul style="list-style-type: none"> <li>• The students will transfer information from a model to a map including cardinal directions and map symbols.</li> </ul>
<p>3. The students will construct a simple map using cardinal directions and map symbols.</p>	<p>A. Can the students construct a simple map?</p>	<ul style="list-style-type: none"> <li>• Given an outline map of California, the students will glue map symbols in the proper places and indicate cardinal directions.</li> </ul>
<p>*4. The students will describe how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation.</p>	<p>A. Can the students describe how location, weather, and physical environments affect the way people live?</p>	<ul style="list-style-type: none"> <li>• The students will compare and classify a variety of people and their way of life based on location, weather, clothing, shelter, transportation, and recreation.</li> <li>• The students will illustrate different types of shelter.</li> <li>• The students will make food from a variety of locations.</li> </ul>

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**Curriculum Standard Three: The students will know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
*1. The students will recite the Pledge of Allegiance and learn patriotic songs.	A. Can the students recite from memory the Pledge of Allegiance?	<ul style="list-style-type: none"> <li>• The students will recite the Pledge of Allegiance daily.</li> <li>• The students will sing patriotic songs.</li> </ul>
*2. The students will identify reasons for national holidays and heroism and achievements associated with them.	A. Can the students explain reasons for national holidays and the heroes and achievements of the people associated with them?	<ul style="list-style-type: none"> <li>• The students will retell important events in the lives of Martin Luther King, Jr., President Lincoln, President Washington, etc.</li> </ul>
3. The students will explain the people and events associated with American symbols, landmarks, and essential documents, such as the flag, the bald eagle, the Statute of Liberty, the United States Constitution, and the Declaration of Independence.	A. Can the students explain the people and events associated with American symbols, landmarks, and essential documents?	<ul style="list-style-type: none"> <li>• The students will replicate by cut and paste of the American flag using stars and stripes from construction paper.</li> <li>• The students will create his/her own picture books on the United States symbols and emblems.</li> <li>• The students will illustrate the Statue of Liberty.</li> <li>• The students will compare the need for school rules with the need for government rules (i.e., the United States Constitution).</li> </ul>

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**Curriculum Standard Four: The students will compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will understand the structure of schools and communities in the past.	A. Can the students compare and contrast the structure of schools in the community past and present?	<ul style="list-style-type: none"> <li>• The students will visit Rhoades School.</li> <li>• The students will complete a Venn diagram comparing and contrasting schools and community past and present.</li> </ul>
2. The students will know methods of transportation of earlier days.	A. Can the students identify transportation methods of earlier days?	<ul style="list-style-type: none"> <li>• The students will draw pictures of early transportation methods.</li> <li>• The students will design or draw futuristic methods of transportation.</li> </ul>
*3. The students will understand similarities and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore.	A. Can the students identify similarities and differences in life-styles of present and past generations?	<ul style="list-style-type: none"> <li>• The students will illustrate pictures of workplaces, homes, and dress of generations past.</li> <li>• The students will participate in games of past generations, such as "kick the can" and "cat's cradle", etc.</li> <li>• The students will create a bulletin board depicting the similarities and differences of the past and present.</li> <li>• The students will construct a timeline including similarities and differences in past and present generation's work, dress, manners, stories, games, and festivals.</li> </ul>

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<b>Curriculum Standard Five: The students will describe the human characteristics of familiar places and the varied backgrounds of American citizens.</b>		
<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>*1. The students will understand and appreciate the ways in which they are part of the community, sharing principles, goals, and traditions despite their ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population.</p>	<p>A. Can the students identify varied ancestry of their school and community and illustrate an effective community of a diverse population?</p>	<ul style="list-style-type: none"> <li>• The students will identify countries of origin of ancestry on a class map.</li> <li>• The students will orally report on family traditions.</li> <li>• The students will participate in a food celebration from countries around the world.</li> </ul>
<p>2. The students will understand the difficulties, successes, and ways in which American Indian and immigrant populations have helped define Californian and American culture.</p>	<p>A. Can the students describe influences of American Indian and immigrant populations of Californian and American history?</p>	<ul style="list-style-type: none"> <li>• The students will retell stories about American Indians that have been read to them by the teacher.</li> <li>• The students will create a class mural of immigrant populations and their contributions to our present society.</li> <li>• The students will learn word origins from American Indian languages which are commonly used today (i.e., succotash, tomato, teepee).</li> </ul>
<p>3. The students will describe and discuss the comparisons of the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures drawing from folklore.</p>	<p>A. Can the students identify and describe beliefs, customs, ceremonies, and traditions of varied American cultures?</p>	<ul style="list-style-type: none"> <li>• The students will participate in readings of a variety of folklore from many cultures.</li> <li>• The students will discuss and role play social practices of varied cultures.</li> <li>• The students will create their own book of cultures.</li> <li>• The students will successfully participate in December celebrations of different cultures.</li> </ul>

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**Curriculum Standard Six: The students will understand basic economic concepts and the role of individual choice in a free-market economy.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will understand the concept of exchange and the use of money to purchase goods and services.</p> <p>2. The students will understand the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home.</p>	<p>A. Can the students demonstrate the ability to use token money to purchase goods and services?</p> <p>A. Can the students describe specific responsibilities of people who manufacture, transport, market goods and services, and work in the home?</p>	<ul style="list-style-type: none"> <li>• The students will earn and spend classroom token money weekly.</li> <li>• The students will participate in fulfilling classroom jobs in exchange for token money.</li> <li>• The students will visit a local grocery store.</li> <li>• The students will interview a worker and diagram their contribution to the economy.</li> <li>• The students will sequence the process of taking an agricultural product to the market (e.g., peanut to farm to a jar of peanut butter in the grocery store).</li> <li>• The students will illustrate activities performed by workers at home.</li> </ul>

