



The Arizona History and Social Science Standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education:

- Social studies prepares the nation's youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.

First Grade - Communities: Living and Working Together

Through the study of civics, geography, economics, and history, students will understand how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

- Understanding perspectives of others
- School and community functions of government
- Earning, spending, and saving money
- Using geographic models
- Effects of human movement
- Cooperation and compromise
- American symbols and traditions

District Resources:



Ready GEN



World book

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	<i>C2: Citizens have individual rights, roles, and responsibilities.</i>	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems. <i>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface	<i>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i>
<i>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i>	<i>C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.</i>	<i>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</i>	<i>G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.</i>	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions** - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions** - Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources** - Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims** - Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions** - Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action** - To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Year-Long Standards Overview

Year-Long Standards

- 1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.
 - Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues.

- 1.H1.1 Explain how ideas and innovation can contribute to the community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).
 - Key examples include but are not limited to farming by irrigation, architecture, writing, and inventions as they support content focus.

- 1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country. *Align with calendared holidays.*
 - Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capital, and Arizona state symbols.
 - Holidays included are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, President Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day.
 - Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders.

- 1.H4.2 Draw upon fictional stories, biographies, and nonfiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.

Year Snapshot -Units by Quarters

QUARTER 1 <u>Civics & Community</u>	QUARTER 2 <u>Money in My Community</u>	QUARTER 3 <u>Mapping My Community</u>	QUARTER 4 <u>Investigating My Community</u>
1.C1.1	1.E1.1	1.G1.1	1.SP1.1
1.C1.2	1.E1.2	1.G1.2	1.SP1.2
1.C1.3	1.E2.1	1.G2.1	1.SP1.3
1.C3.1	1.E2.2	1.G3.1	1.SP2.1
1.C3.2	1.E3.1	1.G3.2	1.SP3.1
	1.E3.2		1.SP3.2
	1.E3.3		1.SP3.3
	1.H2.1		1.SP3.4
			1.SP3.5

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
1.C1.1, 1.C3.1, 1.C3.2, 1.C3.3, 1.E1.1, 1.E1.2, 1.E2.1, 1.E2.2, 1.E3.1, 1.E3.2, 1.E3.3, 1.G2.1, 1.G3.1, 1.G3.2, 1.H1.1, 1.H2.1, 1.H4.1, 1.H4.2	1.RL.1, 1.RL.2, 1.RL.3	Standard 1	Use grade-appropriate literature with social studies themes that relate to civics – community, laws, government, perspectives; economics – occupations, needs, wants, resources, decision making, producers and consumers; geography – human activities, cultures, environment, human migration, compare places now and in the past; history – community, cooperation and compromise, American symbols/traditions/holidays/documents/leaders, find historical biographies.
	1.RL.4	Standard 2	
	1.RL.5, 1.RL.6, 1.RL.7, 1.RL.9, 1.RL.10		
1.C1.1, 1.C3.1, 1.C3.2, 1.C3.3, 1.E1.1, 1.E1.2, 1.E2.1, 1.E2.2, 1.E3.1, 1.E3.2, 1.E3.3, 1.G2.1, 1.G3.1, 1.G3.2, 1.H1.1, 1.H2.1, 1.H4.1, 1.H4.2	1.RI.1, 1.RI.2, 1.RI.3	Standard 1	Use grade-appropriate informational texts with social studies themes to teach the main topic, details in a text, answer questions, make connections between people, use illustrations to describe main ideas. Social studies topics you can use are in civics – community, local governments, citizen responsibilities to name a few. Economics topics can include texts about resources, goods and services produced in a community, and occupations. Geography texts could be about the environment, human interactions with the environment, comparison of places, etc. History texts could be about American history, American biographies, community innovations 1.RI.6 – use maps and graphs to align to 1.G1.1 and 1.G1.2
	1.RI.4	Standard 2	
	1.RI.5		
	1.RI.6		
	1.RI.7	Standard 1	
	1.RI.8	Standard 8	
	1.RI.9		
	1.RI.10		
1.SP1.2	1.W.1	Standards 4, 8	
1.SP1.3	1.W.2	Standards 3, 9	
1.SP1.1, 1.SP2.1	1.W.3	Standards 3, 9	
1.SP1.2, 1.SP1.3, 1.SP2.1, 1.SP3.1	1.W.4		Write focusing on social studies topics such as perspectives, government, human movement, cooperation and compromise, American symbols and traditions, and earning and spending money.
	1.W.5	Standard 5	
	1.W.6	Standard 6	
1.SP1.1, 1.SP3.1, 1.SP3.2, 1.SP3.3, 1.SP3.4, 1.SP3.5	1.W.7, 1.W.8	Standard 7	Use social studies topics to write about students’ communities to construct an argument and use evidence to ask and answer questions.
1.SP1.1, 1.SP1.2, 1.SP1.3, 1.SP2.1, 1.SP3.1, 1.SP3.2, 1.SP3.3, 1.SP3.4, 1.SP3.5	1.SL.1	Standard 6	Use social studies disciplinary skills and processes to communicate orally concepts about community.
	1.SL.2	Standard 1	
	1.SL.3	Standard 8	
1.SP1.1, 1.SP1.2, 1.SP1.3, 1.SP2.1	1.SL.4	Standards 3, 4, 7, 9	
1.SP3.1, 1.SP3.2, 1.SP3.3, 1.SP3.4, 1.SP3.5,	1.SL.5	Standards 3, 7	Use social studies disciplinary skills and practices to communicate and present knowledge and skills. Specifically for 1.SL.5 use 1.G1.1 and 1.G1.2 to have students use maps, graphs, and other geographical representations to locate places and explain what they find.
	1.SL.6	Standard 5	
	1.L.1	Standard 10	Use social studies stories to identify English conventions, multiple-meaning words and word relationships.
	1.L.2	Standard 3	
	1.L.4, 1.L.5	Standard 2	
	1.L.6	Standard 5	

Quarter 1			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Civics and Community			
<p>Civic virtues and democratic principles are key components of the American political system. 1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community. 1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures. 1.C1.3 Compare one’s own thoughts and opinions with others’ perspectives.</p> <p>An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship. 1.C3.1 Explain the importance of rules and laws in our community.</p> <ul style="list-style-type: none"> ● Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority. <p>1.C3.2 Explain the role and function of local governments.</p> <ul style="list-style-type: none"> ● Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community. ● Key concepts include but are limited to type of government and its leaders including the current Governor and President and Vice President of the United States. 	<ul style="list-style-type: none"> ● I can tell how I can be respectful, equal, and fair in school and community. ● I can agree upon classroom decisions. ● I can follow rules of working in a group. ● I can compare my thoughts and opinions with others’. ● I can explain why rules and laws are important in our community. ● I can explain the role and function of local government. 	<p>respect responsibility equality fairness community consensus procedures decision thoughts opinions perspectives rules laws role function local governments law conflict manage protect community governor Vice President President</p>	<p><i>World Book:</i></p> <ul style="list-style-type: none"> ● Light ● Civil Rights Article ● Civil Rights Act of 1964 Article ● I Have a Dream Article ● Government Article ● Law Article ● Government of the U.S. Article ● Democracy Article ● Supreme Court of the U.S. Article ● President of the United States Article ● Articles on specific Presidents are also available in Worldbook <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> ● Stلالuna ● The Winner’s Choice <p><i>ReadyGEN Leveled Readers:</i></p> <ul style="list-style-type: none"> ● At School ● Election Day ● Freedom For All! ● The Eagle is Free ● The Statue of Liberty ● Treasures of Our Country ● We Have Rules <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> ● ADE Resources: http://bit.ly/2VpxZU7 <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

Quarter 2			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Money in My Community			
<p>A financially literate individual understands to manage income, spending, and investment. 1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community. 1.E1.2 Describe reasons to save or spend money.</p> <p>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. 1.E2.1 Explain how needs, wants, availability of resources affect decision making. 1.E2.2 Identify the benefits and cost of making various personal decisions.</p> <p>Individuals and institutions are interdependent within market systems. 1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community. 1.E3.2 Explain how people in our community earn income. 1.E3.3 Explain how people can be producers and consumers in our community.</p> <p>Cycles of conflict and cooperation have shaped relations among people, places, and environments. 1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.</p>	<ul style="list-style-type: none"> I can identify occupations in our community. I can identify skills and education needed for occupations in our community. I can tell why it is important to save and spend money. I can tell how needs and wants affect decision making. I can tell how the availability of resources affect decision making. I can identify the benefits and cost of making various personal decisions. I can describe the skills, knowledge and sequence of events that are needed to produce goods in our community. I can describe the skills, knowledge and sequence of events that are needed to produce services in our community. I can explain how people in our community earn income. I can explain how people can be producers and consumers in our community. I can resolve conflicts. I can learn from past conflicts to help solve problems today. 	<p>occupations skills education save spend money needs wants resources availability decision making benefits cost skills knowledge sequence goods services income earn producers consumers benefits cooperation</p>	<p><i>World Book Links:</i></p> <ul style="list-style-type: none"> Careers Article Nursing Article Teaching Article Medicine Article Community Workers Article Money Article Bank Article Trade Article Manufacturing Article <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> The Winner’s Choice Hunter’s Money Jar Help Yourself and Others/ Let’s Build a Park in Sleuth U2 (1.E2.1) <p><i>ReadyGEN Leveled Readers:</i></p> <ul style="list-style-type: none"> At the Market I Have a Dollar It’s Time to Get In Line Let’s Be Fair! Trading This For That <p><i>Other:</i></p> <ul style="list-style-type: none"> Finance Resource <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

Quarter 3			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Mapping My Community			
<p>The use of geographic representations and tools helps individuals understand their world. 1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses). 1.G1.2 Use a grid to locate a place.</p> <p>Human-environment interactions are essential aspects of human life in all societies. 1.G2.1 Compare how human activities affect culture and the environment now and in the past.</p> <ul style="list-style-type: none"> Such as agriculture, industrialization, urbanization, and human migration. <p>Examining human population and movement helps individuals understand past, present, and future conditions on earth’s surface. 1.G3.1 Explain why and how people, goods, and ideas move from place to place.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources. 1.G3.2 Compare places past and present as it relates to content focus.	<ul style="list-style-type: none"> I can use, explore and construct maps and graphs. I can use a grid to locate a place. I can compare how human activities affect culture and the environment now and in the past. I can tell why and how people, goods and ideas move from place to place. I can compare places past and present. 	construct maps graphs rivers lakes mountains landforms desert dams cities parks hospitals railroad tracks hospitals farms factories grid locate culture environment now past goods Ideas transportation immigration education technology natural resources places past present	<p><i>World Book Links</i></p> <ul style="list-style-type: none"> Map Article River Article Lake Article Mountain Article Landform Article Desert Article Dam Article City Article Articles available for specific parks Hospital Article School Article Railroad Article Farm and Farming Article Factory Article House Article Industrial Revolution Article Great Migration Article Transportation Article Immigration Article Natural Resources Article <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> Frog & Toad U1 Text Collection 1.G1.1 ReadyGen Leveled Readers: A Trip to Washington D.C. Animals of Africa Off to School Off to School We Go! <p><i>Other Resources</i></p> <ul style="list-style-type: none"> Map Skills

Quarter 4			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Investigating My Community			
<p>Chronological reasoning requires understanding the process of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. 1.SP1.1 Place important life events in chronological order on a timeline. 1.SP1.2 Understand how events of the past affect students’ lives and communities. 1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. 1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as function and non-fiction.</p> <p>Historians and Social Scientists gather, interpret, and use evidence to develop and answer historical, economic, geographical, and political questions and communicate their conclusions. 1.SP3.1 Generate questions about issues in your community past and present. 1.SP3.2 With support, identify evidence drawn from multiple sources to answer questions about issues in your community. 1.SP3.3 With support, construct and communicate solutions to issues in your community. 1.SP3.4 Take group or individual action to help address community issues. 1.SP3.5 Ask and answer questions about explanations given.</p>	<ul style="list-style-type: none"> • I can place important life events in chronological order on a timeline. • I can understand how events of the past affect my life and community. • I can ask questions about people and groups who have shaped a significant historical change. • I can compare different cultures. • I can ask questions about issues in my community from the past and present. • I can use resources to answer questions about issues in my community. • I can come up with and communicate solutions to issues in my community. • I can take action to help address community issues. • I can ask and answer questions about the explanations given. 	<p>chronological timeline events past historical change diverse cultures primary sources secondary sources fiction non-fiction issues resources communicate solutions action issues community explanations</p>	<p><i>World Book Links</i> Some examples of important events:</p> <ul style="list-style-type: none"> • Women’s Movement • Martin Luther King Jr Article Community Article Culture Article <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> • Children’s Day/ Pizza, Pizza Everywhere in Sleuth U2 (1.SP2.1) • Welcome to Pilsen/ The Festival in Sleuth U6 • Arbor Day Square • Whose Is This? • Far From Home • Going to School • King Kafu and the Moon One Classroom Many Cultures <p><i>ReadyGEN Leveled Readers:</i></p> <ul style="list-style-type: none"> • A New Country <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>