

Social Studies Standard Articulated by Grade Level Kindergarten

Kindergarten History Strands introduce the concept of exploration as a means of discovery and a way of exchanging ideas, goods, and culture. Important presidents and symbols of our country are also introduced.

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. Retell personal events to show an understanding of how history is the story of events, people, and places in the past. PO 2. Listen to recounts of historical events and people and discuss how they relate to present day. PO 3. Sequence recounts of historical events and people using the concepts of before and after. PO 4. Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p> <hr/> <p>Concept 2: Early Civilizations PO 1. Recognize that Native Americans are the original inhabitants of North America.</p>	<p>Concept 1: Research Skills for History PO 1. Retell personal events to show an understanding of how history is the story of events, people, and places in the past. PO 2. Listen to recounts of historical events and people and discuss how they relate to present day. PO 3. Sequence recounts of historical events and people using the concepts of before and after. PO 4. Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p> <hr/> <p>Concept 2: Early Civilizations PO 1. Recognize that groups of people in early civilizations (e.g., people of</p>	<p>Concept 1: Foundations of Government PO 1. Recognize national symbols and monuments that represent American democracy and values: a. American flag b. Bald Eagle c. Statue of Liberty d. White House PO 2. Recognize the Pledge of Allegiance and the National Anthem. PO 3. Recognize the significance of national holidays: a. Thanksgiving b. Presidents' Day c. Martin Luther King, Jr. Day d. Constitution Day PO 4. Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy:</p>	<p>Concept 1: The World in Spatial Terms PO 1. Recognize the differences between maps and globes. PO 2. Construct maps of a familiar place (e.g., 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. Connect with: Science Strand 5 Concept 2 Math Strand 4 Concept 1 PO 4. Identify land and water on maps, illustrations, images, and globes. PO 5. Locate continents and oceans on a map or globe.</p> <hr/> <p>Concept 2: Places and Regions PO 1. Recognize through</p>	<p>Concept 1: Foundations of Economics PO 1. Discuss different types of jobs that people do. PO 2. Match simple descriptions of work with the names of those jobs. PO 3. Give examples of work activities that people do at home. PO 4. Discuss differences between needs and wants. PO 5. Recognize various forms of U.S. currency. Connect with: Math Strand 1 Concept 1 PO 6. Recognize that people use money to purchase goods and services.</p> <hr/> <p>Concept 2:</p>

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italicized performance objectives - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

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<p>Concept 3: Exploration and Colonization PO 1. Recognize that explorers (e.g., Columbus, Leif Ericson) traveled to places in the world that were new to them. PO 2. Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).</p> <hr/> <p>Concept 4: Revolution and New Nation PO 1. Recognize that George Washington was our first president. PO 2. Recognize that the Fourth of July is our nation's birthday.</p> <hr/> <p>Concept 5: Westward Expansion No performance objectives</p>	<p>the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food. PO 2. Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars).</p> <hr/> <p>Concept 3: World in Transition 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 that</p>	<p>Connect with: Strand 1 Concept 4 PO 5. Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.</p> <hr/> <p>Concept 2: Structure of Government PO 1. Identify the current President of the United States and Governor of Arizona. Connect with: Strand 1 Concept 10</p> <hr/> <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. Identify examples of responsible citizenship in the school setting and in</p>	<p>images how people live differently in other places and times.</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 plants and animals in the local environment. Science Strand 6 Concept 1 Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable). Science Strand 6 Concept 3 Understand the characteristics of weather and how it affects people.</p> <hr/> <p>Concept 4: Human</p>	<p>Microeconomics No performance objectives at this grade.</p> <hr/> <p>Concept 3: Macroeconomics No performance objectives at this grade.</p> <hr/> <p>Concept 4: Global Economics No performance objectives at this grade.</p> <hr/> <p>Concept 5: Personal Finance No performance objectives at this grade.</p>

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<p>at this grade.</p> <hr/> <p>Concept 6: Civil War and Reconstruction No performance objectives at this grade.</p> <hr/> <p>Concept 7: Emergence of the Modern United States No performance objectives at this grade.</p> <hr/> <p>Concept 8: Great Depression and World War II No performance objectives at this grade.</p> <hr/> <p>Concept 9: Postwar United States PO 1. Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space.</p> <hr/> <p>Concept 10:</p>	<p>explorers (e.g., Marco Polo, Magellan) traveled to places in the world that were new to them. PO 2. Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).</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> <hr/> <p>Concept 8: World at War No performance objectives at this grade.</p> <hr/> <p>Concept 9:</p>	<p>stories about the past and present. PO 2. Recognize the rights and responsibilities of citizenship:</p> <ol style="list-style-type: none"> a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. importance of participation and cooperation in a classroom and community c. why there are rules and the consequences for violating them d. responsibility of voting (every vote counts) <p>PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground). PO 4. Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses,</p>	<p>Systems PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community. PO 2. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation. PO 3. Describe how people earn a living in the community and the places they work. Connect with: Strand 5 Concept 1</p> <hr/> <p>Concept 5: Environment and Society PO 1. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms). PO 2. Recognize that resources are renewable, recyclable, and non-renewable.</p>	

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Contemporary United States PO 1. Use information from written documents, oral presentations, and the media to discuss current local events.</p>	<p>Contemporary World PO 1. Use information from written documents, oral presentations, and the media to discuss current events.</p>	<p>doctors).</p> <hr/> <p>Concept 5: Government Systems of the World No performance objectives at this grade.</p>	<hr/> <p>Concept 6: Geographic Applications PO 1. Discuss geographic concepts related to current events.</p>	

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

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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

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

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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.

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.

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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.

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.

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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.

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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