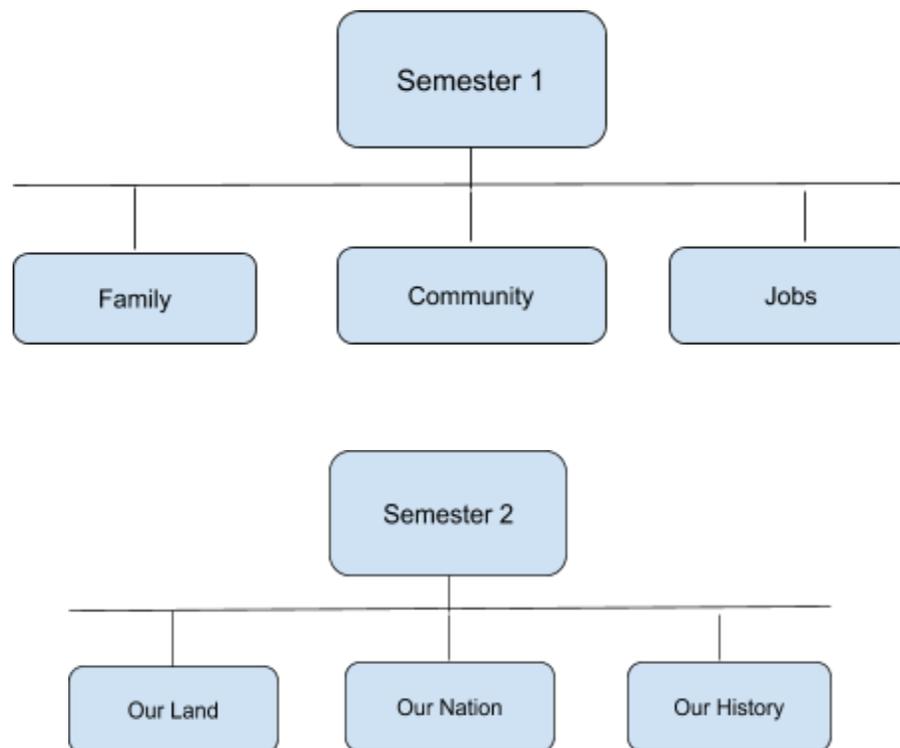




Ridgefield Christian School First Grade History

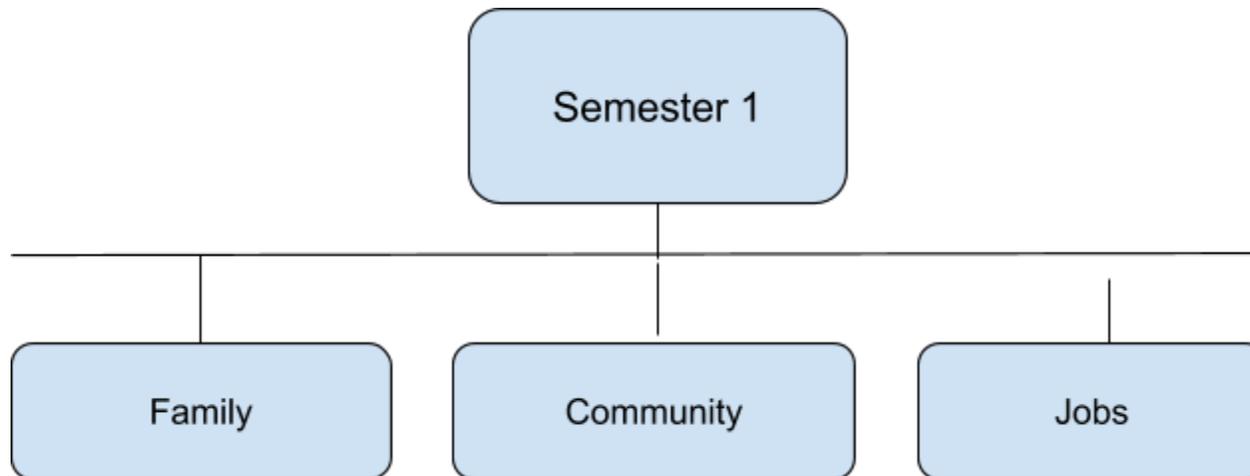
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Ridgefield Christian School First Grade History

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Semester 1: Objectives by Unit		
.1. Family	.2. Community	.3. Jobs
(12 days)	(12 days)	(14 days)
1.1 List the three words that summarize the Bible's story	2.1 Define community	3.1 Define work
1.2 Identify members of the first family	2.2 Describe what people in a community do	3.2 Explain how students benefit from other people's work
1.3 Explain how the first family is an example of what families should be like	2.3 Explain why people in a community need to work together	3.3 Sort items into groups
1.4 Define family according to biblical teaching	2.4 Find the main idea in a paragraph	3.4 Identify people and places that meet our needs and wants
1.5 Tell what role God gives a husband and father	2.5 Define church	3.5 Distinguish between needs and wants
1.6 Tell what role God gives a wife and mother	2.6 Explain why a church is an important part of a community	3.6 Identify products of work that are goods
1.7 Tell what role God gives children	2.7 Tell what role God gives pastors	3.7 Classify goods as meeting a need or a want
1.8 Decide whether he or she is doing the job designed by God	2.8 Defend the statement "Families should go to church"	3.8 Identify jobs that are services

1.9 Recognize that families live together and interact with their surroundings	2.9 Recognize that God wants people to teach their children	3.9 Classify products of work as goods or services
1.10 Recognize that families live differently in different parts of the world	2.10 Explain how parents teach their children	3.10 Classify services as meeting a need or a want
1.11 Define culture	2.11 Identify the role of schools and teachers	3.11 Describe a way to get goods or services without using money
1.12 Construct a map of his or her bedroom	2.12 Recognize why conflict happens in a community	3.12 State the purpose of money
1.13 Identify where he or she lives	2.13 Describe how voting works	3.13 List activities that involve the use of money
1.14 Associate numbers in an address with locations on a street	2.14 Plan how to make a decision	3.14 Differentiate between a producer and a consumer
1.15 Recite his or her address	2.15 Construct a chart to show results of voting	3.15 Demonstrate how God uses work to provide for us
1.16 Define landmark	2.16 Define law	3.16 Use a bar graph to create a plan to use money wisely
1.17 Draw a picture of a landmark near his or her home	2.17 Tell the difference between a rule and a law	3.17 Recognize that people's jobs contribute to other people's lives
1.18 List special days that families celebrate	2.18 Give an example of a law	3.18 Develop a plan to use work to show love
1.19 Explain why it is important for families to celebrate	2.19 State the purpose God gives to government	3.19 Connect interests and abilities God has given him or her with possible jobs
1.20 Recognize that culture affects how families celebrate	2.20 Tell what a citizen is	3.20 Illustrate a potential future job

1.21 Compare Christmas customs from different cultures	2.21 Identify a citizen's responsibility to government	3.21 Create a plan to make money
1.22 Define rule	2.22 Identify a citizen's rights	3.22 Create a plan to help others through work
1.23 Recognize that rules help families function the way God wants them to	2.23 Give examples of how people serve a community	3.23 Identify tools needed for jobs
1.24 Give an example of a family rule	2.24 Create a model community	3.24 Compare modern tools with tools from the past
1.25 Compare family rules	2.25 Identify qualities a person must have to make a difference in his or her community	3.25 Associate jobs with tools
1.26 Identify things families did in the past that they still do today	2.26 Identify strategies people use to prompt change in a community	3.26 Identify qualities people must have to make a difference in their communities with their work
1.27 Compare things families did in the past with the way they do them today	2.27 Recall concepts from Unit 2	3.27 Identify strategies people use to prompt change in their communities with their work
1.28 Define invention	2.28 Demonstrate knowledge of concepts from Unit 2 by taking the test	3.28 Recall concepts from Unit 3
1.29 Give an example of an invention that affects the way families live		3.29 Demonstrate knowledge of concepts from Unit 3 by taking the test
1.30 Recognize that inventions help meet families' needs		
1.31 Recall concepts from Unit 1		
1.32 Demonstrate knowledge of concepts from Unit 1 by taking the test		

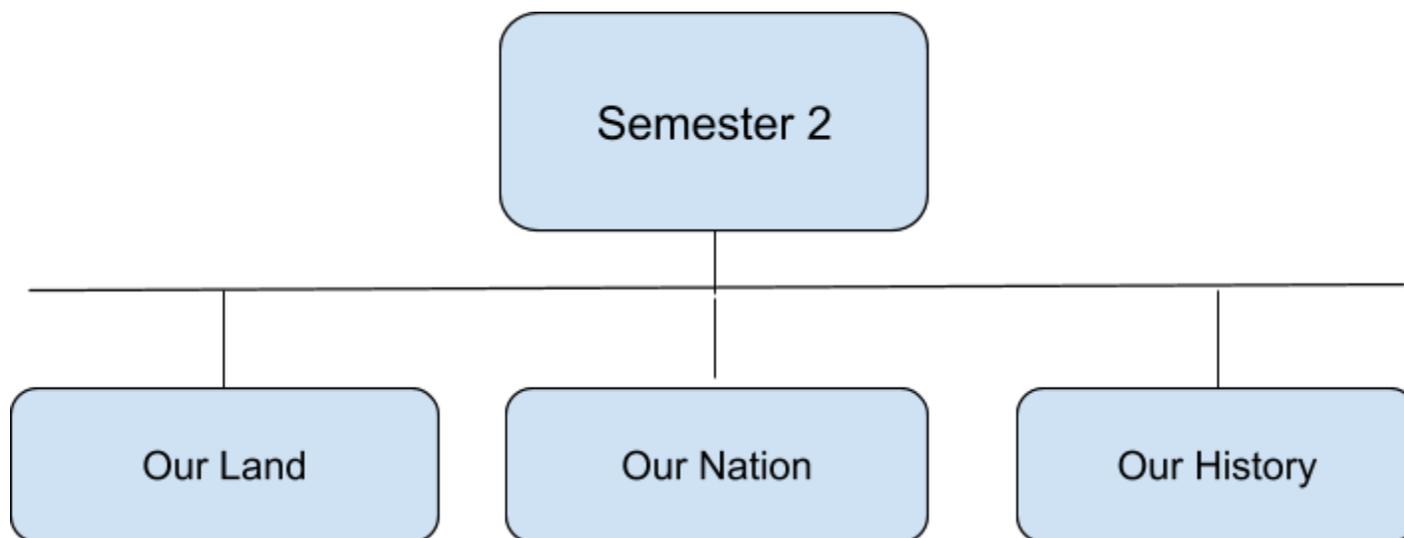
Semester 1: Standards by Unit

.1. Family	.2. Community	.3. Jobs
(12 days)	(12 days)	(14 days)
AR.C.3.1.1 AR.G.8.1.2,3 AR.G.9.1.2 AR.H.12.1.1,3 AR.H.13.1.5	AR.C.1.1.3 AR.C.2.1.3,4 AR.C.3.1.2,3 AR.G.11.1.2 AR.H.12.1.3 AR.H.13.1.3,6 AR.RL.1.1	AR.C.3.1.2 AR.E.4.1.1,2 AR.E.5.1.1,2,3 AR.E.6.1.1,2,3 AR.E.7.1.1,2 AR.G.11.1.1 AR.Math.Content.1.MD.C.6



Ridgefield Christian School First Grade History

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Semester 2: Objectives by Unit		
.4. Our Land	.5. Our Nation	.6. Our History
(16 days)	(14 days)	(20 days)
4.1 Recognize that people change land and water as they make use of it	5.1 Recognize that people from a variety of cultures have worked hard to make America what it is today	6.1 Identify how people in our country traveled in the past
4.2 Identify ways people care for God's world	5.2 Discuss how technology has helped to make America what it is today	6.2 Identify how people in our country communicated in the past
4.3 Distinguish between fact and fiction in a story contrasting the way living things interact with their environments	5.3 Distinguish between fact and opinion in a story about the work of Americans	6.3 Compare how people traveled in the past with how people travel now because of technology
4.4 Recognize that people live in various ways in different places	5.4 Find his or her state on a map of the United States	6.4 Compare how people communicated in the past with how people communicate now because of technology
4.5 Identify landforms from photographs	5.5 Explain what is special about his or her state	6.5 Define past, present, and future
4.6 Identify bodies of water from photographs	5.6 Sequence events using a timeline	6.6 Explain what history is
4.7 Give examples of landforms and bodies of water	5.7 Select destinations on a map of the United States	6.7 Recognize calendar time as days, weeks, and months
4.8 Recognize that a globe is a model of the earth	5.8 Design a plan for a family vacation	6.8 Sequence events by classifying them as past, present, and future
4.9 Identify the cardinal directions	5.9 Explain our country's name	6.9 Identify sources of information about the past

4.10 Identify latitude and longitude lines on a globe	5.10 Describe the locations of our country's neighbors	6.10 Recognize that the best way to understand history is to learn from the people who were there
4.11 Locate objects in a room using the cardinal directions	5.11 Find our country's capital on a map	6.11 Distinguish between primary and secondary sources
4.12 List the seven continents	5.12 Identify what makes our country special	6.12 Define native
4.13 List the five oceans	5.13 Identify rights and responsibilities of an American citizen	6.13 Identify characteristics of several Native American tribes
4.14 Identify the continents and oceans on a globe	5.14 Apply rights and responsibilities of an American citizen to specific situations	6.14 Give an example of how we can learn about Native Americans
4.15 Find the seven continents and five oceans on a map	5.15 Recognize symbols of our nation	6.15 Identify Christopher Columbus
4.16 Identify features on a map	5.16 Recite the Pledge of Allegiance	6.16 Explain why people explored North America
4.17 Draw a map of his or her school or home	5.17 Sing the "Star-Spangled Banner"	6.17 Recognize people who explored North America
4.18 Identify places as being north, south, east, or west of a location by using a map	5.18 Recognize that the president leads our nation	6.18 Identify cause and effect in a narrative about Christopher Columbus
4.19 Find mountains on a map of the travels of Lewis and Clark	5.19 Associate the White House with the president	6.19 Identify the Pilgrims
4.20 Find bodies of water on a map of the travels of Lewis and Clark	5.20 Relate the president's role to God's purpose for government	6.20 Explain why the Pilgrims came to America
4.21 Recognize that weather varies in different places on the earth	5.21 Identify the current president	6.21 Compare the Pilgrims with the Native Americans
4.22 Describe how weather changes over the seasons	5.22 Identify our country's first president	6.22 Describe how people who moved to America changed the way they lived

4.23 Read a diagram related to the water cycle	5.23 List qualities of a good leader	6.23 Explain what George Whitefield did in the American colonies
4.24 Summarize the water cycle	5.24 Evaluate George Washington as a leader based on the Bible's teaching about government	6.24 Explain how George Whitefield influenced the American colonies
4.25 Identify resources	5.25 Recall concepts from Unit 5	6.25 Explain how George Whitefield united the American colonies
4.26 Give examples of using resources	5.26 Demonstrate knowledge of concepts from Unit 5 by taking the test	6.26 Recognize that people who came to the United States were citizens of other countries
4.27 Explain from the Bible the need to use resources		6.27 Explain why people in the United States wanted to have their own country
4.28 Research current events on saving and using resources		6.28 Identify the Declaration of Independence and the Constitution of the United States
4.29 Suggest ways he or she can wisely save and use resources God has given		6.29 Explain why the Declaration of Independence and the Constitution are important
4.30 Give examples of ways to reduce how much of a resource he or she uses		6.30 Identify George Washington's job in the new country of the United States
4.31 Give examples of reusing resources		6.31 Identify who Abraham Lincoln was
4.32 Give examples of ways to recycle trash		6.32 Recognize why people in the United States disagreed with each other
4.33 Create a plan to minimize trash by reducing, reusing, and recycling resources at home		6.33 Explain why Abraham Lincoln is important to our country
4.34 Identify Theodore Roosevelt's role in establishing national parks		6.34 Describe what an immigrant is

4.35 Relate the role of laws to wisely saving and using natural resources for everyone to enjoy		6.35 Explain why immigrants came to the United States
4.36 Explain how national parks save resources for people to enjoy in the future		6.36 Give examples of how immigrants have brought their customs to the United States
4.37 Recall concepts from Unit 4		6.37 Give examples of how people travel in the United States today
4.38 Demonstrate knowledge of concepts from Unit 4 by taking the test		6.38 Discuss a current event relating to inventions in the United States today
		6.39 Show how people use inventions and communicate in the United States today
		6.40 Give examples of customs in the United States from different countries
		6.41 Give an example of technology that students use
		6.42 Explain how Steve Job's inventions affect culture today through technology, education, and entertainment
		6.43 Explain how technology can be used in ways that are helpful and harmful
		6.44 Recall concepts from Unit 6
		6.45 Demonstrate knowledge of concepts from Unit 6 by taking the test

Semester 2: Standards by Unit		
.4. Our Land	.5. Our Nation	.6. Our History
(16 days)	(14 days)	(20 days)
AR.G.8.1.1,2 AR.G.9.1.1,3 AR.G.10.1.1 AR.H.12.1.4	AR.C.1.1.2,3 AR.C.2.1.1,2,3 AR.C.3.1.2 AR.G.8.1.1 AR.G.9.1.2 AR.H.12.1.2,4,5	AR.C.1.1.3 AR.C.2.1.3 AR.C.3.1.2 AR.G.9.1.2 AR.G.10.1.1,2 AR.H.12.1.1,4,5 AR.H.13.1.1,4