|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand 1: American History****Concept 1 Research Skills for History** | **PO 1**. Retell personal events to show an understanding of how history is the story of people in the past**I** | I can tell about my life as an example of the past. | Application | Sharing Time <http://www.campsilos.org/sources.shtml> | retellpast (History)personaleventspeople |
|  | **PO 2**. Listen to recounts of historical events and people and discuss how they relate to present day **I** | I can listen to how past events and people and connect it to the present day.  | Comprehension | Community consultants, Foster Grandparents, local leaders<http://www.campsilos.org/sources.shtml> | past (history)present day relateeventspeople |
|  | **PO 3** Sequence recounts of historical events and people using the concepts of before and after. **I** | I can compare events and people in the past and now. | Comprehension | <http://www.ehow.com/list_5950522_preschool-teaching-ideas-historical-events.html> | sequencerecountseventspeoplebeforeafter |
|  | **PO 4** Use primary source materials (e.g., photos, artifacts) to study people and events from the past. **I** | I can find ways to study people and events. | Application | <http://www.campsilos.org/sources.shtml> | studypastpeopleeventsphotosartifacts |
| Strand 1: American History**Concept 2: Early Civilizations** | **PO 1**. Recognize that Native Americans are the original inhabitants of North America **I** | I can tell that Native Americans were the first people who lived in North America. | Comprehension | Pictures, photos of Native Americans from magazines, books, etc.<http://www.nhusd.k12.ca.us/ALVE/NativeAmerhome.html/nativeamhome.html><http://www.native-languages.org/kids.htm> | Native AmericanNorth Americaoriginal inhabitants |
| Strand 1: American History**Concept 3: Exploration and Colonization** | **PO 1**: Recognize that explorers (e.g., Columbus, Leif Erickson) traveled to places in the world that were new to them. **I** | I can tell that explorers travel to new places that are new to them. | Comprehension | <http://www.enchantedlearning.com/explorers/page/c/columbus.shtml> | explorertravelworldplaces |
|  | **PO 2** Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).**I** | I can tell how exploration helped in the exchange of ideas, culture, and goods. | Application | <http://regentsprep.org/Regents/global/themes/movement/erl.cfm> | explorationresultedexchangeideasculturegoods |
| Strand 1: American History**Concept 9: Post War United States** | **PO 1**: Recognize that astronauts (e.g., John Glenn, Sally Ride, etc.) are explorers of space. **I** | I can explain that astronauts are explorers of space. | Comprehension | <http://www.enchantedlearning.com/explorers/space.shtml><http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html> | recognizeastronautsexplorersspace |
| Strand 1: American History**Concept 10: Contemporary United States** | **PO 1**: Use information from written documents, oral presentations, and the media to discuss current local events. **I** | I can name different ways to talk about the news. | Knowledge | [http://en.wikipedia.org/wiki/Portal:Current\_events](http://en.wikipedia.org/wiki/Portal%3ACurrent_events) | informationdocumentsmedia current local events |
| **Strand 2: World History****Concept 1: Research Skills for History** | **PO 1**: Retell personal events to show how an understanding of how history is the story of events, people, and places in the past. **I** | I can tell a personal event that happened in the past. | Comprehension | <http://www.bridgew.edu/Library/CAGS_Projects/TPALINGO/web%20page/srclass.htm><http://www.waze.net/oea/activities/1> | retellpersonaleventshistoryevent(s)peopleplace(s) |
|  | **PO 2**. Listen to recounts of historical events and people and discuss how they relate to present day **I** | I can listen to how past events and people and connect it to the present day.  | Comprehension | Community consultants, Foster Grandparents, local leaders<http://www.campsilos.org/sources.shtml> | past (history)present day relateeventspeople |
|  | **PO3** Sequence recounts of historical events and people using the concepts of before and after.**I** |  |  |  |  |
|   | **PO 4**: Use primary source materials (e. g., photos, artifacts) to study people and events from the past. **I** | I can use materials to learn about people and events of the past. | Application | <http://www.zoodles.com/free-online-kids-games/kindergarten_personal--family-history?source=nav_subjects> | primary source materialsstudypeopleevents past |
| Strand 2: World History**Concept 2: Early Civilizations**  | **PO 1**: Recognize that groups of people in early civilizations (e.g., people of the Americans, Europeans, Asians, Africans) moved from place to place to hunt and gather food.  **I** | I can talk about how early people got food as they moved around.  | Knowledge | Navajo books on migrationNavajo Nation Library | Group(s)early civilizationsmovedhuntgather |
|  | **PO 2**: Recognize that early civilizations improved their lives through advancements (e. g., domestication of animals, tools, farming methods, calendars). **I** | I can talk about how early people made progress. | Knowledge | Compare Navajo life from the past to the present. | Improve(d)livesadvancement(s)domesticationmethods |
| Strand 2: World History**Concept 5: Encounters and Exchange** | **PO 1**: Recognize that explorers (e.g., Marco Polo) traveled to places in the world that were new to them. **I** | I can tell that explorers traveled to new places. | Comprehension | <http://www.mce.k12tn.net/explorers/explorers2.htm><http://wiki.answers.com/Q/Reasons_why_explorers_sailed_to_new_places> | explorer(s)traveledworldnew |
| Strand 2: World History**Concept 9: Contemporary World** | **PO 1** Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space **I** | I can use information to talk about current events. | Application Comprehension | <http://www.eduplace.com/ss/current/> | informationwritten documentsoral presentationsmediacurrent events |
| **Strand 3: Civics/ Government****Concept 1: Foundations of Government** | **PO 2**. Recognize the Pledge of Allegiance and the National Anthem. **C** | I can say the Pledge of Allegiance and sing the National Anthem. | Application | <http://ipledgeallegiance.com/><http://patriotfiles.org/Pledge.htm> | pledgeallegiancenational anthem |
|  | **PO 3**: Recognize the significance of national holidays: a) Thanksgiving**C** | I can tell that a national holiday is a special day to remember the past. | Comprehension | <http://www.kiddyhouse.com/Thanksgiving/Native.html> | holidaynationalrespectremembranceThanksgiving |
|  | **PO 5** Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions. **C** | I can describe that my classmates have a different background.  | Comprehension | <http://www.bridgew.edu/Library/CAGS_Projects/TPALINGO/web%20page/srclass.htm> | classmate(s)backgroundprinciple(s)goal(s)custom(s)tradition(s) |
| Strand 3: Civics/ Government**Concept 4: Rights, Responsibilities, and Roles of Citizenship** | **PO 1**: Identify examples of responsible citizenship in the school setting and in stories about the past and the present. **C** | I can give examples of responsible behavior. | Comprehension | <http://www.ehow.com/info_7822792_kindergarten-activities-being-good-citizen.html> | examplesresponsiblerespectbehaviorcitizenship |
|  | **PO 2**: Recognize the rights and responsibilities of citizenship: 1. Elements of fair play, good sportsmanship, and the idea of treating others the way you would want to be treated.
2. Importance of participation and cooperation in a classroom and community.
3. Why there are rules and the consequences for violating them.
4. Responsibility of voting (every vote counts).

**C** | I can give examples of what a good citizen should do. | ComprehensionApplication | <http://www.zoodles.com/free-online-kids-games/kindergarten_civic-education?source=nav_subjects><http://www.ehow.com/info_7937484_quiet-games-kindergarten-1st-grade.html><http://www.ehow.com/way_5245763_rules-behavior-kindergarten-classroom.html><http://www.ehow.com/how_4536967_teach-kids-voting.html> | rightsrulesconsequencesresponsibilitycitizenfairvotingcooperateparticipate |
|  | **PO 3** Discuss the importance of students contributing to a community (helping others, working together. cleaning up the playground).**C** | I can tell the importance of helping others in a community. | Comprehension | <http://www.ehow.com/list_6084963_list-jobs-kids.html><http://www.kids.gov/k_5/k_5_careers.shtml> | importancestudentscontributingcommunity |
|  | **PO 4**: Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses. **I** | I can name community helpers. | Knowledge | <http://www.netrover.com/~crose/community/indexjob.html> | identifycommunitiescitizenssafe |
| **Strand 4: Geography****Concept 1: The World in Spatial Terms** | **PO 1**: Recognize the differences between maps and globes. **I** | I can tell how maps and globes are different. | Comprehension | <http://www.lessonpathways.com/Pathways/Detail?path=/03_History/01_Year_K/12Maps_and_Globes> | differentmapglobe |
|  | **PO 2**: Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood). **I** | I can draw a simple map of a place. | Knowledge | <http://www.lessonpathways.com/Pathways/Detail?path=/03_History/01_Year_K/12Maps_and_Globes> | classroombedroomplaygroundneighborhood |
|  | **PO 3**: Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down. **I** | I can tell the location of objects. | Comprehension | Scotts Foresman Math Chapters 1 and 2McMillan McGraw/Hill Science Activity Book | near/farbehind/ in frontover/underleft/rightup/down |
|  | **PO 4:** Identify land and water on maps, illustrations, images, illustrations, and globes. **I** | I can name land and water. | knowledge | <http://www.brainpopjr.com/socialstudies/geography/continentsandoceans/><http://www.zoodles.com/free-online-kids-games/kindergarten_geography?source=nav_subjects> | IdentifymapsIllustrationsImagesglobes |
|  | **PO 5:** Locate continents and oceans on a map or globe. **I** | I can show where there is land and water on a map or globe. | Comprehension | <http://www.brainpopjr.com/socialstudies/geography/continentsandoceans/><http://www.zoodles.com/free-online-kids-games/kindergarten_geography?source=nav_subjects> | locatecontinentsoceansmapglobe |
| **Strand 4: Geography****Concept 4: Human Systems** | **PO 3**: Describe how people earn a living in the community and the places they work. Connect with: Strand 5 Concept 1**I** | I can discuss how people earn a living. | Comprehension | <http://www.netrover.com/~crose/community/indexjob.html> | describe“earn a living”communitywork place |
| **Strand 5: Economics****Concept 1:** **Foundations of Economics** | **PO 1**: Discuss different types of jobs people do. **I** | I can name jobs that people do. | Knowledge | <http://www.hud.gov/kids/> | jobworktypespeople |
|  | **PO 2**: Match simple descriptions of work with the names of those jobs. **I** | I can describe the work that people do. | Knowledge | <http://www.kids.gov/k_5/k_5_careers.shtml><http://www.hud.gov/kids/> | matchworktypes namespeople |
|  | **PO 3**: Give examples of work activities that people do at home. **I** | I can give examples of work that people do at home. | Comprehension | <http://www.hud.gov/kids/> | ExampleWork/jobActivitieshome |