

HISTORY/SOCIAL SCIENCE

Curriculum Standard One: The students will differentiate between those things that happened long ago and yesterday.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will trace the history of a family using primary and secondary sources including artifacts, photographs, interviews, and documents.</p> <p>2. The students will compare and contrast their daily life with that of parents and grandparents when they were children.</p>	<p>A. Can the students identify various sources of information for the project of developing a family tree and learning about family history?</p> <p>A. Can the students identify ways in which their life is similar to the life of their parent/grandparent as a child?</p> <p>B. Can the students contrast their life with the life of their grandparent as a child?</p>	<ul style="list-style-type: none"> • The students will bring in family artifacts that help to tell the story of the family. • The students will complete their own family tree by filling in names of parents, grandparents, and great-grandparents. • The students will complete a Venn diagram that compares/contrasts their life with that of a grandparent. • The students will create side by side frames consisting of pictures and captions, that contrast aspects of their life with those of their grandparents. • The students will bring in tools or implements that were commonly used by their grandparents or great-grandparents although they are not in common use today (e.g., farm implements or photographs of farm implements, kitchen implements, such as egg beaters, can openers, etc.).

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The students will create a timeline of the important events in their life.</p>	<p>A. Can the students order events chronologically?</p> <p>B. Can the students interpret a timeline?</p>	<ul style="list-style-type: none">• The students will create story boards showing the important events of their life in the order in which they occurred.• The students will arrange the important events in their life along a timeline.• Given a sample timeline of a seven-year old's life, the students will be able to identify events that came "before" or "after" relative to other events.

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Curriculum Standard Two: The students will demonstrate map skills by describing the absolute and relative locations of people, places, and the environment.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community.</p>	<p>A. Can the students locate places represented on a simple letter-number grid?</p>	<ul style="list-style-type: none"> • Working as a class, the students will devise a simple map of their classroom showing relative placement of door, teacher’s desk, student desks, sink, etc. • Given a map of their school, the students will correctly label the library, the multi-purpose room, the office, and their classroom. • Given a simple community map imposed on a letter-number grid, the students will locate landmarks (church, school, store, park, post office, library) by identifying letter-number coordinates. The students will match letter-number coordinates with corresponding landmark. • Given a simple local map (of school or neighborhood), the students will mark a route (e.g., from school to home to soccer field).

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<p>2. The students will label, from memory, a map of the North American continent including countries, oceans, Great Lakes, major rivers, and mountain ranges. The students will identify the essential map elements of title, legend, directional indicator, scale, and date.</p>	<p>A. Can the students name and locate, on a political outline map of North America, the countries of Canada, the United States, and Mexico?</p> <p>B. Given a labeled political map of North America, can the students identify the North American countries including the countries in Central America?</p> <p>C. Can the students correctly interpret the meaning of map symbols for simple topographical features (mountains, rivers, and lakes)?</p> <p>D. Can the students use a map legend?</p>	<ul style="list-style-type: none"> • Given a blank political outline map of North America, the students will correctly label the countries of Canada, the United States, and Mexico. • Given a simple political map of North America with countries labeled, the students will color each country a different color. The students will label the Atlantic and Pacific Oceans. • Given an outline map of North America, the students will draw a legend including symbols for mountain chains, rivers, lakes and will label the Great Lakes, three major rivers, the Rocky Mountains, the Appalachian Mountains, and the Atlantic, Pacific, and Arctic Oceans. • Given a map of North America with major features represented by symbols indicated in a legend, the students will match the features with the correct label.

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	<p>E. Can the students identify cardinal directions on a directional indicator?</p> <p>F. Can the students describe relative locations of two countries or topographical features on a map by using the directional indicator (e.g., The Pacific Ocean is west of the Rocky Mountains)?</p> <p>G. Can the students identify the relative size of the area shown by the map by using the scale?</p> <p>H. Can the students locate on a map the date the map was published?</p> <p>I. Can the students identify the given title, or an appropriate title, for a given map?</p>	<ul style="list-style-type: none"> • The students will correctly label the four cardinal directions on a compass rose. • The students will label eight directions on a compass rose. • The students will use a directional indicator to answer questions about relative locations (e.g., Write north, east, south, west. Canada is to the _____ of the United States. The Atlantic Ocean is _____ of Mexico). • The students will use the scale to judge the relative size of the area shown on the map (e.g., Is the area shown on this map smaller or larger than the size of our entire school)? (a map of their house would be smaller, a map of California would be larger) • The students will identify the year the map was published. • The students will select the best title for an unnamed map (e.g., “Our Classroom,” “Neighborhood Map,” or “North America”).

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The students will locate, on a map, where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.</p>	<p>A. Can the students locate the country of their ancestors' origin on a map?</p> <p>B. Can the students identify how, when, and why their ancestors moved?</p>	<ul style="list-style-type: none"> • The students will complete a heritage report which will include marking the country of their ancestors' origin(s) on a map of the world. • In an oral presentation of the report, the students will tell when the family moved to the local community and how and why they made the trip.
<p>4. The students will compare and contrast basic land use in urban, suburban, and rural environments in California.</p>	<p>A. Can the students distinguish between how land is used in urban, suburban, and rural environments in California?</p>	<ul style="list-style-type: none"> • The students will complete a Venn diagram listing things found in urban, suburban, and rural environments.

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Curriculum Standard Three: The students will demonstrate an understanding of governmental institutions and practices in the United States and other countries.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will explain how the United States and other countries make and carry out laws, determine whether laws have been broken, and punish wrongdoers.</p>	<p>A Can the students describe what a law is and why it is important that they are not broken?</p>	<ul style="list-style-type: none"> • The students will participate in class/group meetings to resolve problems. • The students will follow citizenship rules and can explain the consequences for breaking a rule.
<p>2 The students will describe the ways groups and nations interact to resolve problems in areas, such as trade, cultural contacts, treaties, diplomacy, and military force.</p>	<p>A Can the students give examples of how nations solve problems?</p>	<ul style="list-style-type: none"> • The students will diplomatically trade elements of an object, such as a flashlight, in order to complete the object (e.g., each student begins with four batteries, bulbs, light shields, etc.).

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Curriculum Standard Four: The students will demonstrate an understanding of basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</p>	<p>A. Can the students tell how food production has changed over time?</p>	<ul style="list-style-type: none"> • The students will research the production of bananas and/or peanuts from growing to processing to public consumption.
<p>*2. The students will understand the role of buyers (consumers) and sellers (producers) for goods and services.</p>	<p>A. Can the students describe the role of buyers and sellers?</p>	<ul style="list-style-type: none"> • The students will role play in a group to describe the duties of a farmer, processor, and distributor in providing food. • The students will attend a field trip to a grocery store, working farm pumpkin patch, etc. and be able to explain the role of the buyer and seller.
<p>3. The students will understand how limits on resources affect production and consumption.</p>	<p>A. Can the students describe how limits on resources affect buyers and sellers?</p>	<ul style="list-style-type: none"> • The students will participate in a discussion on how buyers and sellers would be affected if the production of gasoline was cut in half.

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Curriculum Standard Five: The students will demonstrate an understanding of the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will be able to give examples of heroes from long ago and the recent past, and explain how they have affected others.</p>	<p>A. Can the students describe the attributes of a hero?</p>	<ul style="list-style-type: none">• The students will give an example of a hero from long ago, the recent past, and someone they know. The students will describe what qualities make each person a hero, and tell how each of the heroes they have named affects them and others.

