

HISTORY/SOCIAL SCIENCE

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Curriculum Standard One: The students will demonstrate an understanding that being a good citizen involves acting in certain ways.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will develop and understand examples of rules and the consequences of breaking them.</p>	<p>A. Can the students identify the need for rules and the consequences of following and breaking them?</p>	<ul style="list-style-type: none"> • The students will role play situations involving the breaking of rules. • The students will practice following rules in the classroom and on the playground.
<p>*2. The students will understand examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, in stories, and in folklore.</p>	<p>A. Can the students identify honesty, courage, determination, individual responsibility, and patriotism?</p>	<ul style="list-style-type: none"> • The students will listen to stories involving moral values and create a class bulletin display. • The students will role play folklore heroes who were examples of moral values.
<p>3. The students will learn the beliefs and related behavior of characters in stories from times past, and the consequences of their actions.</p>	<p>A. Can the students identify and describe character beliefs and consequences of their actions?</p>	<ul style="list-style-type: none"> • The students will listen to stories and describe the characters' actions. • The students will diagram stories.

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Curriculum Standard Two: The students will recognize national and state symbols and icons, such as the national and state flags, the bald eagle, and the Statue of Liberty.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will know the meaning of and recognize the national and state symbols and icons.</p>	<p>A. Can the students recognize national and state symbols?</p>	<ul style="list-style-type: none">• The students will color an outline of state and national flags and discuss their history.• The students will listen to stories of the Statue of Liberty and participate in a discussion.• The students will read and learn about the history of the bald eagle and do a cut and paste activity.• The students will learn to sing “You’re a Grand Old Flag.”

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Curriculum Standard Three: The students will match simple descriptions of work that people do and the names of those jobs with examples from the school, local community, and historical accounts.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will know the jobs and the work of people in their local community.</p>	<p>A. Can the students identify the names of jobs and match them to their descriptions?</p>	<ul style="list-style-type: none">• After visiting the places of work in their community, the students will discuss the helpers observed and their roles.• The students will create a poster of community helpers.• The students will match pictures of jobs with the words with community workers.

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Curriculum Standard Four: The students will compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will determine the relative location of objects using near/far, left/right, and behind/in front.</p> <p>2. The students will distinguish between land and water and locating general areas referenced in the historical-based legends and stories on maps and globes.</p> <p>3. The students will identify traffic symbols, map symbols (legend references to land, water, roads, and cities), and construct maps and models of neighborhoods.</p>	<p>A. Can the students identify and name the relative location of objects?</p> <p>A. Can the students identify land and water on maps and globes?</p> <p>A. Can the students identify traffic and map symbols while constructing maps of neighborhoods?</p>	<ul style="list-style-type: none"> • Using terms of relative location, the students will play the “hot or cold” game in regards to the hidden object. • The students will draw pictures using objects in the classroom to show the relative location. • The students will color land and water areas on maps using a key. • The students will color traffic lights with appropriate colors. • The students will observe traffic signs and will pantomime the meaning of signs. • The students will create a neighborhood mural including police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, place of worship, and transportation.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</p>	<p>A. Can the students locate structures in their neighborhood?</p>	<ul style="list-style-type: none"> • Working with their teacher, the students will place blocks on a large sized map of their neighborhood where important structures are located.
<p>5. The students will demonstrate familiarity with the school’s layout, environs, and the jobs people do there.</p>	<p>A. Can the students identify and label the school’s layout and environment and the jobs people do there?</p>	<ul style="list-style-type: none"> • Given a map of the school yard, the students will label three to four places of interest. • The students will name and identify the roles of school workers.

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Curriculum Standard Five: The students will put events in temporal order by using a calendar, placing days, weeks, and months in order.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will identify and place calendars, in proper order, the days of the week and the months of the year.	A Can the students place the days of the week and months of the year in order?	<ul style="list-style-type: none">• The students will learn to sing songs of the days of the week and months of the year.• The students will demonstrate the ability to use the classroom calendar.

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Curriculum Standard Six: The students will understand that history relates to events, people, and places of other times.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will identify the people and events honored in commemorative holidays, including the human struggles that were behind the events.</p>	<p>A. Can the students recognize people and events honored on holidays?</p>	<ul style="list-style-type: none"> • The students will participate in activities for the following holidays: <ul style="list-style-type: none"> ◇ Thanksgiving ◇ Independence Day ◇ Washington’s and Lincoln’s Birthdays ◇ Martin Luther King, Jr. Day ◇ Memorial Day ◇ Labor Day ◇ Columbus Day ◇ Veterans Day
<p>2. The students will identify the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</p>	<p>A. Can the students explain the triumphs of people in American legends and history?</p>	<ul style="list-style-type: none"> • The students will paraphrase the stories of various American legends and historical accounts. • The students will role play the story of Pocahontas.
<p>3. The students will understand the different ways people lived in earlier days and how their life would be different today (e.g., the process of getting water from a well, growing food, making clothing, having fun, the type of organization, rules and laws).</p>	<p>A. Can the students identify differences between living today and in earlier days?</p>	<ul style="list-style-type: none"> • The students will identify pictures of pioneer times versus modern times. • The students will create two flow charts contrasting food preparation in pioneer and modern times.

