

Social Studies Standard Articulated by Grade Level First Grade

First Grade History Strands introduce the concept that settlement enabled cultures and civilizations to develop in different places around the world, advancing their own and later civilizations. North America and Egypt are introduced as examples. Exploration is revisited by introducing the impact of interaction between Native Americans and Europeans during the period of colonization.

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Concept 1: Research Skills for History PO 1. Place important life events in chronological order on a timeline. PO 2. Retell stories to describe past events, people, and places. PO 3. Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.</p> <hr/> <p>Concept 2: Early Civilizations PO 1. Recognize that the development of farming allowed groups of people to settle in one place and</p>	<p>Concept 1: Research Skills for History PO 1. Place important life events in chronological order on a timeline. PO 2. Retell stories to describe past events, people, and places. PO 3. Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.</p> <hr/> <p>Concept 2: Early Civilizations (Note: Advancements in early civilizations were introduced in Kindergarten.)</p>	<p>Concept 1: Foundations of Government PO 1. Identify national symbols and monuments that represent American democracy and values: a. American flag b. Bald Eagle c. Statue of Liberty d. White House e. Washington Monument PO 2. <i>Recognize the Pledge of Allegiance and the National Anthem.</i> PO 3. Practice examples of democracy in action (e.g., voting, making classroom rules). PO 4. Recognize how</p>	<p>Concept 1: The World in Spatial Terms PO 1. Recognize different types of maps (e.g., political, physical) serve various purposes. PO 2. Identify characteristics of maps and globes: a. compass rose b. symbols c. key/legend PO 3. Construct a map of a familiar place (e.g., classroom, bedroom, playground) that includes a compass rose, symbols, and key/legend. PO 4. Recognize characteristics of human and physical features: a. physical (i.e., ocean</p>	<p>Concept 1: Foundations of Economics PO 1. Discuss the difference between basic needs and wants. PO 2. Recognize that people need to make choices because of limited resources. PO 3. Recognize that some goods are made locally and some are made elsewhere. PO 4. Recognize that people are buyers and sellers of goods and services. PO 5. <i>Recognize various forms of U.S. currency.</i> Connect with:</p>

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<p>develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan)</p> <p>Connect with: Strand 2 Concept 2</p> <p>PO 2. Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.</p> <hr/> <p>Concept 3: Exploration and Colonization</p> <p>PO 1. Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods).</p>	<p>PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).</p> <p>PO 2. Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/ architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.</p> <p>PO 3. Recognize that civilizations in the Americas had similar characteristics to the Egyptians.</p> <p>Connect with: Strand 1 Concept 2</p> <hr/> <p>Concept 3: World in Transition</p> <p>No performance objectives at this grade.</p>	<p>students work together to achieve common goals.</p> <p>PO 5. Discuss the significance of national holidays:</p> <ol style="list-style-type: none"> Thanksgiving Presidents' Day Martin Luther King, Jr. Day Fourth of July Constitution Day <p>PO 6. Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).</p> <p>PO 7. Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.</p> <hr/> <p>Concept 2: Structure of Government</p> <p>PO 1. <i>Identify the current President of the United States and Governor of Arizona.</i></p>	<p>continent, river, lake, mountains, islands)</p> <ol style="list-style-type: none"> human (i.e., equator, North and South Poles) <p>PO 5. Locate physical and human features using maps, illustrations, images, or globes:</p> <ol style="list-style-type: none"> physical (i.e., continent, ocean, river, lake, mountains, islands) human (i.e., equator, North and South poles, country) <p>PO 6. Locate Arizona on a map of the United States.</p> <hr/> <p>Concept 2: Places and Regions</p> <p>PO 1. Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.</p> <p>PO 2. Discuss physical features (e.g., mountains, rivers, deserts) in the world.-</p> <p>PO 3. Recognize through images of content studied</p>	<p>Math Strand 1 Concept 1</p> <p>PO 6. Recognize that people save money for future goods and services.</p> <hr/> <p>Concept 2: Microeconomics</p> <p>No performance objectives at this grade.</p> <hr/> <p>Concept 3: Macroeconomics</p> <p>No performance objectives at this grade.</p> <hr/> <p>Concept 4: Global Economics</p> <p>No performance objectives at this grade.</p> <hr/> <p>Concept 5: Personal Finance</p> <p>PO 1. Discuss reasons for personal savings.</p>

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<p>PO 2. Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, the First Thanksgiving).</p> <p>PO 3. Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.</p> <p>PO 4. Recognize that the United States began as the Thirteen Colonies ruled by England.</p> <p>PO 5. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p> <hr/> <p>Concept 4: Revolution and New Nation No performance objectives at this grade.</p>	<hr/> <p>Concept 4: Renaissance and Reformation No performance objectives at this grade.</p> <hr/> <p>Concept 5: Encounters and Exchange PO 1. Recognize why England and Spain wanted to rule other areas of the world. Connect with: Strand 1 Concept 3</p> <hr/> <p>Concept 6: Age of Revolution No performance objectives at this grade.</p> <hr/> <p>Concept 7: Age of Imperialism No performance objectives at this grade.</p>	<p>Concept 3: Functions of Government No performance objectives at this grade.</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 1. <i>Identify examples of responsible citizenship in the school setting and in stories about the past and present.</i> PO 2. <i>Describe the rights and responsibilities of citizenship:</i></p> <p>a. <i>elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</i></p> <p>b. <i>importance of participation and cooperation in a classroom and community</i></p>	<p>(e.g., Egypt, Arizona, local community) that places have distinct characteristics. PO 4. Discuss the ways places change over time.</p> <hr/> <p>Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) Connect with: Science Strand 4 Concept 3 Identify, compare, and describe plants and animals in various habitats. Science Strand 6 Concept 1 Identify the basic properties and uses of earth materials (rocks, soil, water, conservation). Science Strand 6 Concept 2 Identify objects in the sky</p>	

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<p>Concept 5: Westward Expansion No performance objectives at this grade.</p> <p>Concept 6: Civil War and Reconstruction No performance objectives at this grade.</p> <p>Concept 7: Emergence of the Modern United States No performance objectives at this grade.</p> <p>Concept 8: Great Depression and World War II No performance objectives at this grade.</p> <p>Concept 9: Postwar United States</p>	<p>Concept 8: World at War No performance objectives at this grade.</p> <p>Concept 9: Contemporary World PO 1. Use information from written documents, oral presentations, and the media to discuss current events.</p>	<p>c. <i>why there are rules and the consequences for violating them</i></p> <p>d. <i>responsibility of voting (every vote counts)</i></p> <p>PO 3. <i>Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)</i></p> <p>Concept 5: Government Systems of the World No performance objectives at this grade.</p>	<p>(sun, moon, stars, clouds). Science Strand 6 Concept 3 Understand characteristics of weather patterns and how they affect daily activities.</p> <p>Concept 4: Human Systems PO 1. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt). Connect with: Reading Strand 2 Concept 2 PO 2. <i>Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.</i> PO 3. <i>Describe how people earn a living in the community and the places they work.</i></p> <p>Concept 5: Environment and Society</p>	

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<p>PO 1. Recognize that Rosa Parks, Martin Luther King Jr., and César Chavez worked for and supported the rights and freedoms of others.</p> <hr/> <p>Concept 10: Contemporary United States</p> <p>PO 1. Use information from written documents, oral presentations, and the media to discuss current local and state events.</p>			<p>PO 1. Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.</p> <p>PO 2. Identify resources that are renewable, recyclable, and non-renewable.</p> <hr/> <p>Concept 6: Geographic Applications</p> <p>PO 1. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.</p> <p>PO 2. <i>Discuss geographic concepts related to current events.</i></p>	

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Concept Descriptors

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations Pre 1500

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

Concept 3: Exploration and Colonization 1500s – 1700s

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

Concept 4: Revolution and New Nation 1700s – 1820

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

Concept 5: Westward Expansion 1800 – 1860

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

Concept 6: Civil War and Reconstruction 1850 – 1877

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

Concept 7: Emergence of the Modern United States 1875 – 1929

Economic, social, and cultural changes transformed the U.S. into a world power.

Concept 8: Great Depression and World War II 1929 – 1945

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

Concept 9: Postwar United States 1945 – 1970s

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

Concept 10: Contemporary United States 1970s – Present

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Current events and issues continue to shape our nation and our involvement in the global community.

Strand 2: World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

Concept 3: World in Transition

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

Concept 4: Renaissance and Reformation

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

Concept 5: Encounters and Exchange

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

Concept 6: Age of Revolution

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

Concept 7: Age of Imperialism

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

Concept 8: World at War

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

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Concept 9: Contemporary World

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers.

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people.

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

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Concept 1: The World in Spatial Terms

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics.

Concept 3: Physical Systems

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

Concept 4: Human Systems

Human cultures, their nature, and distribution affect societies and the Earth.

Concept 5: Environment and Society

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

Concept 6: Geographic Applications

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

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Concept 1: Foundations of Economics

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

Concept 2: Microeconomics

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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