



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.

Third Grade - Arizona Studies; prehistoric to present-day Arizona

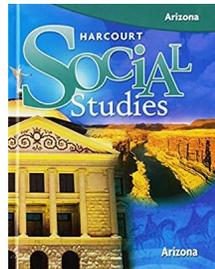
Students will study Arizona with an integrated approach considering the following factors:

- The contributions of various cultural and ethnic groups including the 22 Indian Nations that reside in Arizona
- Economic, political, and geographic elements
- Structure of the state and local governments
- Roles and responsibilities as citizens of Arizona
- Examination of primary and secondary sources including written and oral histories, images, current events, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

District Resources:



Ready GEN



Harcourt



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.	<i>E3: Individuals and institutions are interdependent within market systems. 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	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
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>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>	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.</i>

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

Disciplinary skills and processes

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.

- 3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 3.SP1.2 Compare life in specific historical time periods to life today.
- 3.SP1.3 Generate questions about individuals and groups who have impacted history.

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.

- 3.SP2.1 Explain why individuals and groups have different points of view on the same event.

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 3.SP3.1 Develop questions about Arizona history, geography, government, and economics.
- 3.SP3.2 Distinguish between primary and secondary sources.
- 3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.
- 3.SP3.4 Compare information provided by various sources about Arizona.
- 3.SP3.5 Generate questions about multiple historical sources.
- 3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.
- 3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 3.SP4.1 Explain probable causes and effects of events.
- 3.SP4.2 Summarize the central claim in a secondary source.

Year Snapshot -Units by Quarters

QUARTER 1 <u>Arizona History</u>	QUARTER 2 <u>Arizona Geography</u>	QUARTER 3 <u>Arizona Civics</u>	QUARTER 4 <u>Arizona Economics</u>
3.H1.1	3.G1.1	3.C1.1	3.E1.1
3.H2.1	3.G2.1	3.C1.2	3.E1.2
3.H2.2	3.G3.1	3.C3.1	3.E1.3
3.H3.1	3.G4.1	3.C3.2	3.E2.1
3.H3.2			3.E2.2

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
3.SP1.1, 3.SP1.2, 3.SP1.3, 3.SP3.4	3.RL.1 3.RL.2 3.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can demonstrate understanding of a text, recount and paraphrase, and describe character of Arizona stories. Content Standards to pull from include the following: 3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2
3.SP3.1, 3.SP3.2	3.RL.4 3.RL.5	Standard 2	Content Standards to pull literature from include the following: 3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2
3.SP1.2, 3.SP2.1	3.RL.6		
	3.RL.7	Standard 1	
3.SP1.1, 3.SP1.2, 3.SP3.3, 3.SP3.4, 3.SP3.5,	3.RL.9		Content Standards to pull literature from include the following: 3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2
	3.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature. Any work of literature that has a social studies focus meets this standard.
3.SP1.1, 3.SP1.2	3.RI.1, 3.RI.2, 3.RI.3	Standard 1	Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
	3.RI.4	Standard 2	
	3.RI.5		Content Standards to pull informational texts from include the following: 3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2
3.SP1.2, 3.SP2.1	3.RI.6		
3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1	3.RI.7	Standard 1	
	3.RI.8	Standard 8	
3.SP3.5, 3.SP3.4, 3.SP3.3, 3.SP2.1	3.RI.9		
3.C1.1, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.2, 3.H3.1	3.RI.10		
3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2,	3.W.1	Standards 4, 8, 9	
3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2	3.W.2, 3.W.3 3.W.4 3.W.5 3.W.6 3.W.7, 3.W.8 3.W.10	Standards 2, 3 Standard 5 Standard 6 Standard 7	Use the content standards for civics, economics, geography, and history to write opinion pieces, explanatory texts, and narratives. With guidance have students use those same content standards to write research and present their findings.
3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2	3.SL.1 3.SL.2 3.SL.3 3.SL.4 3.SL.5 3.SL.6	Standards 6, 9 Standard 1 Standards 8, 9 Standards 3, 4, 7 Standard 5	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to tell stories, create recordings and produce complete sentences about what they have read and studied.
	3.L.1, 3.L.2, 3.L.3	Standard 10	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	3.L.4, 3.L.5	Standard 2	
	3.L.6	Standards 3, 4, 5	

Quarter 1			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Arizona History			
<p>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers Key events include but are not limited to statehood Influential individuals and groups in the history and development of Arizona 	<ul style="list-style-type: none"> Compare specific historical time periods to life today, including innovations, language, architecture, agriculture, etc. Generate questions about individuals and groups who have impacted history including but not limited to Native Americans, Latinx, African Americans, Asian Americans, newcomers, settlers, trappers, missionaries, colonizers, etc. Compare information provided by various sources about Arizona’s cultures, civilizations and innovations. Develop questions about Arizona’s cultures, civilizations, and innovations. Determine the contributions made by various cultural and ethnic groups including the 22 Native American tribes that reside in Arizona. 	<p>agriculture architecture civilizations colonizers cultures explorers innovations innovations language mining missionaries prehistoric peoples settlers trappers</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> Unit 1 Harcourt Social Studies Arizona <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> Knots on a Counting Rope (Unit 3, Text Collection 2 p. 5) <p><i>World Book Kids Links:</i></p> <ul style="list-style-type: none"> Indian, American <p><i>World Book Student Links:</i></p> <ul style="list-style-type: none"> Arizona-History Indian, American-Introduction and Family life Indian, American-Indians of the Southwest Indian, American-Southwest cultural area map <p><i>Other Resources:</i></p> <p>Native American Tribes of Arizona:</p> <ul style="list-style-type: none"> http://bit.ly/2OYPE2I http://bit.ly/2uPW0YG http://bit.ly/2IkL6SZ <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
<p>3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona’s history.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to conflicts over exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations <p>3.H2.2 Examine how individuals and groups have worked together throughout Arizona’s history.</p>	<ul style="list-style-type: none"> Explain probable causes and effects of conflicts and resolutions throughout Arizona’s history. Develop questions about explorations. Explain why individuals and groups have different points of view over colonization and settlement. Compare life during historical time periods to today including exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations. Generate questions about individuals and groups who have impacted history and how the groups have worked together throughout Arizona’s history. 	<p>conflict resolution exploration colonization settlement industrialism</p>	<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 1 Harcourt Social Studies Arizona Unit 2 Harcourt Social Studies Arizona <p><i>World Book Student Links:</i></p> <ul style="list-style-type: none"> Indian, American-The destruction of Indian America Indian, American-Warfare Westward movement in America-Settling the Great Plains <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

<p>3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.</p> <ul style="list-style-type: none"> Key concepts such as but not limited to, women’s rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers <p>3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.</p>	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments for a given time frame using primary and secondary sources. Compare life during a historical time period to life today using primary and secondary sources. Generate questions about individuals and groups who have impacted history including women, Native Americans, POWs, migrants, and farmworkers. 	<p>citizenship community current events freedoms internment migrants nation pow camps responsibilities rights segregation state Native Americans POWs migrants farmworkers</p>	<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 3 Harcourt Social Studies Arizona <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> Back of the Bus (Unit 4, Text Collection 2 p.65) Rosa Parks: Hero of Our Time (Unit 4, Text Collection 2 p. 120) Brave Girl (Unit 4) Dare and Where (Unit 4, Text Collection p. 124) Changing Times: Women in the Early Twentieth Century (leveled text) Danger! Children at Work (leveled text) Ralph Bunche: Quiet Hero (leveled text) We Shall Overcome (leveled text) The Women’s Movement (leveled text) <p><i>World Book Kids Links:</i></p> <ul style="list-style-type: none"> Women’s Movement Women’s Suffrage <p><i>World Book Student Links:</i></p> <ul style="list-style-type: none"> Segregation Japanese American Internment Indian, American-Indians in the early and mid-1900s Indian (American)-Native Americans Today <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
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Quarter 2

AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
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Unit Title: Arizona Geography

<p>3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital 	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that happened at the same time. Compare information provided by various sources about physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, and the Gila River. Develop questions about Arizona geography. 	<p>geography graphs landforms maps Grand Canyon Mogollon Rim Colorado River Salt River Gila River</p>	<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 1 Harcourt Social Studies Arizona Unit 2 Harcourt Social Studies Arizona Map Resource: http://bit.ly/2TZ08jd <p><i>World Book Kids Links:</i></p> <ul style="list-style-type: none"> Grand Canyon <p><i>World Book Student Links:</i></p>
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<ul style="list-style-type: none"> Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures. 	<ul style="list-style-type: none"> Explain why individuals and groups have different points of view on the same event. Explain probable causes and effects that formed distinct physical and cultural characteristics. 		<ul style="list-style-type: none"> Arizona-Land and Climate Grand Canyon Colorado River Salt River Gila River Hoover Dam <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> How Did Arizona Get Its Shape? Interactive map <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
<p>3.G2.1 Explain how people modify and adapt to the Arizona environment.</p> <p>Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.</p>	<ul style="list-style-type: none"> Identify and use evidence that draws information from multiple sources to answer compelling questions about human-environmental interactions in Arizona. Construct arguments and explanations for how people modify and adapts to the Arizona environment using reasoning, examples, and details from sources. Present summaries of arguments and explanations using print, oral, and digital technologies to explain how people modify and adapt to the Arizona environment. 	<p>22 Arizona Native American nations environment immigrants migrants</p>	<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 1 Harcourt Social Studies Arizona Unit 2 Harcourt Social Studies Arizona <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> Desert Hiking (decodable eReader) <p><i>World Book Kids Links:</i></p> <ul style="list-style-type: none"> Arizona <p><i>World Book Student Links:</i></p> <ul style="list-style-type: none"> Arizona-Land and climate Arizona-Economy Indian, American-Family life Westward movement in America-Results of the westward movement <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
<p>3.G3.1 Describe the movement of people in and out of Arizona over time.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns 	<ul style="list-style-type: none"> Identify and use evidence that draws information from multiple sources to answer compelling questions about the movement of people in and out of Arizona over time. Generate questions about multiple historical sources about settlement, economic development, growth of major cities, major economic activities, and land use patterns in Arizona. Compare information provided by various sources about human population and movement in Arizona. 		<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 2 Harcourt Social Studies Arizona Unit 4 Harcourt Social Studies Arizona <p><i>World Book Kids Links:</i></p> <ul style="list-style-type: none"> Old Spanish Trail <p><i>World Book Student Links:</i></p> <ul style="list-style-type: none"> Western movement in America-Exploring and settling the Far West

			<i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i>
<p>3.G4.1 Describe how Arizona has changed over time.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals. 	<ul style="list-style-type: none"> Distinguish between primary and secondary sources describing how Arizona has changed over time. Compare questions about multiple historical sources about changes in Arizona over time. Construct arguments and explanations about changes in Arizona over time using reasoning, examples, and details from sources. 	settlers	<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 2 Harcourt Social Studies Arizona Unit 4 Harcourt Social Studies Arizona <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: Arizona Civics			
<p>3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government <p>3.C1.2 Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.</p>	<ul style="list-style-type: none"> Explain why individuals and groups have different points of view on the same event. Develop questions about Arizona’s government structures, societies, and/or communities. Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona’s government structures, societies, and/or communities. 	civics consensus constitution democratic government vote	<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 4 Harcourt Social Studies Arizona <p><i>ReadyGen:</i></p> <ul style="list-style-type: none"> Who Really Created Democracy? (Unit 4, Text Collective 2 p. 81) A Trip To Capitol Hill (leveled text)
<p>3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments</p> <ul style="list-style-type: none"> Key concepts for state government include but are not limited to distinguishing the difference between national and state governments, describing the major responsibilities of each branch, describing the important services state governments provide, describing how state government officials are chosen and who those current officials are, explaining how people can participate in their state governments, explaining why it is important that people participate in their state government, and understanding how state government services are paid for Key concepts for local governments include but are not limited to distinguishing between state and local governments, knowing services local governments provide such as public safety, public transportation, education, recreation, explain how local government services are provided and paid for, describing how local government officials are chosen and who they are, explaining how people can participate in their local government, and 	<ul style="list-style-type: none"> Explain why individuals and groups have different points of view on the same event Develop questions about state, local, and tribal governments in Arizona. Identify and use evidence that draws information from multiple sources to answer compelling questions about state, local, and tribal governments in Arizona. Compare information provided by various sources about state, local, and tribal governments in Arizona. Construct arguments and explanations using reasoning, examples, and details from sources about why it is important to participate in state government. Present summaries of explanations using print, oral, and digital technologies about state, local, and tribal governments. Present summaries of arguments and explanations using print, oral, and digital technologies about the ways in which people benefit from and are challenged by working together. 	constitution national government state government tribal government	<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 3 Harcourt Social Studies Arizona Unit 4 Harcourt Social Studies Arizona <p><i>ReadyGen:</i></p> <ul style="list-style-type: none"> A More Perfect Union: The Story of Our Constitution (Unit 4, Text Collect 2 p. 99) A Trip To Capitol Hill (leveled text) The Power of the People (leveled text) The United States Government (leveled text) <p><i>World Book Student Links:</i></p> <ul style="list-style-type: none"> State government Local government Arizona-Government Indian, American-Government Community <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

<p>explaining why it is important to participate in their local government</p> <ul style="list-style-type: none"> Key concepts for Tribal governments include but are not limited to distinguishing between national, state, local, and tribal governments. understanding the services provided by tribal governments, their organization, and how leaders are chosen <p>3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.</p>			
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Quarter 4

AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
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Unit Title: Arizona Economics

<p>3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to the 5 C's (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism. <p>3.E1.2 Identify various forms of earning income in the state of Arizona.</p> <p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</p>	<ul style="list-style-type: none"> Develop questions about Arizona economics. Compare life in the industries and occupations that have shaped Arizona to life today. Explain why individuals and groups have different points of view on saving and spending money. Construct arguments and explanations using reasoning, examples, and details from sources about positive and negative incentives that influence. 	<p>5 c's cattle citrus climate copper cotton incentives income industries occupations tourism</p>	<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 4 Harcourt Social Studies Arizona <p><i>World Book Kids Links:</i></p> <ul style="list-style-type: none"> Ranching Mining Farm and Farming <p><i>World Book Student Links:</i></p> <ul style="list-style-type: none"> Arizona-Economy Tourism Budget <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> The 5 C's <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
<p>3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.</p> <p>3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.</p>	<ul style="list-style-type: none"> Explain probable causes and effects of availability of natural resources in Arizona. Explain probably causes and effects of movements of people, goods, and ideas between Arizona, other states, and Mexico. Present summaries of arguments and explanations using print, oral, and digital technologies to explain how availability of resources affect decision. 	<p>goods natural resources resources</p>	<p><i>Harcourt</i></p> <ul style="list-style-type: none"> Unit 4 Harcourt Social Studies Arizona <p><i>World Book Kids Links:</i></p> <ul style="list-style-type: none"> Natural Resources Conservation <p><i>World Book Student Links:</i></p> <ul style="list-style-type: none"> Arizona-Economy Conservation-Kinds of conservation Conservation-Conservation in the United States