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| **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> | retell  past (History)  personal  events  people |
|  | | **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  relate  events  people |
|  | | **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> | sequence  recounts  events  people  before  after |
|  | | **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> | study  past  people  events  photos  artifacts |
| 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 American  North America  original 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> | explorer  travel  world  places |
|  | | **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> | exploration  resulted  exchange  ideas  culture  goods |
| 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> | recognize  astronauts  explorers  space |
| 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> | information  documents  media  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> | retell  personal  events  history  event(s)  people  place(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  relate  events  people |
|  | | **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 materials  study  people  events  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 migration  Navajo Nation Library | Group(s)  early civilizations  moved  hunt  gather |
|  | | **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)  lives  advancement(s)  domestication  methods |
| 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)  traveled  world  new |
| 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/> | information  written documents  oral presentations  media  current 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> | pledge  allegiance  national  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> | holiday  national  respect  remembrance  Thanksgiving |
|  | **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)  background  principle(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> | examples  responsible  respect  behavior  citizenship |
|  | | **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. | | Comprehension  Application | <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> | rights  rules  consequences  responsibility  citizen  fair  voting  cooperate  participate |
|  | **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> | importance  students  contributing  community |
|  | **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> | identify  communities  citizens  safe |
| **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> | different  map  globe |
|  | **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> | classroom  bedroom  playground  neighborhood |
|  | **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 2  McMillan McGraw/Hill Science Activity Book | near/far  behind/ in front  over/under  left/right  up/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> | Identify  maps  Illustrations  Images  globes |
|  | **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> | locate  continents  oceans  map  globe |
| **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”  community  work 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/> | job  work  types  people |
|  | **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/> | match  work  types  names  people |
|  | **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/> | Example  Work/job  Activities  home |