

Semester 1 – 1 <sup>st</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 1: American History</b> <b>Concept 3: Exploration and Colonization</b>	<b>PO1: Describe</b> 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).	
	<b>PO2: Describe</b> the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, First Thanksgiving).	
	<b>PO 3. Describe</b> the exchange of ideas, culture, and goods between the Native Americans and the Pilgrims.	
	<b>PO3: Recognize</b> that the United States began as the Thirteen Colonies ruled by England.	
	<b>PO4: Compare</b> the way people lived in Colonial times and how people live today (e.g., housing, food, transportation, school.)	

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Semester 1 – 1 <sup>st</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 1: American History</b> <b>Concept 10: Contemporary United States</b>	<b>PO1: Use</b> information from written documents, oral presentations, and the media to discuss current local and state events.	

Semester 1 – 1 <sup>st</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 2: World History</b> <b>Concept 5: Encounters and Exchange</b>	<b>PO1: Recognize</b> why England and Spain wanted to rule other areas of the world.  Connect with: Strand 1 Concept 3	

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Semester 1 and Semester 2 – 1 <sup>st</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 3: Civics/Government</b> <b>Concept 1: Foundations of Government</b>	<b>PO1: Identify</b> national symbols and monuments represent American democracy and values: a. American Flag b. Bald Eagle c. Statue of Liberty d. White House e. Washington Monument	
	<b>PO2: <i>Recognize the Pledge of Allegiance and the National Anthem.</i></b>	
	<b>PO3: Practice</b> examples of democracy in action (e.g., voting, making classroom rules).	
	<b>PO4: Recognize</b> how students work together to achieve common goals.	

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	<p><b>PO 5. Discuss</b> the significance of national holidays:</p> <ul style="list-style-type: none"> <li>a. Thanksgiving</li> <li>b. Presidents' Day</li> <li>c. Martin Luther King, Jr. Day</li> <li>d. Fourth of July</li> <li>e. Constitution Day</li> </ul>	
	<p><b>PO 6. Recognize</b> state symbols of Arizona (i.e., bird, flower, tree and flag).</p>	
	<p><b>PO 7: Recognize</b> that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs and traditions.</p>	

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Semester 1 – 1 <sup>st</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 3: Civics/Government</b> <b>Concept 2: Structure of Government</b>	<b>PO1: <i>Identify</i> current President of United States and Governor of Arizona</b>	

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Semester 1 – 1 <sup>st</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 3: Civics/Government</b> <b>Concept 4: Rights, Responsibilities and Roles of Citizenship</b>	<b>PO1: Identify</b> examples of responsible citizenship in stories about the past and present.	
	<b>PO2: Describe</b> the rights and responsibilities of citizenship: <ol style="list-style-type: none"> <li>a. Elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated.</li> <li>b. Importance of participation and cooperation in a classroom and community.</li> <li>c. Why there are rules and the consequences for violating them</li> <li>d. Responsibility of voting (every vote counts)</li> </ol>	
	<b>PO 3: Discuss</b> the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).	

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<b>Semester 2—1<sup>st</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 1: American History Concept 1: Research Skills for History</b>	<b>PO1: Place</b> important life events in chronological order on a timeline.	
	<b>PO2: Retell</b> stories to describe past events, people and places.	
	<b>PO3: Use</b> primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	

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Semester 2—1 <sup>st</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 1: American History</b> <b>Concept 2: Early Civilizations</b>	<b>PO1:</b> Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan)  Connect with: Strand 2 Concept 2	
	<b>PO2:</b> Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.	

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Semester 2—1 <sup>st</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 1: American History</b> <b>Concept 9: Postwar United States</b>	<b>PO1: Recognize</b> that Rosa Parks, Martin Luther King, Jr., Cesar Chavez worked for and supported the rights and freedoms of others.	

Semester 2—1 <sup>st</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 2: World History</b> <b>Concept 1: Research Skills for History</b>	<b>PO1: Place</b> important events in chronological order on a timeline.	
	<b>PO2: Retell</b> stories to describe past events, people and places.	
	<b>PO3: Use</b> primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	

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<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<p><b>Strand 2: Concept 2</b> <b>Early Civilizations</b></p> <p>(Note: Advancements in early civilizations were introduced in Kindergarten.)</p>	<p><b>PO 1:</b> <b>Recognize</b> that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).</p> <hr/> <p><b>PO 2:</b> <b>Recognize</b> 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> <hr/> <p><b>PO 3:</b> <b>Recognize</b> that civilizations in the Americas had similar characteristics to the Egyptians.</p> <p style="color: green;">Connect with: Strand 1 Concept 2</p>	

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<b>Semester 2 – 1<sup>st</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 2: World History Concept 9: Contemporary World</b>	<b>PO1: Use</b> information from written documents, oral presentations, and the media to discuss current events.	

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<b>Semester 2 – 1<sup>st</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 4: Geography Concept 1: The World in Spatial Terms</b>	<b>PO1: Recognize</b> different types of maps serve various purposes (e.g., political, physical).	
	<b>PO2: Identify</b> characteristics of maps and globes (i.e., compass rose, symbols, maps, key/legend).	
	<b>PO3: Construct</b> maps of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and map key/legend.	
	<b>PO4: Recognize</b> characteristics of human and physical features: <ul style="list-style-type: none"> <li>a. physical (i.e., continent, ocean, river, lake, mountains, islands)</li> <li>b. human (i.e., equator, North and South poles)</li> </ul>	

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	<p><b>PO5:</b> <b>Locate</b> physical and human features using maps, illustrations, images or globes:</p> <ul style="list-style-type: none"> <li>a. physical (i.e., continent, ocean, river, lake, mountains, islands)</li> <li>b. human (i.e., equator, North and South poles)</li> </ul>	
	<p><b>PO6:</b> Locate Arizona on a map.</p>	

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<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 4: Geography Concept 2: Places and Regions</b>	<b>PO1: Discuss</b> human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.	
	<b>PO2: Discuss</b> physical features (e.g., mountains, rivers, deserts) in the world.	
	<b>PO3: Recognize</b> through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.	
	<b>PO 4. Discuss</b> the ways places change over time.	

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Semester 2-1 <sup>st</sup> Grade		
Concept	Performance Object	Resources
<p><b>Strand 4: Geography</b> <b>Concept 3: Physical Systems</b></p> <p>(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.)</p>	<p>Connect with: Science Strand 4 Concept 3</p> <p>Identify, compare, and describe plants and animals in various habitats.</p> <p>Science Strand 6 Concept 1</p> <p>Identify the basic properties and uses of earth materials (rocks, soil, water, conservation).</p> <p>Science Strand 6 Concept 2</p> <p>Identify objects in the sky (sun, moon, stars, clouds).</p> <p>Science Strand 6, Concept 3</p> <p>Understand characteristics of weather patterns and how they affect daily activities.</p>	

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<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 4: Geography Concept 4: Human Systems</b>	<b>PO1: Discuss</b> the elements of culture (e.g., food, clothing, housing, sports, holidays) in a community or nation (e.g., Egypt, Arizona, United States)  <b>Connect with:</b> <b>Reading Strand 2, Concept 2</b>	
	<b>PO2: Describe</b> the land in the students' is used for industry, housing, business, agriculture, and recreation, community.	
	<b>PO3: Describe</b> how people earn a living in the community and the places they work.	

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Concept	Performance Objective	Resources
<b>Strand 4: Geography</b> <b>Concept 5: Environment and Society</b>	<b>PO1: Identify</b> ways (e.g., clothing, housing, crops) humans adapt to their environment.	
	<b>PO 2: Identify</b> resources that are renewable, recyclable, and non-renewable.	

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<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 4: Geography Concept 6: Geographic Applications</b>	<b>PO1:</b> <i>Use</i> 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.	
	<b>PO2:</b> <i>Discuss</i> geographic concepts related to current events.	

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Concept	Performance Objective	Resources
<p align="center"><b>Strand 5: Economics</b> <b>Concept 1: Foundations of Economics</b></p>	<p><b>PO1:</b> <b>Recognize</b> the difference between basic needs and wants.</p>	
	<p><b>PO2:</b> <b>Recognize</b> that people need to make choices because of limited resources.</p>	
	<p><b>PO3:</b> <b>Recognize</b> that some items are made locally and some are made elsewhere.</p>	
	<p><b>PO4:</b> <b>Recognize</b> that people are buyers and sellers of goods and services.</p>	
	<p><b>PO 5.</b> <b>Recognize</b> various forms of U.S. currency.</p> <p>Connect with: Math Strand 1 Concept 1</p>	
	<p><b>PO6:</b> <b>Recognize</b> that people save money for future goods and services.</p>	

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<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 5: Economics Concept 5: Personal Finance</b>	<b>PO1: Discuss</b> reasons for personal savings.	

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