

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
I. Activities to sensorially introduce a sense of the passage and duration of time	X	X	X	X	X	X	X	X	1
I.A. Can distinguish the duration of 1 minute	X	X	X	X	X	X	X	X	2
I.A.1. 1 minutes hourglass type egg timer	I	X	X						3
I.A.2. Sweep second hand of a wall clock	I	X	X						4
I.B. Can distinguish the duration of 2-5 minutes	X	X	X	X	X	X	X	X	5
I.B. 1, 2, 3, 4, & 5 minute hourglass type egg timers	I	X	X						6
I.B.2. Mechanical timers	I	X	X						7
I.B.3. Sweep second hand of a wall clock	I	X	X						8
I.C. Activities to introduce a sense of the passage of periods from one day to a year	X	X	X	X	X	X	X	X	9
I.C.1. Can use the First Time Line to represent the relative ages of people from infants through senior	I	X							10
I.C.2. Can use the Time Line Of A Day to place pictures showing the activities of a child's day in appropriate	I	X							11
I.C.3. The Linear (day-by-day) Calendar along the wall	X	X	X	X	X	X	X	X	12
I.C.3.a. Stage 1: Recording of a simple history of the class' year: daily temperature, weather, birthdays,	I	X	X	X	X				13
I.C.3.b. Stage 2: Recording of a simple history of the class' year: daily temperature, weather, birthdays,		I	X	X	X				14
I.C.3.c. Advanced Extension - A Class History One or more Middle School students are appointed to serve as						X	X	X	15

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
II.A. Can tell time to the hour	I	X	X						31
II.B. Can tell time to the half hour	I	X	X						32
II.C. Can tell time to the quarter hour		I	X						33
II.D. Can tell time within five minutes			I	X					34
II.E. Can tell time to the minute			I	X	X				35
II.F. Can indicate what time it will be 1-10 hours from the present time			I	X	X				36
II.G. Can calculate the equivalent values in time from seconds to minutes, minutes to hours, and hours to					I	X	X	X	37
II.H. Can explain why the Earth's rotation and its local affect on the position of the sun over the horizon have						I	X		38
II.I. Can calculate the current time in another time zone						I	X	X	39
II.J. Can tell time using the European 24 hour system						I	X	X	40
III. Prehistory	X	X	X	X	X	X	X	X	41
III. A. Activities to give the young child an initial impression of the formation of the Earth and the history	X	X	X	X	X	X	X	X	42
III.A.1. 'How Long Has Mankind Been On Earth?' (A simple time line made of red & blue yarn)	I	X	X						43
III.A.2. The First Time Line Of Earth History	I	X	X						44
III.A.3. The Clock of Eras			I	X	X	X			45

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
III.B.10.a. Archeozoic					I	X			61
III.B.10.b. Proterozoic					I	X			62
III.B.10.c. Paleozoic					I	X			63
III.B.10.d. Mesozoic					I	X			64
III.B.10.e. Cenozoic					I	X			65
III.B.11. Can differentiate the life of the Precambrian era from that of the Paleozoic era					I	X			66
III.B.12. Differentiates the life of the Mezozoic era from that of the Cenozoic era					I	X			67
III.B.13. Materials and activities to enrich a student’s initial impression of early forms of life	X	X	X	X	X	X	X	X	68
III.B.13.a. initial observation of one celled organisms through a microscope		I	X	X					69
III.B.13.b. collections of model dinosaurs and early mammals	I	X	X						70
III.B.13.c. field trips and hikes to see plants, insects, and other animals that are ‘living fossils present on the		I	X	X		X			71
III.B.14. The Study of Fossils	X	X	X	X	X	X	X	X	72
III.B.14. a. can briefly explain some of the processes by which fossils were formed, such as being buried in			I	X	X	X			73
III.B.14.b. can match given fossils with pictures of the living organism			I	X	X				74
III.B.14.c. can briefly describe the importance of the study of fossils is to scientist’s understanding of the				I	X	X			75

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
III.B.14.d. Activities and materials to enrich a child’s initial interest in the study of fossils	X	X	X	X	X	X	X	X	76
III.B.14.d1. Picture card sets with text			I	X	X	X			77
III.B.14.d2. Collections of fossils with identification labels		I	X	X	X	X			78
III.B.14.d3. ‘make a fossil’ by imprinting the outline of a plant, shell, or animal bones in plaster or clay		I	X	X	X	X			79
III.C. A Study of Early People	X	X	X	X	X	X	X	X	80
III.C.1. Can describe in general terms the stages of human evolution (physical appearance), culture, and	X	X	X	X	X	X	X	X	81
III.C.1.a. Can identify pictures of Australopithecus, Homohabilis, Homoerectus, Neanderthal, and					I	X			82
III.C.1.b. Can briefly describe in general terms how early People met the following basic human needs:	X	X	X	X	X	X	X	X	83
III.C.1.b1. Shelter and housing: including the use of fire					I	X	X	X	84
III.C.1.b2. Clothing					I	X	X	X	85
III.C.1.b3. Transportation					I	X	X	X	86
III.C.1.b4. Defense					I	X	X	X	87
III.C.1. b5. Food gathering, hunting, shepherding, and early agriculture					I	X	X	X	88
III.C.1.b6. The lives of typical children					I	X	X	X	89
III.C.1.b7. The first forms of art					I	X	X	X	90

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
III.C.1.b8. The first forms of music					I	X	X	X	91
III.C.1.b9. The first forms of social organization: family and tribal units - with a special emphasis on the					I	X	X	X	92
III.C.1.b10. Early jewelry and body-adornment					I	X	X	X	93
III.C.1.b11. Evidence of the earliest forms of religion					I	X	X	X	94
III.C.1. 2. Activities to enrich students' understanding of the life-style and culture of early People	X	X	X	X	X	X	X	X	95
III.C.1.a.. The Story Of Early People: an on-going teacher developed tale of the life of a fictional family		I	X	X					96
III.C.1.b. Picture sets of early People, with text			I	X	X	X			97
III.C.1.c. Collections of artifacts and models			I	X	X	X			98
III.C.1.d. Preparation of our own 'Cave Paintings'			I	X	X	X			99
III.C.1.e. Reference books on early People			I	X	X	X			100
III.C.1.f.. carefully selected excerpts from video films depicting early mankind, such as the first sequence in			I	X	X	X			101
III.C.1.g. construction of hand-made artifacts or models from the Old and New Stone Age, such as flint		I	X	X	X	X			102
III.C. 2. Can describe in general terms and differentiate among the culture and tools of humanity's following	X	X	X	X	X	X	X	X	103
III.C.2.a. Australopithecus					I	X			104
III.C.2.b. Homohabilis					I	X			105

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
III.C.2.c. Homoerectus					I	X			106
III.C.2.d. Neanderthal					I	X			107
III.C.2.e. Cro-Magnon					I	X			108
IV. A First Study of History:	X	X	X	X	X	X	X	X	109
IV.A. The Time Line Of History	X	X	X	X	X	X	X	X	110
IV.A.1. Can identify given centuries along the Time Line of History					I	X	X	X	111
IV.A.2. Can explain why we record dates as being either B.C. or A.D.					I	X	X	X	112
IV.A.3. Can place the historical picture and text cards along the Time Line of History on the centuries					I	X	X	X	113
IV.B. The Needs Of People: How people have met their basic needs throughout history, touching lightly on the	X	X	X	X	X	X	X	X	114
IV.B.1. These topics include	X	X	X	X	X	X	X	X	115
IV.B.1.a. A history of shelter and housing			I	X	X	X	X	X	116
IV.B.1.b. A history of clothing			I	X	X	X	X	X	117
IV.B.1.c. A history of transportation			I	X	X	X	X	X	118
IV.B.1.d. A history of defense			I	X	X	X	X	X	119
IV.B.1.f. The lives of typical children			I	X	X	X	X	X	120

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
IV.B.1.g. A history of art			I	X	X	X	X	X	121
IV.B.1.h. A history of music			I	X	X	X	X	X	122
IV.B.1.i. A history of government, rulers, and the rights of the common citizen			I	X	X	X	X	X	123
IV.B.1.j. A history of jewelry and body-adornment			I	X	X	X	X	X	124
IV.B.1.k. The development of religion			I	X	X	X	X	X	125
IV.B.2. Can describe the differences in life styles between hunter-food gathering societies, nomadic			I	X	X	X	X	X	126
IV.B.3. Can describe how the development of agriculture and the formation of permanent settlements				I	X	X	X	X	127
IV.B.4. Can explain why settlements normally were made on the banks of lakes and streams, or in				I	X	X	X	X	128
IV.B.5. Materials and activities to enrich the student's understanding and interest:	X	X	X	X	X	X	X	X	129
IV.B.5.a. The Time Line Of History used with card sets with pictures and simple text for each topic given above				I	X	X	X	X	130
IV.B.5.b. Children's books on historical periods		I	X	X	X	X	X	X	131
IV.B.5.c. Collections of classic myths and tales retold for children age 6-9			I	X	X	X	X	X	132
IV.B.5.d. Dolls, artifacts, model buildings, toy soldiers, and costumes			I	X	X	X	X	X	133
IV.B.5.e. Informal dramatizations acting out famous historical events			I	X	X	X	X	X	134
IV.B.5.f. Audiovisual aids on the period: films, filmstrips, and videotapes				I	X	X	X	X	135

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
IV.B.5.g. Feasts recreating a historical menu			I	X	X	X	X	X	136
IV.C. Historical Holidays —All grade levels—NOTE: The school focuses on the geography and culture of the									137
IV.C.1. Native American Indian Heritage Day	Sep								138
IV.C.2. Columbus Day: The discovery of America	Oct								139
IV.C.3. Veteran’s Day: The story of the American soldier	No								140
IV.C.4. Thanksgiving: The story of the pilgrims	No								141
IV.C.5. A Colonial American Christmas	Dec								142
IV.C.6. Martin Luther King’s Day & Black History month	Jan								143
IV.C.7. Abraham Lincoln’s Birthday	Feb								144
IV.C.8. George Washington’s Birthday									145
IV.C.9. Founder’s Day: The history of Barrie	Apr								146
IV.C.10. The Medieval Festival	May								147
V. How To Study A Historical Civilization	X	X	X	X	X	X	X	X	148
V.A. Can use a historical atlas to gather information about the natural environment of a civilization						I	X		149
V.B. Can use a historical atlas to determine the sites of a past civilization’s major population centers, and offer						I	X		150

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
V.C.. Can take simple, but accurate, notes of essential information about a historical civilization as it is						I	X		151
V.D. Can use the encyclopedia and library reference books to gather background information about a						I	X		152
V.E. Can prepare a well written research report on a civilization, answering any one or more of the 'Basic	X	X	X	X	X	X	X	X	153
V.E.1.. Can record key information from reference books and materials on index 'keyed' note cards						I	X	X	154
V.E.2. Can prepare an outline to be followed in writing the research report						I	X	X	155
V.E.3. Can prepare a table of contents for the report						I	X	X	156
V.E.4. Can prepare a bibliography for the report						I	X	X	157
V.E.5. Ties this all together into a well written and illustrated report						I	X	X	158
V.F.. Materials and activities to expand student's interest, understanding, and appreciation for history	X	X	X	X	X	X	X	X	159
V.F.1.. The Time Line Of History used with card sets with pictures and descriptive text, providing a survey of						I	X	X	160
V.F.2.. Collections of each civilization's classic tales, myths, and legends						I	X	X	161
V.F.3. Dolls, artifacts, model buildings, toy soldiers, and costumes						I	X	X	162
V.F.4. Construction of model buildings, diaramas, tools, and artifacts						I	X	X	163
V.F.5. Preparation of artwork imitating that of the civilization						I	X	X	164
V.F.6. Performance of a dance or some music from the past civilization						I	X	X	165

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
V.F.7. Informal dramatizations acting out famous historical events						I	X	X	166
V.F.8.. Performance of a play from or about the past civilization						I	X	X	167
V.F.9. Audiovisual aids on the period: films, filmstrips, and videotapes						I	X	X	168
V.F.10. Feasts recreating a menu typical of a given period						I	X	X	169
V.G. An Introduction To Archeology	X	X	X	X	X	X	X	X	170
V.G.1.. Can explain the focus of archeology, and describe the process of actually conducting an						I	X	X	171
V.G.2.. Can explain the Carbon 12 dating process and why it is so important in archeology						I	X	X	172
V.G.3.. Can describe at least one famous archeologist and how he/she made his/her 'discovery'						I	X	X	173
V.G.4. Appreciates why the remaining buildings and artifacts from past civilizations (and even our more						I	X	X	174
VI. The Study Of Ancient Civilizations	X	X	X	X	X	X	X	X	175
VI.A. Basic Research Questions: Using Sumeria as a first exempld, studied by the entire class in depth,	X	X	X	X	X	X	X	X	176
VI.A. 1. The Historical Time Frame	X	X	X	X	X	X	X	X	177
VI.A.1.a. 'What were the dates during which this cilvilization developed, flourished, and declined?'						I	X		178
VI.A.1.b. 'What other major cilvilizations were in existence during this period?'						I	X		179
VI.A.1.c. 'How many centuries ago did this civilization flourish?'						I	X		180

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
VI.A.1.d. 'For how many centuries did this civilization last?'						I	X		181
VI.A. 2. Natural Environment	X	X	X	X	X	X	X	X	182
VI.A.2.a. 'What was their land like during this period?'						I	X		183
VI.A.2.b. 'What was their climate during this period?'						I	X		184
VI.A.2.c. 'What plants and animals were present in their part of the world during this period?'						I	X		185
VI.A.3. Daily Life	X	X	X	X	X	X	X	X	186
VI.A.3.a. 'How did they dress?'	X	X	X	X	X	X	X	X	187
VI.A.3.b. 'What did they eat?'						I	X		188
VI.A.3.c. 'What kind of homes and other structures did they build?'						I	X		189
VI.A.3.d. 'How did they furnish and decorate their homes?'						I	X		190
VI.A.3.e. 'What tools and household utensils did they use?'						I	X		191
VI.A.3.f. 'What was their family structure like?'						I	X		192
VI.A.3.g. 'How did they educate their children?'						I	X		193
VI.A.4. Human Activities	X	X	X	X	X	X	X	X	194
VI.A.4.a. 'What kind of agriculture did they practice? What crops did they grow? What animals did they						I	X		195

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
VI.A.4.b. ‘What kinds of industry did they develop?’						I	X		196
VI.A.4.c. ‘How did they carry on daily commerce? What items were traded in their markets? Did they use						I	X		197
VI.A.4.d. What kind of trade did they carry on? What did they trade, and who did they trade with? How did						I	X		198
VI.A.4.e. ‘What did their civilization ‘borrow’ from contact with their neighbors and more distant						I	X		199
VI.A.4.f. ‘In what kinds of recreation did they participate?’						I	X		200
VI.A.5. Social Development	X	X	X	X	X	X	X	X	201
VI.A.5.a. ‘Where did they come from originally?’						I	X		202
VI.A.5.b. ‘How well did their environment suit their needs?’						I	X		203
VI.A.5.c. ‘What kind of government did they have?’						I	X		204
VI.A.5.d. ‘What was the class structure of their society?’						I	X		205
VI.A.5.e. ‘What was their attitude toward war and defense?’						I			206
VI.A.6. Expressions of Civilization	X	X	X	X	X	X	X	X	207
VI.A.6.a. ‘What language did they speak?’						I	X		208
VI.A.6.b. ‘How did they write?’						I	X		209
VI.A.6.c. ‘What was their religion like? What holidays did they celebrate? How did their religion affect their						I	X		210

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
VI.A.6.d. ‘What was their literature? Retell some of their most famous tales, myths, and legends.’						I	X		211
VI.A.6.e. ‘What was their art and music like?’ Identify examples of their art and music (if any has survived)’						I	X		212
VI.A.6.f. ‘What did they invent or discover?’						I	X		213
VI.A.6.g. ‘Who were there most famous men and women? What were their contributions?’						I	X		214
VI.A.7. The Archeological Record	X	X	X	X	X	X	X	X	215
VI.A.7.a. ‘What archeological evidence do we have that tells us the answers to the questions above?’						I	X		216
VI.A.7.b. ‘What are the greatest ‘mysteries’ still confronting scientists about this civilization?’						I	X		217
VI. B. The Sequence of Ancient Civilizations Studied	X	X	X	X	X	X	X	X	218
VI.B.1. Sumeria							X		219
VI.B.2. Egypt							X		220
VI.B.3. Babylonia							X		221
VI.B.4. Assyrians							X		222
VI.B.5. Persia							X		223
VI.B.6. The Indus Valley (Davidian) Civilizations							X		224
VI.B.7. China							X		225

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
VI.B.8. Phoenicians							X		226
VI. 9. Greece							X		227
VI.B.10. Rome							X		228
VI.B.11. The Middle Ages							X		229
VII. American Studies: PreColumbian Cultures to the American Revolution	X	X	X	X	X	X	X	X	230
VII.A. Pre-Columbian History	X	X	X	X	X	X	X	X	231
VII.A.1. Can describe the first migration of Cro-Magnon people to the New World, and the land							I	X	232
VII.A.2. Using the 'Basic Research Questions' given above, can describe the culture and technology of the:	X	X	X	X	X	X	X	X	233
VII.A.2.a. First Cro-Magnon 'Americans'							I	X	234
VII.A.2.b. Upper Old Stone Age							I	X	235
VII.A.2.c. Middle Stone Age							I	X	236
VII.A.2.d. New Stone Age							I	X	237
VII.A.2.e. Copper And Bronze Age							I	X	238
VII.A.2.f. Iron Age							I	X	239
VII.A.2.g. Paleo-Indians							I	X	240

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
VII.B.7.a.. The Vikings							I	X	256
VII.B.7.b. Columbus							I	X	257
VII.B.7.c. Cortez, Pizzaro, and the Conquistadores							I	X	258
VII.B.7.d. The major English explorers							I	X	259
VII.B.7.e. The major French explorers - The Priests and Voyageurs							I	X	260
VII.C. Colonial America	X	X	X	X	X	X	X	X	261
VII.C.1. Can retell the story of the founding of the first settlement at Jamestown							I	X	262
VII.C.2. Can retell the story of the Pilgrim’s and the founding of the Plymouth colony							I	X	263
VII.C.3. Can describe the relationship between the early American colonists and the native indian peoples							I	X	264
VII.C.4. Can identify the original 13 American colonies							I	X	265
VII.C.5. Using the ‘Basic Research Questions’ given above, can describe the life style, climate, housing,							I	X	266
VII.C.6. The institution of slavery as it was practiced in America	X	X	X	X	X	X	X	X	267
VII.C.6.a. Can identify the areas where most slaves were taken from and the process of the slave trade							I	X	268
VII.C.6.b. Can describe the life of typical field hands, house slaves, craftsmen, and freemen in Colonial							I	X	269
VII.C.6.c. Can explain the economic and social rationales that were used to justify the institution of							I	X	270

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
VII.C.7. Can describe the role of women in early America							I	X	271
VII.C.8. Can identify the major cities of Colonial America							I	X	272
VII.C.9. Can describe the major forces and events that led to the Declaration of Independence and Revolution							I	X	273
VII.C.10. Can identify and briefly describe the roles of the following American patriots: George Washington,							I	X	274
VII.C.11. Can summarize the importance of the ideas contained in the Declaration of Independence							I	X	275
VII.D. The United States	X	X	X	X	X	X	X	X	276
VII.D.1. Can describe the process of the United State’s westward territorial expansion							I	X	277
VII.D.2. Can describe the motivations that led the settlers to move west, and the difficulties that they							I	X	278
VII.D.3. Can describe the relationship between the United States government, the pioneers, and the native							I	X	279
VII.D.4. Can briefly describe the development of American industry and the growth of the cities							I	X	280
VII.D.5. Can describe the factors that led to the Civil War: slavery, regional jealousies, economics, and							I	X	281
VII.D.6. Can describe in simple terms the major events of the Civil War, and identify the roles of Lee, Jefferson							I	X	282
VII.D.7. Can describe the major inventions and changes in life style that developed between 1860 and 1920							I	X	283
VII.D.8. Can briefly describe the major issues and events of the first and second World Wars							I	X	284
VII.D.9. Can describe the major inventions and changes in life style that developed after 1920							I	X	285

History Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Serial #
VII.D.10. Can identify the major European, African, & Asian sources of the American people							I	X	286
VII.D.11. Can identify the most famous American inventors							I	X	287
VII.D.12. Can differentiate between legendary American heroes and real heroes							I	X	288
VII.D.13. Can briefly summarize the history of Florida								X	289
VIII. Citizenship	X	X	X	X	X	X	X	X	290
VIII.A. The Presidents of the United States	X	X	X	X	X	X	X	X	291
VIII.A.1. Can name the Presidents of the United States in their order of office					I	X	X	X	292
VIII.B. Can briefly describe the relative roles of national, state, and local governments in our lives					I	X	X	X	293
VIII.C. Can describe in simple terms the functions of the three branches of the federal government					I	X	X	X	294
VIII.D. Can explain how the jury system functions					I	X	X	X	295
VIII.E. Can explain the rights guaranteed to all Americans under the Constitution					I	X	X	X	296