

History	EC	LE	UE	MS
<p><b><u>Time and Timelines:</u></b></p> <p><b>The child has an awareness of how the universe and life came to be and his/her place on the continuum.</b></p> <p><b>The child discovers interests, makes connections and draws inferences about cultures throughout the world.</b></p> <p><b>The child becomes conscious of the passage of time, which is the foundation of a historical perspective.</b></p>	<p>Identifies the names of the seasons as well as their sequence.</p> <p>Has an awareness for seasonal weather as well as how it affects our clothing and activities.</p> <p>Has a familiarity with various holidays and their seasons.</p> <p>Can recognize the words for the days of the week and the months of the years as well as their sequence.</p> <p>Introduced to the standard calendar as a way to record the passage of time and the units to measure it by</p> <p>Understands the purpose of the long hand and short hand of an analog clock.</p>	<p>Knows the names and order of the Seasons of the Year and science behind it</p> <p>Knows days and months and is able to plan and problem solve with a calendar.</p> <p>Knows how many months in a year and how many days in each month. Which months reside in a season.</p> <p>Has exposure to holidays celebrated throughout the different cultures of the world.</p> <p>Can tell time by the hour, half past, quarter hour, by the minute and elapsed time. Knows how many hours in a day.</p> <p>Has a general understanding of the</p>	<p>Identifies the passage of time from the Big Bang to the history of man.</p> <p>Creates timelines to represent what has occurred since the development of the universe: how organisms begin and end on the timeline..</p> <p>Creates timelines of the future, recognizing patterns that repeat themselves on the Timeline of Life.</p> <p>Understands that the evolution of animals is interrelated to their environment and their own genomic evolution.</p> <p>Identifies the unique differences that set man apart from other animals (the hand, brain</p>	<p>See MS Curriculum Document</p>

	<p>Can tell time by the hour and half hour. Identifies how many minutes are in one hour.</p> <p>Can create a personal timeline of their day by sequencing routine activities.</p>	<p>history of the Earth from the beginning through the present using various materials:</p> <ul style="list-style-type: none"> <li>● Great Lessons</li> <li>● Clock of Eras</li> <li>● Black Strip</li> <li>● The Geologic Time Scale</li> <li>● Earth's Preparation for Life</li> <li>● The First Living Organisms</li> <li>● Coming of Humans Timeline</li> <li>● Fossil Records</li> <li>● BC/AD Timelines</li> </ul> <p>Understands and creates a personal timeline</p> <p>Writes a biography of self or other</p>	<p>development, the ability to self-reflect)</p> <p>Has general understanding of man's transition from nomadic tribes to sedentary (agrarian) societies.</p> <p>Has exposure to early civilizations and empires, from their beginning to the present day, using such materials as:</p> <ul style="list-style-type: none"> <li>● primary based documents,</li> <li>● timelines</li> <li>● maps</li> </ul> <p>Introduced to human measurement of time (from using the moon, and stars, to the technological advancements of man made clocks).</p> <p>Can tell time in seconds, minutes, hours, days, weeks, months and years.</p>	
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<p><b><u>Physical Geography:</u></b></p> <p>The child develops their sense of spatial orientation and ability to interpret maps.</p> <p>The child understands the Earth's landscape, the forces that govern change, and the impact natural resources have on both biomes and civilizations.</p>	<p>With the use of the sand paper and continent globes the child has an awareness of land, air, and water as the fundamental elements of the Earth.</p> <p>Has discovered the names and shapes of the land and water forms such as island/lake, cape/bay, isthmus/strait, gulf/peninsula in preparation for cartography and geography.</p> <p>The child has an understanding of Planisphere with the use of puzzle maps. Has an understanding of the seven continents and</p>	<p>The child can identify the seven continents on a globe or map.</p> <p>The child has an understanding that each continent has countries.</p> <p>The child can identify the oceans and countries bordering a continent.</p> <p>The child understands various biomes and has experience visiting local biomes.</p> <p>The child can classify their home in terms of: planet, continent, country, state and city.</p>	<p>Comprehends that changes in physical geography (advanced land and water forms) are brought about by forces in nature over time.</p> <p>Understands the scientific theories of force and attraction that create and continue to create the Earth's land and water formations. Realize that these scientific theories replaced stories of myth and superstition. Conducts inquiry- based research on self-selected continents, countries and cultures to stretch their global perspective.</p>	

	<p>their relative shapes and positions on the Earth. Is introduced to cardinal directions.</p> <p>Child has an awareness for the diversity of human cultures and an awareness for his/her relationship to place with extensions such as artifact boxes and flags, materials.</p> <p>Has an understanding of the Solar System and the concept that the Earth and the planets move in space and orbit the sun. Understands that it takes one year for the Earth to travel its orbit around the sun</p>	<p>The child knows the terminology and can identify the major land and water forms.</p> <p>The child knows the history of the formation of the Earth through hands on experiments, impressionistic charts and lessons.</p> <p>The child understands the function of the Sun.</p> <p>The child knows the movements of the Earth.</p> <p>The child learns the forces that modify the surface of the Earth.</p> <p>The child can identify the directionality on a map using a compass rose. The child knows the terminology for the two hemispheres, continents and oceans.</p>	<p>Child is proficient reading, re-creating and sharing various maps (political, topographic, economic, geographic).</p> <p>Uses acquired knowledge to create original maps. Able to label advanced land and water forms to scale.</p> <p>Has an understanding that physical geography and its natural resources affect the development and demise of human civilizations.</p>	
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<p><b><u>Humans and Culture:</u></b></p> <p><b>The child will identify human’s scientific and cultural contributions in history.</b></p> <p><b>The child will develop an understanding and appreciation of the story of mankind and nature.</b></p> <p><b>The child will develop awareness and appreciation of other cultures through related experiences in cultural studies.</b></p>	<p>The child explores and develops an understanding of individual cultures through cultural presentations (food,shelter, clothing,customs, holidays,flags, stories,songs, dance) and the Continent boxes (with objects representative of cultures of each continent).</p>	<p>The children learn about the fundamental human needs and how their needs are met.</p> <p>The children learn about the seven continents in a three year cycle. They learn how the people meet their fundamental needs in different environments.</p> <p>Children hear the Great Lessons, describing the coming of humans to Earth and the invention and evolution of language and math throughout human history.</p>	<p>Develops an understanding that man has relied on his ingenuity and adaptability for his survival. (Tool making and cave paintings of early humans. Telescopes and microscopes of the age of explorers, cultural Renaissance of western Europe, Urbanization and civil rights of the Age of Industry.)</p> <p>Develops a global perspective through studies of world cultures.</p> <p>With continent studies and research of human history, students develop an appreciation of various cultures through their art, everyday life, religion, agriculture, music, holidays, customs, food and folk literature.</p> <p>At the end of the three</p>	
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<p><b><u>Political Geography:</u></b></p> <p>The child has an understanding of their place in the world. He/she sees him/herself as a global citizen being a part of one country and culture amongst many.</p>	<p>The child can identify 7 continents and 4 oceans. Has worked with continent maps and nomenclature.</p> <p>The child understands that there are many different countries in the world.</p>	<p>The children learn to identify the parts of the flag. They study flags from around the world, their country flag and the flags of the United States of America.</p> <p>The children learn the names and location of the countries in each</p>	<p>Students will be able to identify or find the resources to identify a continent's countries.</p> <p><u>Year one:</u> Africa and Asia continent study (countries, states, capitals, flags)</p> <p><u>Year two:</u> Europe</p>	

	The child can recognize flags and country names.	continent. They study countries of their choice through research and delivery of information.	<u>Year three:</u> the Americas, Australia Atlas Lines of longitude, latitude  Hemisphere divisions	