



Arizona Academic Content Standards
Social Studies
Articulated by Grade Level

Arizona Department of Education
September 26, 2005

Social Studies Standard Articulated by Grade Level

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EXTERNAL REVIEWERS/CONSULTANTS

Sarah Witham Bednarz, Ph.D., (Texas A&M University) is associate professor of geography at Texas A&M University. She teaches undergraduate courses on human geography, the geography of Texas, and geography education and graduate courses in theory and research in geography education. Her research interests focus on learning and teaching geography and related disciplines, particularly on the ways people learn to think spatially using different technologies. In addition, she has published on the implementation of discipline-based education reform, and the application of research to the development of effective science and social science instruction. As one of the primary authors of the National Geography Standards, she developed the materials on geographic skills as well as other components of the project. Prior to developing the National Standards, she served on the team that developed the framework for the 1994 National Assessment of Educational Progress (NAEP) Geography Assessment. From 1994 to 1997 Dr. Bednarz served on the team that developed the social studies Texas Essential Knowledge and Skills (TEKS) and worked with the Social Studies Center for Educator Development on TEKS implementation from 1997 to 2000.

Dr. Bednarz has taught middle school, high school, and at the university level. She serves as project coordinator to the Geography Education National Implementation Project (GENIP) and is co-coordinator of the Texas Alliance for Geographic Education. She was Project Leader on Mission Geography, a NASA-funded project to develop curriculum materials linking the National Geography Standards with NASA's missions and results. The materials focus on ways NASA uses spatial analysis and other geographic skills to solve real-world problems in the contexts of Earth Systems and environment-society relations.

Leilah Danielson, Ph.D., (Northern Arizona University) is assistant professor of history at Northern Arizona University. She specializes in the intellectual and cultural history of the United States, the politics and culture of the Cold War, the history of American radicalism, and history education.

Alberta M. Dougan, Ed.D., (Southeast Missouri State University) is a Professor and past Chair of the Department of History at Southeast Missouri State University. She teaches graduate and undergraduate courses in history and social studies and is a member of the NCATE (National Council for Accreditation of Teacher Education) Executive Board. Dr. Dougan was published in *NCSS Teacher Education Standards: INTASC* and *NCSS/NCATE Assessment Criteria* and was co-chair of the National Council for the Social Studies Teacher Education Standards Task force. She currently serves as the National Council for the Social Studies Representative to NCATE. Dr. Dougan has given many presentations on understanding and using the NCSS Social Studies standards and the NCSS/NCATE standards.

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James McBride, Ph.D., (Arizona State University) is a faculty associate at Arizona State University specializing in Arizona history. He was a high school history teacher for 22 years and social studies department chair for 13 years. Dr. McBride has published articles in the *Journal of the West* and the *Journal of Arizona History* and is a speaker with the Arizona Humanities Council specializing in mining and mine labor. He is the author of *History of Mining in Arizona* and coauthored *Arizona: Heartland of the Southwest: A Handbook of History Research Materials*.

Paul Robinson, Ph.D., (University of Arizona) is an Associate Professor in the Department of Teaching and Teacher Education at the University of Arizona. He teaches social studies methods courses, graduate curriculum courses, and supervises student teachers. He has been active in Arizona social studies curriculum development for the past quarter-century and was the recipient of the Wilbur Murra Lifetime Achievement Award from the Arizona Council for the Social Studies in 2001. He recently completed a term on the Board of Directors of the National Council for the Social Studies. His Ph.D. is from Stanford University.

Richard Theisen, M.S. (Political Science) is a former President of the National Council for the Social Studies. He taught high school social studies for thirty-four years and has additional training in Civics and Economics education. He has consulted on several national social studies projects including: McNeil Lehrer Productions; American Judicature Society; WGBH Public Television - C.P. Annenberg's *Social Studies in Action*; and *State of the Art* - best practices in civics education also from C.P. Annenberg. Mr. Theisen has been published in *The Social Studies Professional*, *Principal Leadership*, and *Social Education* as well as authored a chapter in *Social Studies and the Press*. He has had extensive experience with social studies standards, including the NCSS Social Studies Standards for College/University Social Studies Pre-Service Programs and the recently adopted Minnesota Social Studies Standards.

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Scope and Sequence of the "Big Ideas" of the History Strands

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.

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

Second Grade History Strands introduce how the United States became a nation. The impact of exploration is revisited through the introduction of western expansion of the New Nation. The development of cultures and civilizations and their contributions are expanded into the continent of Asia.

Third Grade History Strands introduce the reasons for and effects of the exploration of North America to provide a foundation for further study in fourth and fifth grades. The idea of freedom is explored through the study of our nation from the Civil War through late 19th and early 20th century immigration. The development of cultures and civilizations and their contributions are expanded through the introduction of ancient Greece and Rome.

Fourth Grade History Strands emphasize the history of Arizona and the Southwest from its earliest civilizations to modern times. Early civilizations in Central and South America and their encounters with Europeans, as well as events in the Middle Ages which spurred exploration of the New World, are also studied to provide the historical foundation for the exploration and settlement of the Southwest.

Fifth Grade History Strands emphasize American history from the earliest Native American cultures to the Civil War. The issues of exploration and rebellion as they occurred throughout the world are also studied in more depth.

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Sixth Grade History Strands emphasize World history from its earliest cultures through the Enlightenment, including the early cultures of the Americas.

Seventh Grade History Strands emphasize American history from the Civil War through the Great Depression. They study the impact of the Industrial Revolution and imperialism on world events.

Eighth Grade History Strands emphasize the historical foundations and democratic principles that framed our Constitution and led to our form of democracy. The history of World War II to the contemporary world is also studied.

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Distribution of Concepts Across Grade Levels

Strand	Concept	Concept Name	K	1	2	3	4	5	6	7	8	HS	
1 American History	1	Research Skills											
	2	Early Civilizations											
	3	Exploration and Colonization											
	4	Revolution and a New Nation											
	5	Westward Expansion											
	6	Civil War and Reconstruction											
	7	Emergence of Modern U.S.											
	8	Great Depression and World War II											
	9	Postwar U.S.											
	10	Contemporary U. S.											
2 World History	1	Research Skills											
	2	Early Civilizations											
	3	World in Transition											
	4	Renaissance and Reformation											
	5	Encounters and Exchange											
	6	Age of Revolution											
	7	Age of Imperialism											
	8	World at War											

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Strand	Concept	Concept Name	K	1	2	3	4	5	6	7	8	HS
	9	Contemporary World										
3 Civics/ Government	1	Foundations of Government										
	2	Structure of Government										
	3	Functions of Government										
	4	Rights, Responsibilities, and Roles of Citizenship										
	5	Government Systems of the World										
4 Geography	1	The World in Spatial Terms										
	2	Places and Regions										
	3	Physical Systems										
	4	Human Systems										
	5	Environment and Society										
	6	Geographic Applications										
5 Economics	1	Foundations of Economics										
	2	Microeconomics										
	3	Macroeconomics										
	4	Global Economics										
	5	Personal Finance										

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Introduction

To maintain the Union that supports our freedoms, we must rely on the knowledge, skills, and character of its citizens and those they elect to public office. Critical to the preservation and improvement of America's republican form of government is the study of our founding principles, namely those detailed in the United States Constitution, the Declaration of Independence, and *The Federalist Papers*. The standard includes the study of rich and diverse contributions that people of many backgrounds have made to American life and institutions while emphasizing our shared heritage. Well-informed citizens understand our political, cultural and economic interaction with the rest of the world. Geographic knowledge expands the understanding of our development and identity in the world. The standard requires that students attain knowledge of essential facts, concepts, people, and events as well as a firm grasp of reasoning, inquiry, and research skills. Students must learn how to frame and test hypotheses, distinguish logical from illogical reasoning, develop informed opinions based on different points of view, and employ reflective thinking and evaluation. In this way students will be prepared to fulfill their responsibilities as citizens of our democratic republic. The standard presents academic content and skills in the four interrelated disciplines of history, geography, civics/government, and

economics that are essential to an understanding of our human experience, past and present.

Background

The state Board of Education began the development process for the Arizona academic standards in 1996 to define what Arizona students need to know and be able to do by the end of twelfth grade. The Social Studies Standards were adopted in 2000 and partially revised in 2003. Developed by committees comprised of educators, subject matter experts, and business and community leaders, the Social Studies Standard was fully revised and written in articulated grade-specific performance objectives in 2004 - 2005.

Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the practice of periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. An articulation of the social studies standard was included in the process in order to provide consistency across content areas. The skills and content of social studies are not only a critical

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component of a comprehensive curriculum they also support student success in other areas.

Methodology

A committee to articulate the social studies standard was formed consisting of a representative sample of educators from around the state. It represented large and small schools, rural and urban districts, and ethnic diversity. Subject matter experts, university professors, and community members advised the committees. The goal was to articulate, or align, the current academic standards by grade level (K-12).

The Social Studies Articulation Committee utilized information from the National Council for the Social Studies, the National Council for Geographic Education, the Arizona Council on Economics Education, the Arizona Geographic Alliance, the Bill of Rights Institute, and other sources to promote quality instruction based on current, pedagogical, and research-based practices.

The articulation process included a restructuring of the Arizona Academic Content Standards to better facilitate the alignment of performance objectives by grade level, while maintaining the content integrity of the existing standards. Over a period of months, the articulation committees and smaller sub-committees refined the documents. Reasonableness, usefulness, and appropriateness were the guidelines for the articulation process.

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Standards Based Teaching and Learning

External reviews by nationally recognized consultants and reviews by university and local experts provided additional guidance and perspective to the committees.

Organization of the Social Studies Standard

The five strands of the Social Studies Standard, *American History, World History, Civics/Government, Geography, and Economics* are interrelated and correlate so that classroom lessons may incorporate a variety of performance objectives, creating an integration of the concepts and skills. For instance, a concept and performance objective in world history may be taught in conjunction with a concept and performance objective in civics/government. The standard is not a linear document meant to be taught in specific order. Instead, it is articulated so that the spiraling performance objectives can be taught and revisited as needed for mastery. While one performance objective may be repeated verbatim from year to year, it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations. This provides the scaffolding required for learning. When a correlation is evident, the articulation committee provided cross-references between and among concepts in grades K-6. There are also references to other articulated standards, such as reading, writing, math, and science.

The five strands of the Social Studies Standard include K-12 instruction in research skills, critical thinking, and

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the application of those skills in understanding current events and participating as citizens. The content and skills of all five strands are designed to be taught in the context of Social Studies in grades K-8. At the high school level, content area knowledge and skills are course specific. The high school strands reflect frameworks for complete courses of study in each of the content areas represented by the five strands.

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.

Concept 2: Early Civilizations

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

States. This forms the basis of knowledge for further study of history.

Concept 3: Exploration and Colonization

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the United States. Understanding the formation and early growth of the United States is fundamental to appreciating the unique nature of our country.

Concept 4: Revolution and New Nation

The development of American constitutional democracy grew from political, cultural and economic issues, ideas, and events. Examination of the philosophical and historic foundations of the United States is critical for citizens to be able to continue to uphold the founding principles of our nation.

Concept 5: Westward Expansion

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the United States. Tracing the impact of expansion into the West provides insight into the changing character of the United States.

Concept 6: Civil War and Reconstruction

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures. The complex issues of this period continue to affect the daily life and development of the United States.

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Concept 7: Emergence of the Modern United States
Economic, social, and cultural changes transformed the United States into a world power. Examination of the changing role and influence of the United States as it matured into a world power gives insight into our role in the world today.

Concept 8: Great Depression and World War II
Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of United States citizens. The continuing importance of these issues requires that students fully understand their complex nature and how they still affect us today.

Concept 9: Post World War II United States
Postwar tensions led to social change in the United States and to a heightened focus on foreign policy. Civil Rights struggles, changing social expectations, global tensions, and economic growth defined the modern United States. Those issues continue to change and reshape our nation.

Concept 10: Contemporary United States
Current events and issues continue to shape our nation and our involvement in the global community. Our role in the world demands informed citizens who know and value the perspective historical knowledge provides.

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.

Concept 2: Early Civilizations

The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations. An understanding of the earliest contributions to society is vital to understanding the rest of the world and our place in it.

Concept 3: World in Transition

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

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understanding of their enduring contributions to the modern world.

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. The ideas born in this era continue to form a basis for political and social thought.

Concept 5: Encounters and Exchange

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies worldwide, transforming and creating nations. The expansion of the existing nations of the world led to the exchange of ideas, goods, and cultures that formed a foundation for the modern age.

Concept 6: Age of Revolution

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political, economic, and intellectual systems. During this time new nations, including the United States, were born and changes in thought and technology contributed to creating a new type of national identity.

Concept 7: Age of Imperialism

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

The exercise of imperial power led to world tensions that erupted in war and tumultuous change.

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. The changes in the concentration of political power led to changes in the world that continue today.

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

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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

United States democracy is based on the principles and ideals that are embodied by symbols, people and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers. Participation as an informed citizen requires fundamental knowledge of how our government is structured and the safeguards that are in place to ensure the integrity of the democratic process.

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people. Our ever-evolving government sets policies and creates laws to achieve these goals.

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. Fully informed citizens are better able to protect the rights and privileges guaranteed to the citizens of our nation.

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

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The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments. Mastery of these tools enables students to better understand information and make decisions that affect the future.

Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics. These concepts are a foundation for many economic, political, and social decisions made throughout the world.

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. The world is increasingly interconnected and these concepts allow full understanding of major issues facing us.

Concept 5: Environment and Society:

Human and environmental interactions are interdependent. 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 and the present, and to plan for the future. The use of geographic analysis is elemental in solving problems and making good decisions.

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

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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 good and services. Both personal and national decisions are best made with a firm understanding of these principles.

Concept 2: Microeconomics

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies. Understanding this allows individuals to make informed decisions and participate in the economic life of the nation.

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. Understanding of these principles allows the student to recognize the cause and effect of national economic policy.

Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world. Since the United States is economically interconnected with the whole world, an understanding of these principles promotes a stronger economy.

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.

Glossary – Words and terms from the standard are defined in the glossary. The committee provided definitions for teachers to ensure that the meaning of each word was consistent in grades K – 12. These definitions are not vocabulary words to be taught to

students in isolation; they represent the terminology students will learn through the lessons prepared by the classroom teacher.

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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 event.

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.

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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.

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.

Social Studies Standard Articulated by Grade Level

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.

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.

Social Studies Standard Articulated by Grade Level

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.

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.

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> <hr/> <p>Concept 3: Exploration and</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 moved from place to place (e.g., Asians, people of the Americas, Africans, Europeans). PO 2. Recognize that early</p>	<p>Concept 1: Foundations of Government PO 1. Recognize that national symbols, and monuments 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. Identify American presidents (i.e., George Washington, Abraham Lincoln) as leaders of our democracy. Connect with: Strand 1 Concept 4, 6 PO 4. Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <hr/>	<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, here/there, 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 images how people live differently in other places and times.</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 people use money to purchase goods and services.</p> <hr/> <p>Concept 2: Microeconomics No performance objectives at this grade.</p>

Social Studies Standard Articulated by Grade Level Kindergarten

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>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 new 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 at this grade.</p> <hr/> <p>Concept 6: Civil War and Reconstruction PO 1. Identify Abraham</p>	<p>civilizations improved their lives through advancements (i.e., 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 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 new ideas, culture, and goods (e.g., foods, animals, plants,</p>	<p>Concept 2: Structure of Government PO 1. Identify current political leaders of the state and nation: a. President of United States b. Governor of Arizona Connect with: Strand 1 Concept 10</p> <hr/> <p>Concept 3: Functions of Government No performance objectives at this grade level</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 1. Identify examples of responsible citizenship in the school setting and in stories about the past and present. PO 2. Recognize the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and the idea of treating</p>	<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 Systems PO 1. Discuss the elements (e.g., food, clothing, housing, sports, holidays) of diverse cultures, including those in your own community.</p>	<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>

Social Studies Standard Articulated by Grade Level Kindergarten

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Lincoln as a president of the United States who contributed to the rights and freedoms of others. Connect with: Strand 3 Concept 1</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 and the Moon landing, Sally Ride) are explorers of space.</p> <hr/> <p>Concept 10: Contemporary United States</p>	<p>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: Contemporary World PO 1. Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p>others the way you want to be treated</p> <p>b. importance of participation and cooperation in a classroom and community</p> <p>c. why there are rules and the consequences for violating them</p> <p>d. responsibility of voting (every vote counts)</p> <p>PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).</p> <p>PO 4. Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).</p> <hr/> <p>Concept 5: Government Systems of the World No performance objectives at this grade.</p>	<p>PO 2. Discuss the land-use of a community (e.g., industrial, residential, commercial, agricultural, recreational).</p> <p>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. Identify ways of protecting natural resources (reuse, recycle, reduce).</p> <hr/> <p>Concept 6: Geographic Applications PO 1. Discuss geographic concepts related to current events.</p>	

Social Studies Standard Articulated by Grade Level Kindergarten

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>PO 1. Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 2. Recognize that students in classrooms/schools have diverse backgrounds and customs.</p>				

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 develop into cultures/civilizations (e.g., Anasazi, Hohokam, Moundbuilders, Aztec, Mayan) Connect with: Strand 2 Concept 2</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.) PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (i.e., Mesopotamia, Egypt). PO 2. Recognize that</p>	<p>Concept 1: Foundations of Government PO 1. Recognize that 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 PO 2. Recognize the Pledge of Allegiance and the National Anthem. PO 3. Practice examples of democracy in action (e.g., voting, making classroom rules). PO 4. Discuss the significance of national holidays: a. Thanksgiving b. Presidents' Day c. Martin Luther King, Jr. Day</p>	<p>Concept 1: The World in Spatial Terms PO 1. Recognize different types of maps serve various purposes (e.g., political, physical). PO 2. Identify characteristics of maps and globes (i.e., compass rose, symbols, map key/legend). PO 3. Construct maps of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and map key/legend. PO 4. Recognize characteristics of human and physical features: a. physical (i.e., continent, ocean, river, lake, mountains, islands) b. human (i.e., equator, North and South poles) PO 5. Locate physical and human features using maps, illustrations, images or globes:</p>	<p>Concept 1: Foundations of Economics PO 1. Recognize 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 items are made locally and some are made elsewhere. PO 4. Recognize that people are buyers and sellers of goods and services. PO 5. Recognize various forms of U.S. currency. Connect with: Math Strand 1 Concept1 PO 6. Recognize that people save money for future goods and services.</p> <hr/>

Social Studies Standard Articulated by Grade Level

First Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>PO 2. Recognize that settlement led to the development of farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.</p> <hr/> <p>Concept 3: Exploration and Colonization 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). PO 2. Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, First Thanksgiving, exchange of ideas, culture and goods). PO 3. Recognize that the United States began as the Thirteen Colonies ruled by England. PO 4. Compare the way</p>	<p>settlement led to the development of farming techniques (Nile River flooding), government (pharaohs), art/ architecture (pyramids), and writing (hieroglyphics) in Ancient Egypt which contributed to the advancement of their own civilization. PO 3. Recognize that civilizations in the Americas had similar characteristics to the Egyptians. Connect with: Strand 1 Concept 2</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 No performance objectives</p>	<p>d. Fourth of July e. Constitution Day PO 5. Recognize state symbols of Arizona (i.e., bird, flower, tree, flag). PO 6. Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <hr/> <p>Concept 2: Structure of Government PO 1. <i>Identify current political leaders of the state and nation:</i> a. <i>President of United States</i> b. <i>Governor of Arizona</i></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. <i>Identify examples of responsible citizenship in</i></p>	<p>a. physical (i.e., continent, ocean, river, lake, mountains, islands) b. human (i.e., equator, North and South poles, country) PO 6. Locate Arizona on a map.</p> <hr/> <p>Concept 2: Places and Regions PO 1. Discuss human features in the world (e.g., cities, parks, railroad tracks, hospital, shops, schools). PO 2. Discuss physical features in the world (e.g., mountains, rivers, deserts). PO 3. Recognize through images of content studied that places have distinct characteristics. (e.g., Egypt, Arizona, local community).</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</p>	<p>Concept 2: 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 PO 1. Discuss reasons for personal savings.</p>

Social Studies Standard Articulated by Grade Level First Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>people lived in Colonial times and 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 5: Westward Expansion No performance objectives 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</p>	<p>at this grade.</p> <hr/> <p>Concept 6: Age of Revolution No performance objectives at this grade.</p> <hr/> <p>Concept 7: Age of Imperialism PO 1. Recognize reasons (e.g., land, world power, resources) why England and Spain wanted to rule other countries (Africa, Americas). Connect with: Strand 1 Concept 3</p> <hr/> <p>Concept 8: World at War No performance objectives at this grade.</p> <hr/> <p>Concept 9: Contemporary World PO 1. Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p><i>the school setting and in stories about the past and present.</i> PO 2. Describe the rights and responsibilities of citizenship:</p> <ol style="list-style-type: none"> a. <i>elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</i> b. <i>importance of participation and cooperation in a classroom and community</i> c. <i>why there are rules and the consequences for violating them</i> d. <i>responsibility of voting (every vote counts)</i> <hr/> <p>Concept 5: Government Systems of the World No performance objectives at this grade.</p>	<p>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 (sun, moon, stars, clouds). Science Strand 6 Concept 3 Understand characteristics of weather patterns and how they affect daily activities.</p> <hr/> <p>Concept 4: Human Systems PO 1. Discuss the elements of culture (e.g., food, clothing, housing, sports, holidays) in a community or nation (e.g., Arizona, Egypt, United States). Connect with: Reading Strand 2 Concept 2 PO 2. Describe the land-use</p>	

Social Studies Standard Articulated by Grade Level First Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>No performance objectives at this grade.</p> <hr/> <p>Concept 9: Postwar United States PO 1. Recognize that individuals (i.e., Rosa Parks, Martin Luther King Jr., César Chavez) have supported the rights and freedoms of others.</p> <hr/> <p>Concept 10: Contemporary United States PO 1. Discuss current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 2. Recognize that the United States is a nation of diversity with people of different backgrounds and customs. PO 3. Recognize that although our country is diverse it also has significant threads of commonality (e pluribus Unum).</p>	<p>PO 2. Recognize that civilizations (i.e., Mesopotamia [Iraq], Egypt) have changed from past to present (e.g., industries, traditions).</p>		<p><i>of a community (e.g., industrial, residential, commercial, agricultural, recreational).</i> PO 3. Describe how people earn a living in the community and the places they work. Connect with: Reading Strand 2 Concept2</p> <hr/> <p>Concept 5: Environment and Society PO 1. Identify ways humans adapt to their environment (e.g., clothing, housing, crops).</p> <hr/> <p>Concept 6: Geographic Applications PO 1. Discuss the ways places and regions change over time. Connect with: Reading Strand 2 Concept 2 PO 2. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find</p>	

Social Studies Standard Articulated by Grade Level First Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
			<p>solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.</p> <p>PO 3. <i>Discuss geographic concepts related to current events.</i></p>	

Social Studies Standard Articulated by Grade Level Second Grade

Second Grade History Strands introduce how the United States became a nation. The impact of exploration is revisited through the introduction of western expansion of the New Nation. The development of cultures and civilizations and their contributions are expanded into the continent of Asia.

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. Place historical events from content studied in chronological order on a timeline. PO 3. Recognize how archaeological research adds to our understanding of the past. PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) to study people and events from the past. PO 5. <i>Retell stories to describe past events, people and places.</i></p> <hr/> <p>Concept 2: Early Civilizations PO 1. Recognize that prehistoric Native American mound-building</p>	<p>Concept 1: Research Skills for History PO 1. Place important life events in chronological order on a timeline. PO 2. Place historical events from content studied in chronological order on a timeline. PO 3. Recognize how archaeological research adds to our understanding of the past. PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) to study people and events from the past. PO 5. <i>Retell stories to describe past events, people and places.</i></p> <hr/> <p>Concept 2: Early Civilizations (Note: World civilizations were introduced in Grade 1.) PO 1. Recognize that</p>	<p>Concept 1: Foundations of Government PO 1. Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values: a. American flag b. Pledge of Allegiance c. National Anthem d. America the Beautiful e. the Capitol f. Liberty Bell Connect with: Strand 1 Concept 4 PO 2. Recognize the U.S. Constitution represents American democracy and freedom: a. provides common laws b. protects people’s rights PO 3. Describe the significance of national holidays: a. Presidents’ Day b. Martin Luther King, Jr. Day</p>	<p>Concept 1: The World in Spatial Terms PO 1. <i>Recognize different types of maps serve various purposes (e.g., political, physical, thematic).</i> PO 2. Interpret political and physical maps using the following elements: a. alpha numeric grids b. title c. compass rose - cardinal directions d. key (legend) e. symbols PO 3. Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and key (legend). PO 4. Construct tally charts and pictographs to display geographic information (e.g., birthplace – city or state). PO 5. <i>Recognize characteristics of human and physical features:</i> a. physical (i.e., <i>ocean,</i></p>	<p>Concept 1: Foundations of Economics PO 1. Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources. PO 2. Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can’t also go to the park). PO 3. Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings). PO 4. Recognize that people trade for goods and services. PO 5. Compare the use of barter and money in</p>

Social Studies Standard Articulated by Grade Level Second Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>cultures lived in Central and Eastern North America.</p> <hr/> <p>Concept 3: Exploration and Colonization No performance objectives at this grade.</p> <hr/> <p>Concept 4: Revolution and New Nation (Note: American colonies being settled by England was introduced in Grade 1.) PO 1. Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies which were ruled by England. PO 2. Recognize dissatisfaction with England’s rule as a key issue that led to the Revolutionary War. Connect with: Strand 2 Concept 6</p> <hr/> <p>PO 3. Describe how the</p>	<p>civilizations developed in China, India, and Japan. PO 2. Recognize how art (porcelain, poetry), architecture (pagodas, temples), and inventions (paper, fireworks) in Asia contributed to the development of their own and later civilizations.</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. Describe how trade (e.g., Marco Polo’s travels to Asia) led to the exchange of goods (i.e., spices, silk) and ideas.</p> <hr/>	<p>c. Veterans’ Day d. Memorial Day e. Fourth of July f. Constitution Day PO 4. Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions</p> <hr/> <p>Concept 2: Structure of Government PO 1. Identify the three branches of national government as represented by the President, Congress, and the Supreme Court. Connect with: Strand 1 Concept 4 PO 2. Identify current political leaders of the state and nation: a. President of United States b. Governor of Arizona c. local leaders (e.g., tribal council, mayor) PO 3. Recognize how Arizona and the other states combine to make a nation.</p> <hr/>	<p><i>continent, river, lake, mountain range, coast, sea, desert</i> b. human (i.e., <i>Equator</i>, Northern and Southern Hemispheres, <i>North and South Poles</i>). PO 6. Locate physical and human features using maps, illustrations, images or globes: a. physical (i.e., <i>ocean, continent, river, lake, mountain range, coast, sea, desert</i>) b. human (i.e., <i>Equator</i> Northern and Southern Hemispheres, <i>North and South Poles</i>, city, state, country).</p> <hr/> <p>Concept 2: Places and Regions PO 1. Identify through images how places have distinct characteristics (e.g., Japan - Mt. Fuji; China -The Great Wall; United States - Washington Monument). PO 2. Discuss human features in the world (e.g., <i>cities, parks, railroad tracks, hospital, shops, schools</i>).</p> <hr/>	<p>the exchange for goods and services (e.g., trade a toy for candy, buying candy with money). Connect with: Strand 2 Concept 2 PO 6. Recognize that some goods are made in the local community and some are made in other parts of the world. PO 7. Discuss how people can be both producers and consumers of goods and services.</p> <hr/> <p>Concept 2: 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/>

Social Studies Standard Articulated by Grade Level Second Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere’s Ride, battles of Lexington and Concord).</p> <p>PO 4. Discuss contributions of key people in gaining independence during the American Revolution (e.g., George Washington, Thomas Jefferson, Benjamin Franklin).</p> <p>PO 5. Know that the United States became an independent country as a result of the Revolutionary War.</p> <p>PO 6. Discuss the challenges faced by the United States following the Revolutionary War:</p> <ol style="list-style-type: none"> a. need for a strong central government b. writing of the Constitution and Bill of Rights <hr/> <p>Concept 5: Westward</p>	<p>Concept 6: Age of Revolution</p> <p>PO 1. Recognize that people in different places challenged their form of government, which resulted in conflict and change (e.g., American colonies – England, Mexico – Spain). Connect with: Strand 1 Concept 4</p> <hr/> <p>Concept 7: Age of Imperialism</p> <p>No performance objectives at this grade.</p> <hr/> <p>Concept 8: World at War</p> <p>No performance objectives at this grade.</p> <hr/> <p>Concept 9: Contemporary World</p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p>Concept 3: Functions of Government</p> <p>No performance objectives at this grade level.</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Discuss examples of responsible citizenship in the school setting and in stories about the past and present.</p> <p>PO 2. Describe the rights and responsibilities of citizenship:</p> <ol style="list-style-type: none"> a. <i>elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</i> b. <i>importance of participation and cooperation in a classroom and community</i> c. <i>why we have rules and the consequences for violating them</i> d. <i>responsibility of voting</i> <p>PO 3. Describe the</p>	<p>PO 3. Discuss physical features in the world (e.g., mountains, rivers, deserts).</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 6 Concept 3</p> <p>Measure and record weather conditions, identify clouds and analyze their relationship to temperature and weather patterns.</p> <hr/> <p>Concept 4: Human Systems</p> <p>PO 1. Discuss the differences between urban and rural communities.</p> <p>PO 2. Describe the reasons for human settlement patterns (e.g., jobs, climate, family).</p> <p>PO 3. Discuss the major economic activities and land</p>	<p>Concept 5: Personal Finance</p> <p>PO 1. Discuss costs and benefits of personal savings.</p>

Social Studies Standard Articulated by Grade Level Second Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Expansion</p> <p>PO 1. Identify the reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.</p> <p>PO 2. Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.</p> <p>PO 3. Discuss the experiences of the pioneers as they journeyed west to settle new lands (e.g., leaving homeland, facing unknown challenges).</p> <p>PO 4. Describe how new forms of transportation and communications impacted the westward expansion of the United States:</p> <ol style="list-style-type: none"> a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads) b. communication (e.g., Pony Express, telegraph) 	<p>PO 2. Recognize that civilizations (i.e., Asian) have changed from past to present (e.g., industries, traditions).</p>	<p>importance of students contributing to a community (e.g., helping others, working together and service projects).</p> <p>PO 4. Identify traits of character that are important to the preservation and improvement of democracy (e.g., honesty, courage, cooperation and patriotism).</p> <hr/> <p>Concept 5: Government Systems of the World No performance objectives at this grade.</p>	<p>use of regions studied (e.g., agricultural, industrial, residential, commercial, recreational, resources).</p> <p>PO 4. Discuss cultural elements (e.g., food, clothing housing, sports, customs, beliefs) of a community or nation (e.g., Japan, China, India,. United States). Connect with: Reading Strand 2 Concept 2</p> <p>PO 5. Recognize the connection between city, state, country, and continent.</p> <hr/> <p>Concept 5: Environment and Society</p> <p>PO 1. Identify ways in which humans depend upon, adapt to, and impact the earth (e.g., agriculture, structures, roads).</p> <hr/> <p>Concept 6: Geographic Applications</p> <p>PO 1. Discuss the ways places and regions change over time.</p> <p>PO 2. Discuss geographic</p>	

Social Studies Standard Articulated by Grade Level Second Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>PO 5. Discuss the effects of Westward Expansion on Native Americans (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools).</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 No performance objectives at this grade.</p>			<p><i>concepts related to current events.</i></p> <p>PO 3. Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.</p>	

Social Studies Standard Articulated by Grade Level Second Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Concept 10: Contemporary United States</p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 2. Connect current events with historical events from content and issues studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Recognize that although our country is diverse it also has significant threads of commonality (<i>e pluribus Unum</i>).</p> <p>PO 4. Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).</p>				

Social Studies Standard Articulated by Grade Level Third Grade

Third Grade History Strands introduce the reasons for and effects of the exploration of North America to provide a foundation for further study in fourth and fifth grades. The idea of freedom is explored through the study of our nation from the Civil War through late 19th and early 20th century immigration. The development of cultures and civilizations and their contributions are expanded through the introduction of ancient Greece and Rome.

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. Use timelines to identify the time sequence of historical data. PO 2. <i>Recognize how archaeological research adds to our understanding of the past.</i> PO 3. <i>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) to study people and events from the past.</i> PO 4. <i>Retell stories to describe past events, people and places.</i></p> <hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/> <p>Concept 3: Exploration and Colonization</p>	<p>Concept 1: Research Skills for History PO 1. Use timelines to identify the time sequence of historical data. PO 2. <i>Recognize how archaeological research adds to our understanding of the past.</i> PO 3. <i>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) to study people and events from the past.</i> PO 4. <i>Retell stories to describe past events, people and places.</i></p> <hr/> <p>Concept 2: Early Civilizations PO 1. Recognize how government, (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the</p>	<p>Concept 1: Foundations of Government PO 1. Describe national symbols and monuments that represent American democracy and values: a. Statue of Liberty b. Ellis Island c. Lincoln Memorial d. the Capitol PO 2. <i>Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</i> PO 3. <i>Describe the significance of national holidays (e.g., Presidents’ Day, Martin Luther King, Jr. Day, Veterans’ Day, Memorial Day, Flag Day, Inauguration Day, Labor Day, Constitution Day).</i></p> <hr/> <p>Concept 2: Structure of Government</p>	<p>Concept 1: The World in Spatial Terms PO 1. Identify that different types of maps serve various purposes (e.g., political, physical, thematic). PO 2. <i>Interpret political and physical maps using the following elements:</i> a. <i>alpha-numeric grids</i> b. <i>title</i> c. <i>compass rose -cardinal and intermediate directions</i> d. <i>symbols</i> e. <i>legend</i> f. <i>scale</i> PO 3. <i>Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and legend.</i> PO 4. Construct maps using symbols to represent human and physical features. PO 5. Construct charts, and graphs to display geographic</p>	<p>Concept 1: Foundations of Economics PO 1. Identify how scarcity requires people to make choices due to their unlimited needs and wants with limited resources. PO 2. Identify opportunity costs in personal decision-making situations. PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police). PO 4. Give examples of trade in the local community (e.g., farmers supply the grocer). PO 5. Discuss why some goods are made locally and some are made in other parts of the United States and world. (e.g., labor, raw materials, energy resources). Connect with:</p>

Social Studies Standard Articulated by Grade Level Third Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>PO 1. Discuss technological advances (e.g., compass, astrolabe, printing press) that facilitated exploration of the New World.</p> <p>PO 2. Recognize that European countries explored the New World for economic and political reasons.</p> <p>PO 3. Discuss European explorers and their discoveries in the New World (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto).</p> <p>PO 4. Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).</p> <hr/> <p>Concept 4: Revolution and New Nation No performance objectives at this grade.</p> <hr/> <p>Concept 5: Westward Expansion No performance objectives at this grade.</p>	<p>development of their own and later civilizations. Connect with: Reading Strand 2 Concept 2</p> <p>PO 2. Discuss the contributions of teacher/philosophers (Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.</p> <p>PO 3. Recognize how representative government, mythology, architecture (aqueducts), and language (Latin) in Ancient Rome contributed to the development of their own and later civilizations.</p> <p>PO 4. Discuss the contributions of political and military leaders of Ancient Rome (Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.</p> <hr/> <p>Concept 3: World in Transition No performance objectives at this grade.</p>	<p>PO 1. Identify the three branches of State and National government.</p> <ol style="list-style-type: none"> Executive Legislative Judicial <p>PO 2. Recognize that there are different levels of government (e.g., local, tribal, county, state, and national).</p> <hr/> <p>Concept 3: Functions of Government</p> <p>PO 1. Identify the basic concept of how laws are made (law proposed, discussed, amended and voted).</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Describe the rights and responsibilities of citizenship:</p> <ol style="list-style-type: none"> good sportsmanship participation and cooperation rules and consequences 	<p>information.</p> <p>PO 6. <i>Recognize characteristics of human and physical features:</i></p> <ol style="list-style-type: none"> <i>physical - continent, ocean, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, peninsula</i> <i>human - Equator, Northern and Southern Hemispheres, North and South Poles, city,</i> <p>PO 7. <i>Locate physical and human features using maps, illustrations, images or globes.</i></p> <ol style="list-style-type: none"> <i>physical - seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula</i> <i>human - Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads</i> <hr/> <p>Concept 2: Places and Regions</p> <p>PO 1. Locate major physical and human features on maps</p>	<p>Strand 1 Concept 6 Strand 4 Concept 4</p> <p>PO 6. Discuss how producers use natural, human, and capital resources to create goods and services.</p> <hr/> <p>Concept 2: 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</p> <p>PO 1. Discuss costs and benefits of personal spending and saving choices.</p>

Social Studies Standard Articulated by Grade Level Third Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Concept 6: Civil War and Reconstruction (Note: Abraham Lincoln contributing to rights and freedom of others was introduced in Kindergarten.) PO 1. Recognize that there were issues associated with the Civil War (i.e., slavery, states' rights, South seceded from the Union). PO 2. Discuss contributions of people during the Civil War era (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass).</p> <p>Concept 7: Emergence of the Modern United States PO 1. Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.</p>	<p>Concept 4: Renaissance and Reformation No performance objectives at this grade.</p> <p>Concept 5: Encounters and Exchange (Note: Explorers such as Magellan and Marco Polo traveling to new places in the world was introduced in Kindergarten and Second Grade.) PO 1. Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada. PO 2. Discuss European global explorations (e.g., Prince Henry the Navigator, Magellan, Henry Hudson, Vasco da Gama, Balboa, Amerigo Vespucci). Connect with: Strand 1 Concept 3</p> <p>Concept 6: Age of Revolution</p>	<p>d. voting PO 2. Describe the importance of students contributing to the community (cooperating, service projects). PO 3. Identify traits of character that are important to the preservation and improvement of democracy (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship).</p> <p>Concept 5: Government Systems of the World No performance objectives at this grade.</p>	<p>and globes (e.g., Greece, Italy, Hudson River, New York Bay/ Ellis Island, Canada, Spain, France, United States, Mexico, Washington D.C.).</p> <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 3 Concept 1 Describe major factors that impact human populations and the environment. Science Strand 4 Concept 3 Explain the relationships among plants and animals in different environments. Science Strand 4 Concept 4 Describe ways species adapt to environments and what happens if they cannot adapt. Science Strand 6 Concept 1 Identify the basic properties of earth materials (rocks,</p>	

Social Studies Standard Articulated by Grade Level Third Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>PO 2. Describe the experiences in immigrants' lives after settling in the United States during the late 19th and early 20th centuries (e.g., new language, customs, opportunities, hardships).</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 (Note: Civil Rights leaders were introduced in Grade 1.) PO 1. Recognize that individuals (e.g., Susan B. Anthony, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, Annie Wauneka) have supported the rights and freedoms of others.</p> <hr/> <p>Concept 10:</p>	<p>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: Contemporary World PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 2. Recognize that civilizations (i.e., Greece, Italy [Rome], Canada) have changed from past to present (e.g., industries, traditions). Connect with: Reading Strand 2 Concept 2</p>		<p>fossils, layers of the earth).</p> <hr/> <p>Concept 4: Human Systems PO 1. Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle and aircraft). PO 2. Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet). PO 3. Recognize there are differences in political units and hierarchies (e.g., community, city, county, state, country, continent). PO 4. Discuss the cultural elements of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in regions studied (e.g., Greece, Italy, United States and Canada). PO 5. Discuss the major economic activities and land use patterns (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of regions studied.</p>	

Social Studies Standard Articulated by Grade Level
Third Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Contemporary United States PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 2. Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 3. Recognize that although our country is diverse it also has significant threads of commonality (<i>e pluribus Unum</i>).</p>			<hr/> <p>Concept 5: Environment and Society PO 1. Identify ways in which humans depend upon, adapt to, and impact the earth (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging). PO 2. Describe ways of protecting natural resources. PO 3. Identify resources that are renewable, recyclable, and non-renewable.</p> <hr/> <p>Concept 6: Geographic Applications PO 1. Describe how physical and human characteristics of places change from past to present. PO 2. Discuss geographic concepts related to current events. PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or</p>	

Social Studies Standard Articulated by Grade Level Third Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
			national problems (e.g., shortage or abundance of natural resources).	

Social Studies Standard Articulated by Grade Level Fourth Grade

Fourth Grade History Strands emphasize the history of Arizona and the Southwest from its earliest civilizations to modern times. Early civilizations in Central and South America and their encounters with Europeans, as well as events in the Middle Ages which spurred exploration of the New World, are also studied to provide the historical foundation for the exploration and settlement of the Southwest.

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. Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps PO 2. Describe the difference between primary and secondary sources. PO 3. Locate information using both primary and secondary sources. PO 4. Describe how archaeological research adds to our understanding of the past.</p> <hr/> <p>Concept 2: Early Civilizations (Note: Prehistoric tribes in Arizona were introduced in Grade 1.) PO 1. Describe the legacy and cultures of prehistoric people in the Americas:</p>	<p>Concept 1: Research Skills for History PO 1. Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps PO 2. Describe the difference between primary and secondary sources. PO 3. Locate information using both primary and secondary sources. PO 4. Describe how archaeological research adds to our understanding of the past.</p> <hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/> <p>Concept 3: World in Transition (Note: The Middle Ages are</p>	<p>Concept 1: Foundations of Government PO 1. Describe state and national symbols and monuments that represent American democracy and values: a. Great Seal of the United States b. Arizona symbols (e.g., seal, flag) c. war memorials (e.g., Pearl Harbor- Arizona Memorial, WW II, Korean and Vietnam Memorials) PO 2. Identify the rights and freedoms supported by the following documents: a. Preamble of the U.S. Constitution b. Bill of Rights c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self</p>	<p>Concept 1: The World in Spatial Terms PO 1. Use different types of maps to solve problems (e.g., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates). PO 2. Interpret political and physical maps using the following map elements: a. title b. compass rose (cardinal and intermediate directions) c. symbols d. legend e. scale f. road map index g. grid (latitude and longitude) PO 3. Construct maps using symbols to represent human and physical features. PO 4. Construct charts and graphs to display geographic information. PO 5. Describe</p>	<p>Concept 1: Foundations of Economics PO 1. Explain the decision for a personal spending choice PO 2. Identify that specialization improves standards of living (e.g., medical care, home building, agriculture). PO 3. Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).</p> <hr/> <p>Concept 2: Microeconomics PO 1. Discuss how price incentives affect peoples' behavior and choices (e.g., which crops to grow, which</p>

Social Studies Standard Articulated by Grade Level Fourth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>a. characteristics of hunter-gatherer societies b. development of agriculture</p> <p>PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Pueblos), and Hohokam (i.e., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).</p> <p>PO 3. Identify other groups residing in the Southwest during this period (e.g., Patayan, Sinagua, Salado).</p> <p>PO 4. Identify the early civilizations that developed into empires in Central and South America (i.e., Maya, Aztec, Inca/Inka).</p> <p>PO 5. Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.</p> <hr/> <p>Concept 3: Exploration and Colonization (Note: Exploration was introduced in Grades K, 1, and 3.)</p> <p>PO 1. Describe the reasons for</p>	<p>introduced to establish reasons for Spanish and Portuguese exploration. As soldiers returned from the Crusades, European countries began to trade with the Indies. Spain and Portugal sought trade routes they could control, leading to their exploration of the New World.)</p> <p>PO 1. Discuss life in Europe as it existed at the time of the Aztec and Incan/Inkan empires in the Americas:</p> <p>a. life in castles b. knights traveling to new places during the Crusades c. desire for new routes to the Indies</p> <hr/> <p>Concept 4: Renaissance and Reformation No performance objectives at this grade.</p> <hr/> <p>Concept 5: Encounters and Exchange (Note: European Exploration was introduced</p>	<p>evident.....)</p> <p>(Note: Aligns to State Statute)</p> <p>PO 3. Describe Arizona's transition from territory to statehood:</p> <p>a. locations of capital b. founding people c. Arizona's constitution</p> <p>PO 4. Describe the varied backgrounds of people living in Arizona:</p> <p>a. shared principles, goals, customs and traditions b. diversity in one's school and community c. benefits and challenges of a diverse population.</p> <hr/> <p>Concept 2: Structure of Government (Note: The three branches of government were introduced in Grade 3.)</p> <p>PO 1. Describe the three branches of State and National Government:</p> <p>a. Executive b. Legislative c. Judicial</p> <p>PO 2. Describe different levels of government (e.g.,</p>	<p><i>characteristics of human and physical features:</i></p> <p>a. <i>physical - continents, oceans, river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes</i></p> <p>b. <i>human – Equator, four hemispheres, North and South Poles, city, state, country, harbor, dams, territory, county</i></p> <p>PO 6. <i>Locate physical and human features using maps, illustrations, images or globes.</i></p> <p>a. <i>physical - seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait)</i></p> <p>b. <i>human – Equator. Four hemispheres, North and South Poles, city, state, country, roads, railroads</i></p> <p>PO 7. Locate physical and human features in Arizona using maps, illustrations, or images:</p> <p>a. physical – Grand Canyon, Mogollon Rim,</p>	<p>products to purchase).</p> <p>PO 2. Describe why state and local governments collect taxes (e.g., schools, fire, police, libraries).</p> <p>PO 3. Describe how education, skills, and career choices affect income.</p> <p>PO 4. Discuss how profit is an incentive to entrepreneurs.</p> <p>PO 5. Describe risks that are taken by entrepreneurs.</p> <p>PO 6. Identify the role of financial institutions in providing services (e.g., savings accounts and loans).</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</p>

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<p>early Spanish exploration of Mexico and the Southwestern region of the United States by:</p> <ol style="list-style-type: none"> Cabeza de Vaca Estevan Fray Marcos de Niza Francisco Vásques de Coronado <p>PO 2. Describe the impact of Spanish colonization on the Southwest:</p> <ol style="list-style-type: none"> establishment of missions and presidios lifestyle changes of native people contributions of Father Kino <p>PO 3. Describe the location and cultural characteristics of Native American tribes during the Spanish period (e.g., O’odham, Apache, Hopi).</p> <hr/> <p>Concept 4: Revolution and New Nation No performance objectives at this grade.</p> <hr/> <p>Concept 5: Westward Expansion (Note: Westward expansion was introduced in Grade 2.)</p>	<p>in Grade 3.)</p> <p>PO 1. Describe the reasons for Spanish and Portuguese explorations of the Americas (e.g., trade routes, gold).</p> <p>PO 2. Describe the impact of European explorers’ encounters with the Aztec and Inca/Inka. 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> <hr/> <p>Concept 8: World at War No performance objectives at this grade.</p> <hr/> <p>Concept 9: Contemporary World <i>PO 1. Describe current events using information from</i></p>	<p>local, tribal, state and national).</p> <hr/> <p>Concept 3: Functions of Government</p> <p>PO 1. Describe the major responsibilities of state government:</p> <ol style="list-style-type: none"> making laws enforcing laws collecting taxes <p>Connect with: Strand 5 Concept 2</p> <p>PO 2. Describe the major responsibilities of the local government (e.g., city, county):</p> <ol style="list-style-type: none"> determining land use enforcing laws overlapping responsibilities with state government <p>PO 3. Describe the possible consequences of violating laws.</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Discuss ways an individual can contribute to</p>	<p>Colorado River</p> <ol style="list-style-type: none"> human – Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam <hr/> <p>Concept 2: Places and Regions</p> <p>PO 1. Describe how regions, such as the Southwest, have distinct physical and cultural characteristics</p> <p>PO 2. Locate the landform regions of Arizona (plateau, mountain, desert) on a map.</p> <p>PO 3. Compare the landform regions of Arizona according to their physical features, plants, and animals.</p> <p>PO 4. Describe how regions and places have distinct characteristics (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Walnut Canyon, Montezuma Castle, Canyon de Chelly, Rocky Mountains, Rio Grande River, Yucatan Peninsula).</p> <hr/> <p>Concept 3: Physical Systems (Science Strands are</p>	<p>Finance</p> <p>PO 1. Describe how interest is an incentive to saving money.</p>

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>PO 1. Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.</p> <p>PO 2. Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.</p> <p>PO 3. Describe events that led to Arizona becoming a possession of the United States:</p> <ol style="list-style-type: none"> a. Mexican – American War b. Mexican Cession (Treaty of Guadalupe-Hidalgo) c. Gadsden Purchase <p>PO 4. Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).</p> <p>PO 5. Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans:</p> <ol style="list-style-type: none"> a. Indian Wars b. Navajo Long Walk c. formation of reservations 	<p><i>class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i></p> <p>PO 2. Discuss changes in civilizations from past to present in Mexico, Central and South American countries.</p> <p>Connect with: Reading Strand 2 Concept 2</p>	<p>a school or community.</p> <p>PO 2. Identify traits of character that are important to the preservation and improvement of democracy (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance).</p> <p>PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, jury duty).</p> <hr/> <p>Concept 5: Government Systems of the World No performance objectives at this grade.</p>	<p>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 3 Concept 1 Describe how natural events and human activities impact environments.</p> <p>Science Strand 4 Concept 3 Describe uses, types, and conservation of natural resources.</p> <p>Science Strand 6 Concept 2 Understand processes acting on the earth (erosion, floods, earthquakes, volcanoes, forest fires) and evidence of their occurrence.</p> <p>Science Strand 6 Concept 3 Understand characteristics of weather conditions and climate.</p> <hr/> <p>Concept 4: Human Systems PO1. Describe the factors (push and pull) that have contributed to the settlement,</p>	

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<hr/> <p>Concept 6: Civil War and Reconstruction (Note: The Civil War was introduced in Grade 3.) PO 1. Describe events in Arizona during the Civil War:</p> <ol style="list-style-type: none"> a. Battle of Picacho Peak b. Battle of Apache Pass c. Arizona becomes a territory <hr/> <p>Concept 7: Emergence of the Modern United States PO 1. Describe the economic development of Arizona:</p> <ol style="list-style-type: none"> a. mining b. ranching c. farming and dams <p>PO 2. Describe the advent of innovations in transportation that helped Arizona's growth and economy, (e.g., steamboats, freighting, stagecoaches, railroads). PO 3. Identify key individuals and groups related to Arizona territorial days and early statehood (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George</p>			<p>economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities. PO 2. Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas. PO 3. Describe how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona. PO 4. Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population. PO 5. Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.</p> <hr/> <p>Concept 5: Environment and Society PO 1. Describe human</p>	

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>W.P. Hunt, Manaulito, Cochise).</p> <p>PO 4. Recognize that Arizona changed from a territory to a state on February 14, 1912.</p> <p>PO 5. Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).</p> <hr/> <p>Concept 8: Great Depression and World War II</p> <p>PO 1. Describe changes in the lives of U.S. and Arizona residents during the Great Depression:</p> <ol style="list-style-type: none"> a. poverty b. unemployment c. loss of homes or businesses d. migration. <p>PO 2. Describe the reasons for the U.S. becoming involved in World War II (e.g., German and Japanese aggression).</p> <p>PO 3. Describe the impact of World War II on Arizona (e.g., economic boost, military bases, Native American and</p>			<p>dependence on the physical environment and natural resources to satisfy basic needs.</p> <p>PO 2. Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.</p> <p>PO 3. Describe the impact of human modifications on the physical environment and ecosystems (e.g., dams, mining, air conditioning, irrigation, agricultural).</p> <hr/> <p>Concept 6: Geographic Applications</p> <p>PO 1. Describe the impact of geographic features (rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).</p> <p>PO 2. <i>Discuss geographic knowledge and skills related to current events.</i></p> <p>PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for</p>	

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Hispanic contributions, POW camps, relocation of Japanese Americans).</p> <p>PO 4. Describe how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).</p> <hr/> <p>Concept 9: Postwar United States</p> <p>PO 1. Describe changes that took place in Arizona during the postwar era (e.g., population growth, economic growth, cultural diversity, civil rights).</p> <hr/> <p>Concept 10: Contemporary United States</p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information</p>			<p>local, state or national problems (e.g., shortage or abundance of natural resources).</p>	

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Describe the influence of key individuals in Arizona (e.g., Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, César Chavez, John McCain).</p> <p>PO 4. Discuss the contributions of diverse populations to Arizona.</p>				

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Fifth Grade History Strands emphasize American history from the earliest Native American cultures to the Civil War. The issues of exploration and rebellion as they occurred throughout the world are also studied in more depth.

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 <i>PO 1. Use the following to interpret historical data:</i> a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps</p> <p>PO 2. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people). PO 3. Describe the difference between primary and secondary sources. PO 4. Locate information using both primary and secondary sources. PO 5. Describe how archaeological research adds to our understanding of the past.</p> <hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/>	<p>Concept 1: Research Skills for History <i>PO 1. Use the following to interpret historical data:</i> a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps</p> <p>PO 2. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people). PO 3. Describe the difference between primary and secondary sources. PO 4. Locate information using both primary and secondary sources. PO 5. Describe how archaeological research adds to our understanding of the past.</p> <hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/>	<p>Concept 1: Foundations of Government PO 1. Identify the democratic principles and ideals associated with the following documents: a. Mayflower Compact b. Declaration of Independence c. Articles of Confederation d. United States Constitution e. Bill of Rights Connect with: Strand 1 Concept 3</p> <p>PO 2. Recognize the contributions and roles of the following individuals in creating the American government: a. John Adams b. Benjamin Franklin c. Alexander Hamilton d. Thomas Jefferson e. James Madison f. John Marshall g. George Washington Connect with:</p>	<p>Concept 1: The World in Spatial Terms PO 1. Interpret information from a variety of maps: a. contour b. population density c. natural resource d. historical maps</p> <p>PO 2. Locate features in the world (i.e., continents, waterways, mountain ranges, cities) on a map using latitude and longitude. PO 3. Identify the location of significant geographic features (i.e., Continental Divide, Great Salt Lake, Appalachians, Rockies, Mississippi River, Great Lakes, Cascades, Sierra Nevada, Rio Grande) on a physical or political map</p> <p>PO 4. Locate physical and human features in the United States and world on an appropriate type of map. (i.e., <i>gulf, delta, isthmus, strait, bay, swamp, canyon, peninsula, province, cape, tree line</i>).</p>	<p>Concept 1: Foundations of Economics PO 1. Identify the opportunity costs (e.g., separation from family, indentured service) associated with expeditions to the New World. Connect with: Strand 1 Concept 3 Strand 2 Concept 5 Strand 4 Concept 2, 4</p> <p>PO 2. Explain how price incentives affect peoples' behavior and choices. (e.g., colonial decisions about what crops to grow and products to produce). Connect with: Strand 1 Concept 3 Strand 2 Concept 5, 8</p> <p>PO 3. Describe how specialization (i.e., division of labor) improves standards of living. (e.g., economic development of the three colonial regions and the</p>

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<p>Concept 3: Exploration and Colonization (Note: The Colonial period was introduced in Grade 1. European exploration was introduced in Grade 3. Spanish exploration was taught in Grade 4.)</p> <p>PO 1. Recognize that Native American tribes resided throughout North America before the period of European colonization.</p> <p>PO 2. Explain the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).</p> <p>Connect with: Strand 2 Concept 5 Strand 5 Concept 1</p> <p>PO 3. Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.</p> <p>Connect with: Strand 5 Concept 1</p> <p>PO 4. Describe the geography, cultures, and economics of each of the</p>	<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 (Note: European Exploration was introduced in Grades 3 and 4.)</p> <p>PO 1. Describe the following effects of European exploration, trade, and colonization on other parts of the world:</p> <ol style="list-style-type: none"> sea routes to Asia colonies established and settled increased power of European countries trade established between Europe, Africa, and Americas introduction of disease and the resulting population decline of 	<p>Strand 1 Concept 4</p> <p>PO 3. Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights.</p> <p>Connect with: Strand 1 Concept 4</p> <hr/> <p>Concept 2: Structure of Government</p> <p>PO 1. Describe colonial government (e.g., town meetings, representative assemblies).</p> <p>PO 2. Describe how the Constitution is designed to limit central government (e.g., freedom from a controlling monarchy).</p> <p>Connect with: Strand 1 Concept 3, 4</p> <hr/> <p>Concept 3: Functions of Government (Note: Students are introduced to how laws are made in Grade 3.)</p> <p>PO 1. Explain ways in which the powers of the federal government differed</p>	<p>PO 5. Identify each state on a U.S. map.</p> <p>PO 6. Construct maps, charts, and graphs to display geographic information.</p> <hr/> <p>Concept 2: Places and Regions</p> <p>PO 1. Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors:</p> <ol style="list-style-type: none"> three American colonial regions West, Midwest, Northeast, Southeast, and Southwest North and South (Civil War) <p>Connect with: Strand 1 Concept 3, 4, 5</p> <p>PO 2. Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases and other reference materials.</p> <hr/> <p>Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</p>	<p>Pre-Civil War North and South).</p> <p>Connect with: Strand 1 Concept 6</p> <p>PO 4. Identify how voluntary exchange helps both buyers and sellers. (e.g., colonial trade in North America.)</p> <p>Connect with: Strand 1 Concept 3 Strand 2 Concept 5</p> <p>PO 5. Interpret how trade promoted economic growth throughout U.S. history.</p> <p>Connect with: Strand 1 Concept 3 Strand 2 Concept 5 Strand 4 Concept 4</p> <hr/> <p>Concept 2: Microeconomics</p> <p>PO 1. Describe how competition, markets, and prices influence peoples' behavior.</p> <p>Connect with: Strand 1 Concept 4</p> <p>PO 2. Identify how people earn income by selling their labor to businesses or government.</p> <p>PO 3. Describe ways in</p>
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<p>three American colonial regions (Southern Colonies, Middle Atlantic Colonies, New England Colonies). Connect with: Strand 4 Concept 2, 6, Strand 5 Concept 1</p> <p>PO 5. Identify contributions of individuals who were important to the colonization of America. (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe).</p> <p>PO 6. Describe interactions between Native Americans and European settlers (e.g., agricultural and cultural exchanges, alliances, conflicts). Connect with: Strand 2 Concept 5 Strand 4 Concept 5 Strand 5 Concept 1</p> <p>PO 7. Describe the causes and effects of triangular trade. Connect with: Strand 2 Concept 5 Strand 5 Concept 1</p> <hr/> <p>Concept 4: Revolution and New Nation</p>	<p>Indigenous people e. triangular trade Connect with: Strand 1 Concept 3 Strand 3 Concept 2; Strand 4 Concept 2, 4, 5, 6 Strand 5 Concept 1</p> <p>PO 2. Describe ways in which Spain, France, and England competed for power: Connect with: Strand 1 Concept 3 Strand 3 Concept 2, 5 Strand 4 Concept 2 Strand 5 Concept 1</p> <hr/> <p>Concept 6: Age of Revolution (Note: Changing government by revolution was introduced in Grade 1. The American Revolution is taught in Grade 5, Strand 1. Connect to similar events around the world.)</p> <p>PO 1. Explain the rationale and characteristics of rebellion. PO 2. Explain the impact that revolution has on a society. PO 3. Compare the causes of the American Revolution</p>	<p>from the Articles of Confederation to the Constitution. Connect with: Strand 1 Concept 4</p> <p>PO 2. Identify the process by which a bill becomes a law. PO 3. Describe how the checks and balance system, which established the three branches of the federal government, works, as in Andrew Johnson's impeachment. PO 4. Explain the significance of the Dred Scott Decision. PO 5. Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Describe ways an individual can contribute to a school or community. PO 2. Describe the character traits (e.g., respect, responsibility, fairness, involvement) that</p>	<p>These concepts are reinforced in Social Studies classes, but assessed through Science.) Connect with: Science Strand 3 Concept 1 Explain the impacts of natural hazards on habitats Science Strand 6 Concept 2 Describe lunar cycles, Earth's revolution and rotation, and gravity. Science Strand 6 Concept 3 Describe the planets, other objects in the solar system, and exploration of the solar system.</p> <hr/> <p>Concept 4: Human Systems</p> <p>PO 1. Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War). Connect with: Strand 1 Concept 5, 6 PO 2. Explain the effects of human migration on places (e.g., economic, cultural, environmental, political). Connect with: Strand 1 Concept 5 Strand 2 Concept 5 Strand 5 Concept 1</p>	<p>which entrepreneurs take risks to develop new goods and services. PO 4. Describe the function of private business in producing goods and services. PO 5. Discuss the function of banks in providing checking accounts, savings accounts, and loans. PO 6. Explain the function of government in providing certain goods and services through taxation. Connect with: Strand 1 Concept 4</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 PO 1. Explain how the following are used to purchase goods and</p>
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<p>(Note: Colonial America and the Revolutionary War were introduced in Grades 1 and 2.) PO 1. Describe the significance of the following events leading to the American Revolution</p> <ol style="list-style-type: none"> French and Indian War Proclamation of 1763 Tea Act Stamp Act Boston Massacre Intolerable Acts <p>Connect with: Strand 2 Concept 6 Strand 3 Concept 5 Strand 5 Concept 2</p> <p>PO 2. Describe the significance of the following events in the Revolutionary War:</p> <ol style="list-style-type: none"> Declaration of Independence major battles – (i.e., Lexington and Concord, Saratoga) aid from France surrender at Yorktown <p>Connect with: Strand 3 Concept 1</p> <p>PO 3. Identify the impact of the following individuals on the Revolutionary War:</p> <ol style="list-style-type: none"> Benjamin Franklin Thomas Jefferson 	<p>to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p> <p>PO 4. Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</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: Contemporary World PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 2. Use various resources (e.g., newspapers, magazines,</p>	<p>are important to the preservation and improvement of constitutional democracy in the United States</p> <p>PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p> <hr/> <p>Concept 5: Government Systems of the World PO 1. Describe the characteristics of a monarchy and a republic. Connect with: Strand 1 Concept 3, 4 Strand 2 Concept 6</p>	<p>Concept 5: Environment and Society PO 1. Describe the ways European colonists and Native Americans viewed, adapted, and used the environment. Connect with: Strand 1 Concept 3, 6</p> <p>PO 2. Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environment</p> <p>PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</p> <hr/> <p>Concept 6: Geographic Applications PO 1. Describe how geographic features influenced events in the past (e.g., Original Thirteen Colonies, Great Plains, Pacific Northwest). Connect with:</p>	<p>services:</p> <ol style="list-style-type: none"> cash check money order debit card credit card
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<p>c. George Washington d. Patrick Henry e. Thomas Paine f. King George III Connect with: Strand 3 Concept 1 PO 4. Describe how one nation evolved from thirteen colonies through the following events: a. Constitutional Convention b. George Washington's presidency c. creation of political parties Connect with: Strand 3 Concept 2, 3, 5</p> <hr/> <p>Concept 5: Westward Expansion (Note: Westward expansion was introduced in Grades 2 and 4.) PO 1. Describe the following events of 19th century presidencies: a. Thomas Jefferson – Louisiana Purchase b. James Madison – War of 1812 c. James Monroe – The Monroe Doctrine d. Andrew Jackson – Nationalism and</p>	<p>television, Internet, books, maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2.</p>		<p style="text-align: center;">Strand 1 Concept 3, 5, 6 PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	
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<p>Sectionalism; Trail of Tears</p> <p>e. James Polk – Mexican-American War; discovery of gold in California</p> <p>Connect with: Strand 3 Concept 3, Strand 4 Concept 4, 6</p> <p>PO 2. Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.</p> <p>Connect with: Strand 4 Concept 4, 6</p> <p>PO 3. Identify major westward migration routes of the 19th Century.</p> <p>Connect with: Strand 4 Concept 4, 6</p> <p>PO 4. Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.</p> <p>Connect with: Strand 4 Concept 4, 6</p> <p>PO 5. Describe the following individuals' role in the reform movement before the Civil War:</p> <p>a. Fredrick Douglass</p>				
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<p>b. Harriet Tubman c. William Lloyd Garrison d. Sojourner Truth</p> <hr/> <p>Concept 6: Civil War and Reconstruction (Note: The Civil War was introduced in Grade 3 and the Civil War in Arizona was taught in Grade 4.) PO 1. Describe factors leading to the Civil War: a. role of abolitionists and Underground Railroad b. sectionalism between North and South c. westward expansion Connect with: Strand 3 Concept 3, 4; Strand 4 Concept 2, 4, 6; Strand 5 Concept 1 PO 2. Identify the reasons why the following were important events of the Civil War: a. firing on Ft. Sumter b. major battles c. delivery of the Emancipation Proclamation d. surrender at Appomattox</p> <hr/> <p>Concept 7: Emergence of the Modern United States</p>			
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Social Studies Standard Articulated by Grade Level Fifth Grade

<p>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 No performance objectives at this grade.</p> <hr/> <p>Concept 10: Contemporary United States <i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>			
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Social Studies Standard Articulated by Grade Level
Fifth Grade

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Social Studies Standard Articulated by Grade Level Sixth Grade

Sixth Grade History Strands emphasize World history from its earliest cultures through the Enlightenment, including the early cultures of the Americas.

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. Construct charts, graphs, and narratives using historical data. PO 2. Interpret historical data displayed in graphs, tables, and charts. PO 3. <i>Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people.)</i> PO 4. Formulate questions that can be answered by historical study and research. PO 5. <i>Describe the difference between primary and secondary sources.</i> PO 6. Determine the credibility and bias of primary and secondary sources. PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. PO 8. <i>Describe how</i></p>	<p>Concept 1: Research Skills for History PO 1. Construct charts, graphs, and narratives using historical data. PO 2. Interpret historical data displayed in graphs, tables, and charts. PO 3. <i>Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people.)</i> PO 4. Formulate questions that can be answered by historical study and research. PO 5. <i>Describe the difference between primary and secondary sources.</i> PO 6. Determine the credibility and bias of primary and secondary sources. PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. PO 8. <i>Describe how</i></p>	<p>Concept 1: Foundations of Government PO 1. Discuss the important ideas of the Enlightenment Period that fostered the creation of the United States government (e.g., Natural Rights, separation of powers, religious freedom). Connect with: Strand 2 Concept 4, 5</p> <hr/> <p>Concept 2: Structure of Government No performance objective at this grade level</p> <hr/> <p>Concept 3: Functions of Government PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.</p>	<p>Concept 1: The World in Spatial Terms PO 1. Construct maps, charts, and graphs to display geographic information. PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images. PO 3. Interpret maps, charts, and geographic databases using geographic information. PO 4. Locate physical and human features in the United States and in regions of the world on a map (e.g., continents, significant waterways, mountain ranges, cities, countries). Connect with: Strand 2 Concept 2 PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).</p> <hr/> <p>Concept 2: Places</p>	<p>Concept 1: Foundations of Economics PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others. PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making. PO 3. Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2 PO 4. Compare how money, as opposed to barter, facilitates trade. PO 5. Explain how trade promoted economic growth throughout world regions. Connect with: Strand 2 Concept 3 Strand 2 Concept 4</p>

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><i>archaeological research adds to our understanding of the past.</i></p> <hr/> <p>Concept 2: Early Civilizations PO 1. Describe the characteristics of hunting and gathering societies in the Americas. PO 2. Describe factors (i.e., farming methods, domestication of animals) that led to the development of cultures and civilizations from hunting and gathering societies. PO 3. Describe the cultures of the Mogollon, Anasazi (Ancestral Pueblo), and Hohokam: a. location, agriculture, housing, arts, and trade networks b. how these cultures adapted to and altered their environment PO 4. Describe the Adena, Hopewell, and Mississippian mound-building cultures: a. location, agriculture, housing, arts, and trade networks</p>	<p><i>archaeological research adds to our understanding of the past.</i></p> <hr/> <p>Concept 2: Early Civilizations (Note: Early civilizations were introduced in Grades 1[Egypt], 2 [Asia], 3 [Greece and Rome], 4 [North and South America].) PO 1. Describe the lifestyles of humans in the Paleolithic and Neolithic Ages. PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors Connect with: Strand 4 Concept 2, 4,6 Strand 5 Concept 1 PO 3. Describe the importance of the following river valleys in the</p>	<p>Connect with Strand 2 Concept 2 PO 2. Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government. Connect with: Strand 2 Concept 2 PO 3. Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government. Connect with: Strand 2 Concept 2</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 1. Describe ways an individual can contribute to a school or community. PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States</p>	<p>and Regions PO 1. Identify regions studied (i.e., Greece, Rome) using a variety of criteria, (e.g., climate, landforms, culture, vegetation). Connect with: Strand 2 Concept 2 PO 2. Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2 PO 3. Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5 PO 4. Explain why places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims). Connect with: Strand 2 Concept 2 PO 5. Describe the physical and human characteristics of places and regions of a Middle Eastern country. Connect with: Strand 2 Concept 2</p> <hr/> <p>Concept 3: Physical</p>	<p>Concept 2: 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 PO 1. Compare the cost and benefits of using credit. PO 2. Explain how interest is the price paid to borrow money. PO 3. Describe the factors lenders consider before lending money.</p>

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>b. how these cultures adapted to and altered their environment</p> <p>PO 5. Describe the achievements and features (i.e., mathematics, astronomy, architecture, government, social structure, arts and crafts) of the Mayan, Aztec, and Incan/Inkan civilizations.</p> <hr/> <p>Concept 3: Exploration and Colonization No performance objectives at this grade.</p> <hr/> <p>Concept 4: Revolution and New Nation No performance objectives at this grade.</p> <hr/> <p>Concept 5: Westward Expansion No performance objectives at this grade.</p> <hr/> <p>Concept 6: Civil War and Reconstruction</p>	<p>development of ancient civilizations:</p> <p>a. Tigris and Euphrates - Mesopotamia</p> <p>b. Nile - Egypt</p> <p>c. Huang He - China</p> <p>d. Indus- India</p> <p>Connect with: Strand 4 Concept 1, 2, 4, 5</p> <p>PO 4. Compare the forms of government of the following ancient civilizations:</p> <p>a. Mesopotamia – laws of Hammurabi</p> <p>b. Egypt – theocracy</p> <p>c. China – dynasty</p> <p>Connect with: Strand 3 Concept 3, 5</p> <p>PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations:</p> <p>a. Sumeria, India – polytheism</p> <p>b. Egypt – belief in an afterlife</p> <p>c. China – ancestor worship</p> <p>d. Middle East - monotheism</p>	<p>Connect with: Strand 2 Concept 5</p> <p>PO 3. Describe the importance of citizens being actively involved in the democratic process. (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p> <p>Connect with: Strand 2 Concept 5</p> <hr/> <p>Concept 5: Government Systems of the World</p> <p>PO 1. Describe the structure of the following governments:</p> <p>a. theocracy</p> <p>b. dictatorship</p> <p>c. republic</p> <p>d. monarchy</p> <p>e. democracy</p> <p>f. anarchy</p> <p>Connect with: Strand 2 Concept 2, 4, 5</p>	<p>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.)</p> <p>PO 1. Identify the physical processes that influence the formation and location of resources. (e.g., oil, coal, diamonds, copper).</p> <p>Connect with: Science Strand 3 Concept 1 Evaluate the effects of, and describe how people plan for and respond to natural disasters.</p> <p>Science Strand 4 Concept 3 Describe how sunlight, water quality, climate, population density and pollution affect quality of life.</p> <p>Science Strand 6 Concept 1 Describe the composition of and interactions between bodies of water and the atmosphere.</p> <p>Science Strand 6 Concept 2 Explain the water cycle and factors that affect climate.</p>	

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>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 No performance objectives at this grade.</p> <hr/> <p>Concept 10: Contemporary United States <i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> PO 2. Identify the</p>	<p>PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <ol style="list-style-type: none"> a. Mesopotamia – laws of Hammurabi b. Egypt – mummification, hieroglyphs, papyrus c. China – silk, gun powder/fireworks, compass d. Central and South America - astronomy, agriculture <p>Connect with: Strand 5 Concept 2</p> <p>PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome:</p> <ol style="list-style-type: none"> a. democracy b. republics/ empires <p>Connect with: Strand 3 Concept 5</p> <p>PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature and</p>		<p>Concept 4: Human Systems PO 1. Interpret the demographic structure of places and regions using a population pyramid. PO 2. Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions. PO 3. Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2 PO 4. Identify factors (e.g., river/coastal civilizations, trade that influence the location, distribution, and interrelationships of economic activities over time in different regions. Connect with: Strand 2 Concept 2, 3, 4, PO 5. Identify cultural norms that influence different social, political and economic activities of men and women. Connect with:</p>	

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p>	<p>theatre, mathematics, philosophy).</p> <p>Connect with: Strand 4 Concept 2, 4, 5 Strand 5 Concept 2</p> <p>PO 9. Identify the roles and contributions of individuals in the following ancient civilizations:</p> <ol style="list-style-type: none"> a. Greece (e.g., Sophocles, Euripides, Pericles, Homer) b. Alexander the Great c. Rome (e.g., Julius Caesar, Augustus) d. China (e.g., Qin Shi Huan Di, Confucius) e. Egypt (e.g., Hatshepsut, Ramses, Cleopatra) <p>Connect with: Strand 3 Concept 5</p> <p>PO 10. Describe the transition from the Roman Empire to the Byzantine Empire:</p> <ol style="list-style-type: none"> a. “decline and fall” of the Roman Empire b. Empire split in eastern and western regions c. capital moved to Byzantium/Constantinople 		<p style="text-align: center;">Strand 2 Concept 2</p> <hr/> <p>Concept 5: Environment and Society</p> <p>PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration.</p> <p>PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.</p> <p>Connect with: Strand 2 Concept 2</p> <p>PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.</p> <p>Connect with: Strand 2 Concept 2</p> <p>PO 4. Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes,</p>	

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>d. Germanic invasions Connect with: Strand 4 Concept 2</p> <hr/> <p>Concept 3: World in Transition (Note: The Middle Ages were introduced in Grade 4.) PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of major religions (i.e., Hinduism, Buddhism, Judaism, Christianity, and Islam). Connect with: Strand 4 Concept 2, 4 PO 2. Describe the development of the Medieval kingdoms of Africa (i.e., Ghana, Mali, Songhai): a. Islamic influences b. mining of gold and salt c. centers of commerce Connect with: Strand 5 Concept 1 PO 3. Describe the culture and way of life of the Arab Empire: a. Muslim religion –</p>		<p>hurricanes, floods, and earthquakes) in order to remain safe.</p> <hr/> <p>Concept 6: Geographic Applications PO 1. Describe ways geographic features and conditions influenced settlement (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) in different periods of time, places, and regions. Connect with: Strand 2 Concept 2 PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>Mohammad, Mecca</p> <ul style="list-style-type: none"> b. extensive trade and banking network c. interest in science – medicine, astronomy d. translation and preservation of Greek and Roman literature <p>Connect with: Strand 5 Concept 1</p> <p>PO 4. Describe the Catholic church's role in the following activities during the Middle Ages:</p> <ul style="list-style-type: none"> a. Crusades b. Inquisition c. education d. government e. spread of Christianity <p>PO 5. Describe the transition from feudalism to nationalism at the end of the Middle Ages.</p> <p>PO 6. Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15th and 16th centuries.</p> <p>Connect with: Strand 4 Concept 2, 4 Strand 5 Concept 1</p>			

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>PO 7. Describe how trade routes led to the exchange of ideas (e.g., spread of religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15th and 16th centuries.</p> <p>Connect with: Strand 3 Concept 1 Strand 4 Concept 4,5 Strand 5 Concept 1</p> <hr/> <p>Concept 4: Renaissance and Reformation</p> <p>PO 1. Describe how the Renaissance was a time of renewal and advancement in Europe:</p> <ol style="list-style-type: none"> a. rebirth of Greek and Roman ideas b. new ideas and products as a result of trade. c. the arts d. science <p>Connect with: Strand 3 Concept 5, Strand 4 Concept 2, 4, 5 Strand 5 Concept 1, 2</p> <p>PO 2. Describe the contributions or</p>			

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>accomplishments of the following individuals during the Renaissance and Reformation:</p> <ul style="list-style-type: none"> a. Leonardo da Vinci b. Michelangelo c. Gutenberg d. Martin Luther <p>Connect with: Strand 3 Concept 1 Strand 4 Concept 4</p> <hr/> <p>Concept 5: Encounters and Exchange (Note: The growth of European nations was taught in Grade 5.) PO 1. Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:</p> <ul style="list-style-type: none"> a. Scientific Revolution – Copernicus, Galileo, Newton b. natural rights – life, liberty, property c. governmental separation of powers vs. monarchy d. religious freedom e. Magna Carta 			

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>Connect with: Strand 3 Concept 1, 4, 5 Science Strand 2 Concept 1</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: Contemporary World <i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> <i>PO 2. Identify the connection between current</i></p>			

Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<i>and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>			

Social Studies Standard Articulated by Grade Level Seventh Grade

Seventh Grade History Strands emphasize American history from the Civil War through the Great Depression. They also study the impact of the Industrial Revolution and imperialism on world events.

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 <i>PO 1. Construct charts, graphs, and narratives using historical data.</i> <i>PO 2. Interpret historical data displayed in graphs, tables, and charts.</i> <i>PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people.)</i> <i>PO 4. Formulate questions that can be answered by historical study and research.</i> <i>PO 5. Describe the relationship between a primary source document and a secondary source document.</i> <i>PO 6. Determine the credibility of primary and secondary sources.</i> <i>PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.</i></p>	<p>Concept 1: Research Skills for History <i>PO 1. Construct charts, graphs, and narratives using historical data.</i> <i>PO 2. Interpret historical data displayed in graphs, tables, and charts.</i> <i>PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people.)</i> <i>PO 4. Formulate questions that can be answered by historical study and research.</i> <i>PO 5. Describe the relationship between a primary source document and a secondary source document.</i> <i>PO 6. Determine the credibility of primary and secondary sources.</i> <i>PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.</i></p>	<p>Concept 1: Foundations of Government <i>PO 1. Analyze the significance of the principles and ideals of the following documents:</i> a. Bill of Rights (as related to specific time periods) b. Emancipation Proclamation</p> <hr/> <p>Concept 2: Structure of Government <i>PO 1. Describe how the powers of checks and balances are used in the following:</i> a. impeachment b. declaring war c. treaties d. veto e. judicial review</p> <hr/> <p>Concept 3: Functions of Government <i>PO 1. Analyze the</i></p>	<p>Concept 1: The World in Spatial Terms <i>PO 1. Construct maps, charts, and graphs to display geographic information.</i> <i>PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</i> <i>PO 3. Interpret maps, charts, and geographic databases using geographic information.</i> <i>PO 4. Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.</i> <i>PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)</i></p> <hr/> <p>Concept 2: Places</p>	<p>Concept 1: Foundations of Economics <i>PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others.</i> <i>PO 2. Analyze how scarcity, opportunity costs, and trade-offs influence decision making.</i> <i>PO 3. Identify how governments and businesses make choices based on the availability of resources.</i> <i>PO 4. Describe the characteristics of a market economy:</i> a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government</p> <hr/> <p>Concept 2:</p>

Social Studies Standard Articulated by Grade Level Seventh Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/> <p>Concept 3: Exploration and Colonization No performance objectives at this grade.</p> <hr/> <p>Concept 4: Revolution and New Nation No performance objectives at this grade.</p> <hr/> <p>Concept 5: Westward Expansion No performance objectives at this grade.</p> <hr/> <p>Concept 6: Civil War and Reconstruction (Note: The Civil War was introduced in Grade 5.) PO 1. Analyze the factors leading to the Civil War: a. role of abolitionists</p>	<hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</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 No performance objectives at this grade.</p> <hr/> <p>Concept 6: Age of Revolution PO 1. Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.</p>	<p>significance of the following judicial decisions: a. Dred Scott b. Plessy v. Ferguson c. Scopes Trial PO 2. Identify the government's role in progressive reforms (e.g., women's suffrage, labor unions, temperance movement, civil rights).</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 1. Describe the benefits of community service. PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government,</p>	<p>and Regions PO 1. Describe the human and physical characteristics of places and regions. PO 2. Explain the concept of regions and why they change. PO 3. Compare the historical and contemporary interactions among people in different places and regions.</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 3 Concept 1 Analyze environmental benefits and risks of human interactions. Science Strand 4 Concept 3 Analyze relationships in the environment (food chains, food webs, carrying capacity, problems associated with population growth, and environmental factors)</p>	<p>Microeconomics PO 1. Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, and corporations) that make up an economic system. PO 2. Describe how investment in human capital such as health (e.g. immunizations), education (e.g., college), training of people (e.g., on the job experience), leads to economic growth. PO 3. Describe how investment in physical capital (e.g., factories, machinery, new technology) leads to economic growth. PO 4. Describe the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller, J. P. Morgan, and Vanderbilt) in the free enterprise system. PO 5. Describe the function of private business in producing goods and services. PO 6. Describe how the</p>

Social Studies Standard Articulated by Grade Level Seventh Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>and Underground Railroad</p> <p>b. Sectionalism and States' Rights</p> <p>c. Westward expansion</p> <p>d. Missouri and 1850 Compromises</p> <p>e. Dred Scott Decision</p> <p>f. Kansas-Nebraska Act</p> <p>PO 2. Determine the significance of key the following events of the Civil War:</p> <p>a. firing on Fort Sumter</p> <p>b. major battles – Bull Run, Antietam, Vicksburg, Gettysburg</p> <p>c. Enactment of the Emancipation Proclamation</p> <p>d. Sherman's march</p> <p>e. surrender at Appomattox</p> <p>PO 3. Describe significance of the following key individuals or groups in the Civil War:</p> <p>a. political leaders (e.g., Abraham Lincoln, Jefferson Davis)</p> <p>b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William</p>	<p>PO 2. Determine the effect of the Industrial Revolution on the Western World:</p> <p>a. growth of cities</p> <p>b. rise of middle class</p> <p>c. spread of industrialism</p> <p>d. rise of imperialism</p> <p>e. foundation for future technological advances</p> <p>f. labor issues</p> <hr/> <p>Concept 7: Age of Imperialism</p> <p>PO 1. Describe the effects of the following factors on the rise of imperialism:</p> <p>a. increased need for raw materials</p> <p>b. increased need for consumers</p> <p>c. nationalism – countries increased power</p> <p>PO 2. Describe how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries</p> <p>PO 3. Describe how industrialization in Japan led to its rise as a world power.</p> <p>PO 4. Describe the impact of American interests in the</p>	<p><i>involvement in political decision making, analyzing issues, petitioning public officials).</i></p> <p>PO 4. Describe the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, Twenty-first, Amendments and Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied.</p> <hr/> <p>Concept 5: Government Systems of the World</p> <p>PO 1. Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations)</p> <p>PO 2. Compare different types of governments:</p> <p>a. dictatorship</p> <p>b. totalitarian</p> <p>c. monarchies</p>	<p>affecting living organisms.</p> <p>Science Strand 6 Concept 1 Describe the basic properties of earth materials (rocks, fossils, layers of the earth) and how change over time is estimated.</p> <p>Science Strand 6 Concept 2 Relate plate tectonics to the resulting landforms and earthquakes.</p> <p>Science Strand 6 Concept 3 Explain the relationships between the Earth and other objects in the solar system</p> <hr/> <p>Concept 4: Human Systems</p> <p>PO 1. Discuss the implications of the demographic structure of places and regions.</p> <p>PO 2. Describe the push and pull factors that cause human migrations (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom).</p> <p>PO 3. Describe the effects of human migration (e.g., imperialism, quota system, changing of political</p>	<p>interaction between buyers and sellers determines market prices.</p> <p>PO 7. Explain how the distribution of income affects public policy and standards of living (e.g., government aid - public assistance, housing, healthcare).</p> <p>PO 8. Describe the government's investment in human capital:</p> <p>a. health</p> <p>b. education</p> <p>c. training of people (e.g., New Deal programs)</p> <p>PO 9. Describe the government's investment in physical capital. (e.g., NASA, transportation).</p> <p>PO 10. Describe the government's role in economic recovery for the individual. (e.g., farm subsidy, securities, Social Security and exchange regulations).</p> <hr/> <p>Concept 3: Macroeconomics</p> <p>PO 1. Describe the effects of inflation (e.g., raising prices, interest rates,</p>

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<p>Tecumseh Sherman, Thomas “Stonewall” Jackson)</p> <p>c. role of African-Americans</p> <p>d. role of Women</p> <p>PO 4. Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life:</p> <p>a. Americans fighting Americans</p> <p>b. high casualties caused by disease and the type of warfare</p> <p>c. widespread destruction of American property</p> <p>d. change in status of freed slaves</p> <p>e. value of railroads and industry</p> <p>PO 5. Describe the impact of various events and movements that influenced Reconstruction:</p> <p>a. Lincoln’s assassination</p> <p>b. Ku Klux Klan and the development of Jim Crow laws</p> <p>c. Freedmen’s Bureau</p> <p>d. Civil War Constitutional Amendments</p>	<p>following areas during the early 20th century:</p> <p>a. Philippines, Cuba, Puerto Rico - Spanish American War</p> <p>b. China - Boxer Rebellion</p> <p>c. Colombia - Panama Canal</p> <p>d. Hawaii</p> <hr/> <p>Concept 8: World at War</p> <p>PO 1. Explain how the following world movements led to World War I:</p> <p>a. militarism</p> <p>b. Imperialism</p> <p>c. Nationalism</p> <p>d. formation of alliances</p> <p>PO 2. Summarize the outcomes of World War I:</p> <p>a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries)</p> <p>b. economic issues (e.g., national debt, spread of socialism)</p> <p>PO 3. Describe the rise of totalitarianism in Europe following World War I:</p>		<p>boundaries, multiculturalism) in the U.S. and regions of the world.</p> <p>PO 4. Analyze why human populations choose to live where they do (e.g., natural resources, farmland, water, mild climate, family, employment).</p> <p>PO 5. Analyze the effects of settlement on places (e.g. quality of life, transportation, population density).</p> <p>PO 6. Describe the distributions and patterns of cultural characteristics (e.g., religions, language, standard of living) over time.</p> <p>PO 7. Describe the factors (e.g., nearness to transportation routes, markets, raw materials, and labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.</p> <p>PO 8. Explain how cooperation and conflict contribute to political, economic and social activities.</p> <p>PO 9. Identify cultural</p>	<p>business activities). on society.</p> <p>PO 2. Analyze the effects (e.g., inflation, unemployment) of the Great Depression</p> <p>PO 3. Analyze the government’s role in national economic recovery. (e.g., FDIC, Securities and Exchange Commission).</p> <p>PO 4. Describe how scarcity influences the choices made by governments and businesses (e.g., war times – rationing, women in the work force, reallocation of resources).</p> <hr/> <p>Concept 4: Global Economics</p> <p>PO 1. Explain how voluntary exchange benefits buyers and sellers.</p> <p>PO 2. Identify the patterns of economic interaction between countries. (e.g., national debt, balance of trade).</p> <hr/> <p>Concept 5: Personal</p>

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>e. industrialization PO 6. Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.</p> <hr/> <p>Concept 7: Emergence of the Modern United States PO 1. Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century. PO 2. Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants: PO 3. Discuss how the Industrial Revolution in the United States was supported by multiple factors: (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets). PO 4. Discuss the relationship between immigration and industrialization.</p>	<p>a. Italy – Mussolini b. Germany – Hitler c. Soviet Union – Stalin</p> <hr/> <p>Concept 9: Contemporary World PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 2. Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 3. Analyze how world events of the late 20th Century and early 21st Century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to</p>		<p>aspects (e.g., literacy rates, occupations, property rights) based on social and political factors PO 10. Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.</p> <hr/> <p>Concept 5: Environment and Society PO 1. Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources. PO 2. Describe the consequences of natural hazards (e.g., Dust Bowl hurricanes, droughts, earthquakes). PO 3. Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment. PO 4. Describe the positive</p>	<p>Finance PO 1. Describe how scarcity influences personal financial choices as related to the historical times studied. PO 1. Describe how scarcity influences personal financial choices (e.g., budgeting, saving, investing, and credit). PO 2. Describe how income for most people is determined by the value of the goods and services they sell. PO 3. Describe types of personal investments (e.g., saving accounts, stocks, buying on margin, bonds).</p>

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>PO 5. Analyze the impact of industrialization on the United States:</p> <ol style="list-style-type: none"> a. growth of industrial cities- rural to urban migration b. factories – labor conditions c. unions – workers’ interests d. growing influence of big businesses- controls and productivity <p>PO 6. Describe the following Progressive Reforms that resulted from the Industrial Revolution:</p> <ol style="list-style-type: none"> a. labor unions b. Women’s Suffrage c. trust busting d. conservation of natural resources e. Temperance Movement <p>PO 7. Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.</p> <p>PO 8. Identify the following groups’ contributions to the changing social and political</p>	<p><i>affect, the social, political, geographic and economic climate of the world</i></p> <p>PO 4. Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>		<p>and negative outcomes of human modification on the environment.</p> <p>PO 5. Explain how modification in one place (e.g., canals, dams, farming techniques, industrialization). often leads to changes in other locations.</p> <p>PO 6. Describe the ways human population growth can affect environments and the capacity of environments to support populations.</p> <p>PO 7. Compare different points of view and research on environmental issues (e.g., land use natural resources, wildlife, biomes).</p> <hr/> <p>Concept 6: Geographic Applications</p> <p>PO 1. Describe ways geographic features and conditions influenced historical circumstances in different periods of time, places and regions (e.g., agrarian south pre-Civil War, Dust Bowl).</p> <p>PO 2. Describe how environments influence living</p>	

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>structure of the United States:</p> <ul style="list-style-type: none"> a. labor Leaders (e.g., Samuel Gompers, Mother Jones) b. social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton) c. industrialists (e.g., Andrew Carnegie, John D. Rockefeller) d. inventors (e.g., Thomas Edison, Henry Ford) e. Populists (e.g., William Jennings Bryan) f. financiers (e.g., J.P. Morgan, Jay Gould) <p>PO 9. Describe the following factors that fostered the growth of American imperialism during the late 19th and early 20th Centuries:</p> <ul style="list-style-type: none"> a. desire for military strength b. interest in new markets c. need for inexpensive source of raw materials <p>PO 10. Analyze the United States' expanding role in the world during the late 19th and early 20th Centuries:</p> <ul style="list-style-type: none"> a. Spanish American War b. Panama Canal 			<p>conditions (e.g., Sun Belt, seasonal residents, urbanization).</p> <p>PO 3. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>c. Alaska and Hawaii d. Open Door Policy e. China – Boxer Rebellion</p> <p>PO 11. Describe major factors in Arizona history (e.g., territorial status, mining, constitutional convention) leading to statehood.</p> <p>PO 12. Describe the following events that led to United States involvement in World War I:</p> <p>a. shift away from isolationism b. sinking of the Lusitania c. Zimmermann Telegram</p> <p>PO 13. Describe important events associated with World War I:</p> <p>a. anti-German feelings in the United States b. passing of the Selective Service Act c. migration of African-Americans to the north (The Great Migration) d. Wilson’s Fourteen Points e. controversy over the Treaty of Versailles</p> <hr/> <p>Concept 8: Great Depression and World</p>				

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>War II PO 1. Identify economic policies and factors that led to the Great Depression: (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash). PO 2. Determine the impact of natural and manmade crises of the Great Depression (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers). PO 3. Describe how the following New Deal programs affected the American people: a. works programs (e.g., WPA, CCC, TVA) b. farm subsidies c. social security PO 4. Describe how Pearl Harbor led to United States involvement in World War II. PO 5. Describe the impact of World War II on economic recovery from the Great Depression.</p> <hr/> <p>Concept 9: Postwar</p>				

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>United States No performance objectives at this grade.</p> <hr/> <p>Concept 10: Contemporary United States <i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> <i>PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> <i>PO 3. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</i></p>				

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Eighth Grade History Strands emphasize the historical foundations and democratic principles that framed our Constitution and led to our form of democracy. The history of World War II to the contemporary world is also studied.

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 <i>PO 1. Construct charts, graphs, and narratives using historical data.</i> <i>PO 2. Interpret historical data displayed in graphs, tables, and charts.</i> <i>PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).</i> <i>PO 4. Formulate questions that can be answered by historical study and research.</i> <i>PO 5. Describe the difference between a primary source document and a secondary source document and the relationships between them.</i> <i>PO 6. Determine the credibility of primary and secondary sources</i> <i>PO 7. Analyze cause and effect relationships between</i></p>	<p>Concept 1: Research Skills for History <i>PO 1. Construct charts, graphs and narratives using historical data.</i> <i>PO 2. Interpret historical data displayed in graphs, tables, and charts.</i> <i>PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).</i> <i>PO 4. Formulate questions that can be answered by historical study and research.</i> <i>PO 5. Describe the difference between a primary source document and a secondary source document and the relationships between them.</i> <i>PO 6. Determine the credibility of primary and secondary sources</i> <i>PO 7. Analyze cause and effect relationships between</i></p>	<p>Concept 1: Foundations of Government PO 1. Describe how the following philosophies and documents influenced the creation of the Constitution: a. Magna Carta b. English Bill of Rights c. Montesquieu's separation of power d. John Locke's theories – natural law, social contract e. Mayflower Compact f. Declaration of Independence g. Articles of Confederation PO 2. Analyze the purpose and outcome of the Constitutional Convention (e.g., weaknesses of the Articles of Confederation, compromises). PO 3. Analyze the struggle between the federalists and the anti-federalists over the ratification of the</p>	<p>Concept 1: The World in Spatial Terms <i>PO 1. Construct maps, charts, and graphs to display geographic information.</i> <i>PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</i> <i>PO 3. Interpret maps, charts, and geographic databases using geographic information.</i> <i>PO 4. Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</i> <i>PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)</i></p> <p>Concept 2: Places and Regions PO 1. Identify common</p>	<p>Concept 1: Foundations of Economics <i>PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others.</i> <i>PO 2. Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making.</i> PO 3. Analyze how individuals, governments and businesses make choices based on the availability of resources. PO 4. Interpret Adam Smith's ideas of a market economy: a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government PO 5. Describe the impact of the availability and distribution of natural</p>

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><i>and among individuals and/or historical events.</i></p> <hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/> <p>Concept 3: Exploration and Colonization No performance objectives at this grade.</p> <hr/> <p>Concept 4: Revolution and New Nation (Note: The American Revolution was taught in Grade 5. The Foundations and Structure of American Government are taught in Grade 8, Strand 3.) PO 1. Analyze the following events which led to the American Revolution: a. Tea Act b. Stamp Act c. Boston Massacre d. Intolerable Acts e. Declaration of</p>	<p><i>and among individuals and/or historical events.</i></p> <hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</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 No performance objectives at this grade.</p> <hr/> <p>Concept 6: Age of Revolution No performance objectives at this grade.</p>	<p>Constitution (e.g., Federalists' Papers, Bill of Rights).</p> <hr/> <p>Concept 2: Structure of Government PO 1. Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded: a. federalism (enumerated, reserved, concurrent powers) b. popular sovereignty c. Separation of Powers d. checks and balances e. limited government f. flexibility - Elastic Clause, amendment process PO 2. Differentiate the roles and powers of the three branches of the federal government. PO 3. Explain the electoral process (e.g., primary and general elections, popular vote, electoral college). PO 4. Explain how a candidate can be elected president without receiving a majority of popular vote</p>	<p>characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture. PO 2. Explain the factors that contribute to political and social change in various world regions (e.g., USSR, Israel, European Union, China, Korea, Germany). PO 3. Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions. PO 4. Identify how the role of the media, images, and advertising influence the perception of a place.</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 3 Concept 1</p>	<p>resources on an economy.</p> <hr/> <p>Concept 2: Microeconomics PO 1. Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system. PO 2. Explain the impact of government investment in human capital: a. health (e.g., immunizations) b. education (e.g., college grants, loans) c. training of people (e.g., Job Corps) PO 3. Explain the impact of government investment in physical capital (e.g., NASA, transportation.) PO 4. Describe how income for most people is determined by the value of the goods and services they sell. PO 5. Describe the impact of entrepreneurs (e.g., Bill Gates, Martha Stewart,</p>

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<p>Independence</p> <p>PO 2. Describe the significance of key events of the Revolutionary War:</p> <ol style="list-style-type: none"> major battles (e.g., Lexington, Saratoga, Trenton) aid from France surrender at Yorktown <p>PO 3. Describe the impact of the following key individuals on the Revolutionary War:</p> <ol style="list-style-type: none"> Benjamin Franklin Thomas Jefferson George Washington Patrick Henry Thomas Paine King George III <p>PO 4. Describe the significance of the following documents Declaration of Independence</p> <ol style="list-style-type: none"> Articles of Confederation Constitution Bill of Rights <p>PO 5. Explain the influence of the following individuals in the establishment of a new government</p> <ol style="list-style-type: none"> Thomas Jefferson James Madison John Adams 	<p>Concept 7: Age of Imperialism No performance objectives at this grade.</p> <hr/> <p>Concept 8: World at War (Note: WW I was taught in Grade 7.)</p> <p>PO 1. Review the rise of totalitarianism in Europe following World War I.</p> <p>PO 2. Analyze the major causes of World War II:</p> <ol style="list-style-type: none"> Japanese Imperialism – aggressive search for resources Fascism and Nazism – political ideologies Treaty of Versailles – resentment toward consequences <p>PO 3. Trace the series of invasions and conquests in the European and Pacific Theaters (i.e., Germany, Soviet Union, Italy, Japan, United States) in World War II.</p> <p>PO 4. Describe the following events leading to the Allied victory:</p>	<p>(e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore).</p> <p>PO 5. Describe the line of succession to the presidency (i.e., 25th Amendment, through Cabinet members).</p> <hr/> <p>Concept 3: Functions of Government</p> <p>PO 1. Compare the ways the federal and Arizona governments operate:</p> <ol style="list-style-type: none"> three branches Constitution election process (e.g., congressional and legislative districts, propositions, voter registration) <p>PO 2. Compare the process of how a bill becomes a law at the federal and state level.</p> <p>PO 3. Describe the following forms of direct democracy in Arizona:</p> <ol style="list-style-type: none"> initiative referendum recall process <p>PO 4. Compare the roles and relationships of</p>	<p>Analyze risk factors of and possible solutions to chemical and biological hazards.</p> <hr/> <p>Concept 4: Human Systems</p> <p>PO 1. Identify the push and pull factors (e.g., wars, economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.</p> <p>PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions</p> <p>PO 3. Describe the characteristics and locations of various cultures throughout the world.</p> <p>PO 4. Identify the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions.</p> <p>PO 5. Explain how</p>	<p>Oprah Winfrey, Ted Turner and Donald Trump) <i>in the free enterprise system</i></p> <p>PO 6. Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth.</p> <p>PO 7. Describe how competition (e.g., Microsoft/Apple, Wal-Mart/Target) affects supply and demand from the vantage point of the consumer and producer.</p> <p>PO 8. Describe how market prices provide incentives to buyers and sellers.</p> <p>PO 9. Describe how protection of private property rights provides incentives to conserve and improve property (e.g., resale market).</p> <hr/> <p>Concept 3: Macroeconomics</p> <p>PO 1. Identify the role of the Federal Reserve</p>

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<p>d. Benjamin Franklin PO 6. Describe how one nation evolved from thirteen colonies:</p> <p>a. Constitutional Convention b. George Washington's presidency c. creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans).</p> <hr/> <p>Concept 5: Westward Expansion No performance objectives 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</p>	<p>a. D-Day Invasion b. Battle of the Bulge c. Japanese defeat in Iwo Jima and Okinawa d. atomic bombing of Hiroshima and Nagasaki</p> <p>PO 5. Describe the Holocaust, focusing on racism and intolerance. PO 6. Summarize each of the following outcomes of World War II:</p> <p>a. redrawing of political boundaries in Europe b. tensions leading to Cold War c. formation of the United Nations d. beginning of atomic age rebuilding of Japan</p> <p>PO 7. Compare the rebuilding of Japan with the rebuilding of Germany following World War II. PO 8. Describe the following events resulting from World War II:</p> <p>a. Nuremburg Trial b. Marshall Plan c. NATO / Warsaw Pact d. creation of United Nations</p>	<p>different levels of government (e.g., federal, state, county, city/town, tribal). PO 5. Describe the significance of the Amendments to the Constitution. PO 6. Compare the adult and juvenile criminal justice systems. PO 7. Summarize the significance of the following Supreme Court cases:</p> <p>a. Marbury v Madison b. Plessy v Ferguson c. Brown v Board of Education d. Gideon v Wainright e. Miranda v Arizona f. Korematsu v. United States</p> <p>PO 8. Describe the impact of the following executive orders and decisions:</p> <p>a. Executive Order 9066 – creation of internment camps on U.S. soil b. Manhattan Project c. use of Atomic Bomb</p> <p>PO 9. Describe the impact that the following Acts had on increasing the rights of</p>	<p>cooperation and conflict contribute to political, economic, and social divisions (e.g., United Nations, European Union, NAFTA). PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women. PO 7. Describe how changes in technology, transportation, communication, and resources affect economic development.</p> <hr/> <p>Concept 5: Environment and Society PO 1. Describe how humans modify ecosystems (e.g., deforestation and desertification). PO 2. Describe why humans modify ecosystems (e.g., resources, economic livelihood). PO 3. Explain how changes</p>	<p>System. (e.g., organization, functions). PO 2. Identify the effects of inflation on society. PO 3. Analyze the government's role (e.g., fiscal and monetary policies) in economic recovery.</p> <hr/> <p>Concept 4: Global Economics PO 1. Compare how private property rights differ in market economies versus command economies (e.g., capitalism versus communism). PO 2. Identify the effects of trade restrictions (e.g., imports, exports, tariffs) between national and world regions. PO 3. Describe the role of the United States government in influencing international commerce (e.g., Cuba, China, Middle East). PO 4. Identify interdependence in economic development</p>

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<p>War II (Note: The Great Depression was taught in Grade 7.)</p> <p>PO 1. Review the impact of the Great Depression on the United States.</p> <p>PO 2. Describe how Pearl Harbor led to United States involvement in World War II.</p> <p>PO 3. Describe the impact of World War II on economic recovery from the Great Depression.</p> <p>PO4. Explain how the following factors affected the U.S. home front during World War II:</p> <ol style="list-style-type: none"> war bond drives war industry women and minorities in the work force rationing internment of Japanese-, German-, and Italian - Americans <p>PO 5. Describe Arizona's contributions to the war effort:</p> <ol style="list-style-type: none"> Native American Code Talkers Ira Hayes mining 	<p>e. creation of Israel</p> <p>PO 9. Describe the spread of Communism after World War II:</p> <ol style="list-style-type: none"> China – Mao Tse-tung and Chinese Revolution Korea – 38th parallel and division of country Cuba – Fidel Castro and Cuban Missile Crisis Vietnam – Ho Chi Minh <p>PO 10. Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.</p> <p>PO 11. Describe the following events of the Korean War:</p> <ol style="list-style-type: none"> Chinese involvement U.N. police actions containment of Communism partition of Korea at the 38th Parallel <p>PO 12. Describe how the following impacted the Vietnam War:</p> <ol style="list-style-type: none"> historical relationship of China and Vietnam French Indochina War containment of 	<p>groups and individuals:</p> <ol style="list-style-type: none"> Civil Rights Act of 1964 Voting Rights Act of 1965 Indian Rights Act of 1968 Americans with Disabilities Act <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Describe the benefits of community service.</p> <p>PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States</p> <p>PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public</p>	<p>in the natural environment can increase or diminish its capacity to support human activities (e.g., global warming, pollution, mining, natural disasters, water table).</p> <p>PO 4. Explain how technology affects the environment (e.g. the effects of chemical wastes on ecosystems; effects of modern waste disposal methods on ecosystems).</p> <p>PO 5. Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management)</p> <p>PO 6. Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).</p> <hr/> <p>Concept 6: Geographic Applications</p> <p>PO 1. Describe ways geographic features and conditions influenced</p>	<p>between nations (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank).</p> <hr/> <p>Concept 5: Personal Finance</p> <p>PO 1. Explain how scarcity influences personal financial choices. (e.g., budgeting, saving, investing, and credit).</p> <p>PO 2. Describe types of personal investments. (e.g., saving accounts, stocks, mutual funds, bonds, retirement funds, land).</p> <p>PO 3. Describe the role of the stock market in personal investing.</p> <p>PO 4. Describe various forms of credit. (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans).</p> <p>PO 5. Analyze consumer credit (e.g., advantages, disadvantages and alternatives).</p> <p>PO 6. Analyze the costs</p>

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<p>d. training bases e. POW and internment camps PO 6. Summarize the United States' role in the following events: a. D-day invasion b. battles of the Pacific c. development and use of the atomic bomb d. V-E Day / V-J Day PO 7. Analyze the following individuals' significance to World War II: a. Franklin D. Roosevelt b. Dwight Eisenhower c. George Patton d. Douglass MacArthur e. Harry Truman f. Eleanor Roosevelt</p> <hr/> <p>Concept 9: Postwar United States PO 1. Describe the following origins of the Cold War: a. Western fear of communist expansion b. Soviet fear of capitalist influences c. development of nuclear weapons d. Truman Doctrine PO 2. Describe the impact</p>	<p>Communism d. Ho Chi Minh Trail e. conflict resolution PO 13. Examine the fall of Communism and the unification of European nations: a. Germany – reunification, Berlin Wall torn down b. Russia – Gorbachev, Glasnost and Perestroika c. Union of Soviet Socialist Republics – countries regained independence d. European Union formed PO 14. Describe the following events in the Middle East during the 20th and 21st centuries: a. creation of Israel b. conflicts between Israeli and Palestinian governments c. Camp David Peace Treaty d. Persian Gulf War e. Iraq War PO 15. Compare independence movements in various parts of the world</p>	<p><i>officials</i>, Selective Service Act). PO 4. Describe the impact that the following had on rights for individuals and groups: a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause b. Civil Rights Movement (Martin Luther King, Jr., Rosa Parks) c. desegregation - military, schools, transportation, sports d. United Farm Workers (César Chavez) e. National Organization for Women (NOW) – Equal Rights Amendment (ERA)</p> <hr/> <p>Concept 5: Government Systems of the World (Note: Students were introduced to different forms of government in Grades 6 and 7.) PO 1. Compare the different world governments and ideologies: a. dictatorship</p>	<p>historical circumstances in different periods of time (e.g., jungle warfare in Vietnam, desert warfare in Iraq) PO 2. Describe ways different groups of people (Native Americans, Hispanics, retirees) create and shape the same environment. PO 3. Use geographic knowledge and skills (e.g., mapping, graphing) when discussing current events.</p>	<p>and benefits of producing a personal budget. PO 7. Create a personal budget to include fixed and variable expenses PO 8. Identify the benefits of future financial planning.</p>

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<p>of the Cold War on the United States:</p> <ol style="list-style-type: none"> McCarthyism arms race space race Cuban Missile Crisis creation of the CIA <p>PO 3. Identify the role of the United States in the Korean War:</p> <ol style="list-style-type: none"> Communist containment military involvement resolution of conflict <p>PO 4. Identify the role of the United States in the Vietnam Conflict:</p> <ol style="list-style-type: none"> containment of Communism – Domino Theory Gulf of Tonkin Resolution Tet Offensive anti-war protests Vietnam Peace Accords <p>PO 5. Describe life in the U.S. during the Post War period (e.g., transportation, communication, technology, medical, entertainment, growth of suburbs).</p> <p>PO 6. Describe the importance of the following civil rights issues and events:</p>	<p>(e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20th century.</p> <p>PO 16. Examine human rights issues during the 20th century (e.g., Apartheid, genocide, famine, disease).</p> <hr/> <p>Concept 9: Contemporary World</p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Analyze how world events of the late 20th Century and early 21st Century affected, and continue to affect, the social, political, geographic</p>	<ol style="list-style-type: none"> totalitarian (fascist, Nazis) democracy Socialism Communism <p>PO 2. Explain U.S. and world foreign policies leading to the Cold War:</p> <ol style="list-style-type: none"> Truman Doctrine NATO Warsaw Pact Marshall Plan <p>PO 3. Identify U.S. and world foreign policies resulting from the Cold War (e.g., economic sanctions, arms reduction agreements).</p>		

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<p>a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause, education</p> <p>b. nonviolent protests - Montgomery Bus Boycott, sit-ins, voter registration, freedom riders</p> <p>c. desegregation - military, schools, transportation, sports</p> <p>d. Civil Rights Act of 1964</p> <p>e. Voting Rights Act of 1965</p> <hr/> <p>Concept 10: Contemporary United States</p> <p>PO 1. Describe events of the presidency of Richard Nixon (e.g., opening of foreign relations with China, Watergate, resignation).</p> <p>PO 2. Describe events of the presidency of Gerald Ford (e.g., succession to presidency, pardoning of Nixon).</p> <p>PO 3. Describe events of the presidency of Jimmy Carter (e.g., Camp David</p>	<p><i>and economic climate of the world (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology and environmental issues).</i></p>			

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<p>Peace Accords, Iran Hostage Crisis).</p> <p>PO 4. Describe events of the presidency of Ronald Reagan (e.g., Star Wars, Iran-Contra Affair).</p> <p>PO 5. Describe events of the presidency of George H.W. Bush (e.g., Persian Gulf War, Berlin Wall Falls).</p> <p>PO 6. Describe events of the presidency of William Clinton (e.g., economic growth, impeachment).</p> <p>PO 7. Describe events of the presidency of George W. Bush (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War).</p> <p>PO 8. <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i></p> <p>PO 9. <i>Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g.,</i></p>				

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<i>newspapers, magazines, television, Internet, books, maps).</i> PO 10. Describe how key political, social, geographic and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.				

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<p>Concept 1: Research Skills for History</p> <p>PO 1. Interpret historical data displayed in graphs, tables, charts, and geologic time scales.</p> <p>PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p>PO 3. <i>Formulate questions that can be answered by historical study and research.</i></p> <p>PO 4. Construct graphs, tables, timelines, charts and narratives to interpret historical data.</p> <p>PO 5. Evaluate primary and secondary sources for:</p> <ol style="list-style-type: none"> authors' main points purpose and perspective facts vs. opinions different points of view on the same historical 	<p>Concept 1: Research Skills for History</p> <p>PO 1. Interpret historical data displayed in graphs, tables, charts, and geologic time scales.</p> <p>PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p>PO 3. <i>Formulate questions that can be answered by historical study and research.</i></p> <p>PO 4. Construct graphs, tables, timelines, charts and narratives to interpret historical data.</p> <p>PO 5. Evaluate primary and secondary sources for:</p> <ol style="list-style-type: none"> authors' main points purpose and perspective facts vs. opinions different points of view on the same historical 	<p>Concept 1: Foundations of Government</p> <p>PO 1. Examine the foundations of democratic representative government.</p> <ol style="list-style-type: none"> Greek direct democracy. Roman republic <p>PO 2. Trace the English roots of American democracy:</p> <ol style="list-style-type: none"> Magna Carta English Bill of Rights Representative government – Parliament, colonial assemblies, town meetings <p>PO 3. Describe the philosophical roots of American Democracy:</p> <ol style="list-style-type: none"> moral and ethical ideals from Judeo-Christian tradition John Locke and social contract Charles de Montesquieu and separation of powers <p>PO 4. Examine the</p>	<p>Concept 1: The World in Spatial Terms</p> <p>PO 1. Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, and situation).</p> <p>PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS] and Landsat).</p> <p>PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p> <p>PO 4. Use an atlas to access information.</p> <hr/> <p>Concept 2: Places and Regions</p> <p>PO 1. Identify the characteristics that define a region:</p> <ol style="list-style-type: none"> physical processes – (i.e., climate, terrain, resources) human processes - (i.e., religion, political organization, economy, 	<p>Concept 1: Foundations of Economics</p> <p>PO 1. Analyze the implications of scarcity:</p> <ol style="list-style-type: none"> limited resources and unlimited human wants influence choice at individual, national, and international levels factors of production (e.g., natural, human, and capital resources, entrepreneurship, and technology) marginal analysis by producers, consumers, savers, and investors <p>PO 2. Analyze production possibilities curves to describe opportunity costs and trade-offs.</p> <p>PO 3. Describe the characteristics of the mixed-market economy of the United States:</p> <ol style="list-style-type: none"> property rights

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<p>event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)</p> <p>e. credibility and validity</p> <p>PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p>PO 7. Compare present events with past events:</p> <ol style="list-style-type: none"> cause and effect change over time different points of view <hr/> <p>Concept 2: Early Civilizations</p> <p>PO 1. Describe Prehistoric Cultures of the North American continent:</p> <ol style="list-style-type: none"> Paleo-Indians (i.e., Clovis, Folsom, Plano) Moundbuilders (i.e., Adena, Hopewell, Mississippian) Southwestern (i.e., Mogollon, Hohokam, Anasazi [Ancestral Pueblos]) 	<p>event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)</p> <p>e. credibility and validity</p> <p>PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p>PO 7. Compare present events with past events:</p> <ol style="list-style-type: none"> cause and effect change over time different points of view <hr/> <p>Concept 2: Early Civilizations</p> <p>PO 1. Describe early human history (e.g., prehistoric peoples, early river civilizations, beginnings of agriculture and settled communities).</p> <p>PO 2. Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity and Islam.</p> <p>PO 3. Analyze the enduring Greek and Roman</p>	<p>fundamental principles in the Declaration of Independence (e.g., equality, natural rights of man, rule of law).</p> <hr/> <p>Concept 2: Structure of Government</p> <p>PO 1. Analyze why the failures of the Articles of Confederation demonstrated the need for the Constitution (e.g., weak central government and no ability to tax).</p> <p>PO 2. Analyze the creation of United States Constitution:</p> <ol style="list-style-type: none"> representative government (e.g., the Great Compromise, the Three-Fifths Compromise) Federalism Separation of Powers/Checks and Balances Judicial Review Amendment Process <p>PO 3. Examine the United States federal system of government:</p> <ol style="list-style-type: none"> powers of the national 	<p>demographics)</p> <p>PO 2. Describe the factors that contribute to the variations between developing and developed regions (e.g., demographics, political systems, economic systems, resources, and culture).</p> <p>PO 3. Examine geographic issues in places and world regions (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet).</p> <p>PO 4. Analyze why various groups view places, and regions differently (e.g., political, religious, economic, demographic, and historical).</p> <p>PO 5. Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).</p> <p>PO 6. Analyze how a region</p>	<ol style="list-style-type: none"> profit motive consumer sovereignty competition role of the government rational self-interest invisible hand <p>PO 4. Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).</p> <p>PO 5. Interpret economic information using charts, tables, graphs, equations and diagrams.</p> <hr/> <p>Concept 2: Microeconomics</p> <p>PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:</p> <ol style="list-style-type: none"> why voluntary exchange occurs only when all participating parties expect to gain from the exchange

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<p>Concept 3: Exploration and Colonization</p> <p>PO 1. Review the reciprocal impact of resulting from early European contact with exploration on indigenous peoples:</p> <ol style="list-style-type: none"> religious (e.g., conversion attempts) economic (e.g., land disputes, trade) social (e.g., spread of disease, partnerships) food (e.g., corn) government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence) <p>PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).</p> <p>PO 3. Compare the characteristics of the New England, Middle, and Southern colonies:</p> <ol style="list-style-type: none"> Colonial governments geographic influences, resources and economic systems religious beliefs and 	<p>contributions and their impact on later civilization:</p> <ol style="list-style-type: none"> development of concepts of government and citizenship, (e.g., democracy, republics, codification of law, and development of empire) scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy) <p>PO 4. Analyze the enduring Chinese contributions and their impact on other civilizations:</p> <ol style="list-style-type: none"> development of concepts of government and citizenship (e.g., Confucianism, empire) scientific and cultural advancements (e.g., Silk Route, art and architecture, mathematics, philosophy) 	<p>government</p> <ol style="list-style-type: none"> powers of the state governments powers of the people <p>PO 4. Describe the steps leading to the adoption of the Constitution:</p> <ol style="list-style-type: none"> Federalist and Anti-Federalist positions (e.g., The Federalist Papers) Bill of Rights ratification <p>PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government (e.g., Article I of the Constitution, political parties, lawmaking process, special interest groups).</p> <ol style="list-style-type: none"> specific powers delegated in Article I of the Constitution role of competing factions (e.g., political parties) lawmaking process different roles of Senate and House election process (i.e., redistricting [including gerrymandering], voter 	<p>changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).</p> <p>PO 7. Analyze sides of scientific debates over how human activities modify a region (e.g., global warming, ozone decline, earthquakes, tsunamis).</p> <p style="text-align: center;">Concept 3: Physical Systems (Concept 3 High School Performance Objectives are a summary of Science Strands' skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p> <p>PO 1. Analyze how weather and climate influence the natural character of a place (e.g., the effect of heat transfer, Earth's rotation, and severe weather systems).</p> <p>Connect with: Science Strand 6 Concepts 1, 2, 4</p>	<ol style="list-style-type: none"> role and interdependence of households, firms, and government in the circular flow model of economic activity role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure financial institutions and securities markets importance of rule of law in a market economy for enforcement of contracts <p>PO 2. Describe how markets function:</p> <ol style="list-style-type: none"> laws of supply and demand how a market price is determined graphs that demonstrate changes in supply and demand how price ceilings and

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<p>social patterns</p> <p>PO 4. Describe the impact of key individuals who were important to the colonization of America (e.g., John Smith, William Penn, Roger Williams Anne Hutchinson, John Winthrop).</p> <hr/> <p>Concept 4: Revolution and New Nation</p> <p>PO 1. Assess the economic, political and social reasons for the American Revolution:</p> <ol style="list-style-type: none"> a. British attempts to tax and regulate colonial trade as a result of the French and Indian War b. colonists' reaction to British policy ideas expressed in the Declaration of Independence <p>PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war.</p> <p>PO 3. Describe the significance of major events in the Revolutionary War:</p> <ol style="list-style-type: none"> a. Lexington and Concord 	<p>Concept 3: World in Transition</p> <p>PO 1. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).</p> <p>PO 2. Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.</p> <p>PO 3. Compare the development of empires throughout the world (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman).</p> <p>PO 4. Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries:</p> <ol style="list-style-type: none"> a. Crusades b. commerce and the Silk Road c. impact on culture d. plague <hr/> <p>Concept 4: Renaissance and Reformation</p> <p>PO 1. Analyze the results of Renaissance thoughts</p>	<p>registration, primaries)</p> <ol style="list-style-type: none"> f. influence of staff, lobbyists, special interest groups and political action committees (PACs) <p>PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:</p> <ol style="list-style-type: none"> a. specific powers delegated in Article II of the Constitution b. roles and duties of the president c. development and function of the executive branch, including the cabinet and federal bureaucracy d. election of the president through the nomination process, national conventions, and electoral college <p>PO 7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court</p>	<p>PO 2. Analyze different points of view on the use of renewable and non-renewable resources in Arizona.</p> <p>Connect with: Science Strand 3 Concept 2</p> <p>PO 3. Analyze how earth's internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical water and carbon cycles, erosion, deposition) influence the character of places.</p> <p>Connect with: Science Strand 6 Concepts 1, 2</p> <p>PO 4. Analyze how hydrology influences the natural character of a place (e.g., quality, reclamation, conservation).</p> <hr/> <p>Concept 4: Human Systems</p> <p>PO 1. Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).</p>	<p>floors cause shortages or surpluses</p> <ol style="list-style-type: none"> e. comparison of monopolistic and competitive behaviors f. theory of production and the role of cost <p>PO 3. Describe how government policies influence the economy:</p> <ol style="list-style-type: none"> a. need to compare costs and benefits of government policies before taking action b. use of federal, state, and local government spending to provide national defense; address environmental concerns; define and enforce property, consumer and worker rights; regulate markets; and provide goods and services c. effects of progressive, proportional, and regressive taxes on different income groups

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<p>b. Bunker Hill c. Saratoga d. writing and ratification of the Declaration of Independence e. Yorktown</p> <p>PO 4. Analyze how the new national government was created:</p> <p>a. Albany Plan of Union influenced by the Iroquois Confederation b. Articles of Confederation c. Constitutional Convention d. struggles over ratification of the Constitution e. creation of the Bill of Rights</p> <p>PO 5. Examine the significance of the following in the formation of a new nation:</p> <p>a. presidency of George Washington b. economic policies of Alexander Hamilton c. creation of political parties under Thomas Jefferson and Alexander Hamilton d. establishment of the Supreme Court as a co-</p>	<p>and theories:</p> <p>a. rediscovery of Greek and Roman ideas b. humanism and its emphasis on individual potential and achievements c. scientific approach to the natural world d. Middle Eastern contributions (e.g., mathematics, science) e. innovations in the arts and sciences.</p> <p>PO 3. Explain how the ideas of the Protestant Reformation and the Catholic Reformation affected society (e.g., secular authority, individualism, migration, literacy and vernacular, the arts).</p> <hr/> <p>Concept 5: Encounters and Exchange</p> <p>PO 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early</p>	<p>decisions:</p> <p>a. specific powers delegated by the Constitution in Article III b. judicial review developed in <i>Marbury v. Madison</i> and <i>McCulloch v. Maryland</i> and <i>Gibbons v. Ogden</i> c. dual court system of state and federal courts</p> <p>PO 8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution:</p> <p>a. direct democracy by initiative, referendum, and recall processes b. election process (i.e., redistricting [including gerrymandering and clean elections], voter registration, primaries) c. Arizona's legislature (i.e., structure, how a bill becomes law) d. five major executive officers and their roles (i.e., Governor, Secretary of State, Treasurer, Attorney General,</p>	<p>PO 2. Analyze push/pull factors that contribute to human migration PO 3. Analyze the effects of migration on places of origin and destination (i.e., along the U.S. – Mexican border) PO 4. Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism” trade, outsourcing). PO 5. Analyze the development, growth and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization). PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations. PO 7. Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population. PO 8. Explain how ideas, customs, and innovations are spread through cultural diffusion (e.g., religion, language, political philosophy, technological advances, higher education, economic</p>	<p>d. role of self-interest in decisions of voters, elected officials, and public employees</p> <hr/> <p>Concept 3: Macroeconomics</p> <p>PO 1. Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions. PO 2. Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments). PO 3. Describe the economic and non-economic consequences of unemployment. PO 4. Analyze fiscal policy and its effects on inflation, unemployment, and economic growth. PO 5. Describe the functions of the Federal Reserve System and its influence on the economy (e.g., banking regulation and supervision, financial services, monetary</p>

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<p>equal third branch of government under John Marshal (e.g., Marbury v. Madison)</p> <p>PO 6. Examine the experiences and perspectives of the following groups in the new nation:</p> <ol style="list-style-type: none"> property owners African Americans women Native Americans indentured servants <hr/> <p>Concept 5: Westward Expansion</p> <p>PO 1. Trace the growth of the American nation during the period of western expansion:</p> <ol style="list-style-type: none"> Northwest Territory Louisiana Territory Florida Texas Oregon Country Mexican Cession Gadsden Purchase Alaska <p>PO 2. Analyze how the following events affected the political transformation of the developing nation:</p> <ol style="list-style-type: none"> Jefferson's Presidency 	<p>exploration:</p> <ol style="list-style-type: none"> reasons for European exploration impact of expansion and colonization on Europe impact of expansion and colonization on Africa, the Americas, and Asia role of disease in conquest role of trade navigational technology impact and ramifications of slavery and international slave trade. contrasting motivations and methods for colonization <hr/> <p>Concept 6: Age of Revolution</p> <p>PO 1. Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations:</p>	<p>Superintendent of Public Instruction)</p> <ol style="list-style-type: none"> Arizona's courts (e.g., appointment of judges, elections to retain positions) <p>PO 9. Analyze the forms, structure, powers and roles of local government:</p> <ol style="list-style-type: none"> county government, elected officials (e.g. board of supervisors, sheriff, attorney) city government, officials (e.g. mayor, council, city manager) issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation) special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college) <p>PO 10. Examine the sovereignty of tribal</p>	<p>principles).</p> <hr/> <p>Concept 5: Environment and Society</p> <p>PO 1. Analyze how the Earth's natural systems affect humans. (e.g., Gulf Stream permitting habitation of northern Europe, periodic droughts, river civilizations).</p> <p>PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between differently in developed and developing nations. world, why people continue to build in disaster-prone places).</p> <p>PO 3. Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).</p> <p>PO 4. Analyze the environmental effects of human use of technology on the environment (e.g. irrigation, deforestation,</p>	<p>policy).</p> <p>PO 6. Explain the effects of monetary policy on unemployment, inflation, and economic growth.</p> <p>PO 7. Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.</p> <hr/> <p>Concept 4: Global Economics</p> <p>PO 1. Analyze the similarities and differences among economic systems</p> <ol style="list-style-type: none"> characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services benefits and costs of market and command economies characteristics of a mixed-market

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<p>b. War of 1812 c. Jackson's Presidency PO 3. Identify how economic incentives and geography influenced early American explorations:</p> <p>a. explorers (e.g., Lewis and Clark, Pike, Fremont) b. fur traders c. miners d. missionaries (e.g., Father Kino, Circuit Riders)</p> <p>PO 4. Describe the impact of European-American expansion on native peoples. PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States:</p> <p>a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing c. urbanization d. inventions (e.g., telegraph, cotton gin, interchangeable parts)</p> <hr/> <p>Concept 6: Civil War</p>	<p>a. absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II) b. the Magna Carta, the English Bill of Rights, and parliamentary government c. ideas of John Locke PO 2. Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton's Laws) changed the way people understood the world: PO 3. Explain how Enlightenment ideas influenced political thought and social change.</p> <p>a. Deism b. role of women c. political thought d. social change PO 4. Analyze the developments of the French Revolution and rule of Napoleon:</p> <p>a. Reign of Terror b. rise of Napoleon c. spread of nationalism in Europe d. defeat of Napoleon and Congress of Vienna PO 5. Analyze the spread</p>	<p>governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts). PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).</p> <hr/> <p>Concept 3: Functions of Government PO 1. Analyze the functions of government as defined in the Preamble to the Constitution. PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments.</p> <p>a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws) b. Fourth, Fifth, Sixth, Seventh and Eighth</p>	<p>overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management). PO 5. Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals) e.g., invading plants such as tamarisk in southwestern rivers, invading animals such as rabbit in Australia, wild burros in the west, diseases devastate monoculture plantation economies). PO 6. Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century). PO 7. Predict how a change in an environmental factor can affect an ecosystem (e.g., extinction of species, volcanic eruptions).</p> <hr/> <p>Concept 6: Geographic Applications</p>	<p>economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation.</p> <p>d. role of private property in conserving scarce resources and providing incentives in a market economy PO 2. Describe the effects of international trade on the United States and other nations:</p> <p>a. how people and nations gain through trade b. how the law of comparative advantage leads to specialization and trade c. effects of protectionism, including tariffs and quotas on international trade and on a nation's standard</p>

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<p>and Reconstruction</p> <p>PO 1. Explain the economic, social, and political causes of the Civil War:</p> <ol style="list-style-type: none"> economic and social differences between the North, South, and West balance of power in the Senate (e.g., Missouri and 1850 Compromises) extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) role of abolitionists (e.g., Frederick Douglass and John Brown) debate over popular sovereignty/states rights Presidential election of 1860 <p>PO 2. Analyze aspects of the Civil War:</p> <ol style="list-style-type: none"> changes in technology importance of resources turning points military and civilian leaders effect of the Emancipation Proclamation effect on the civilian populations 	<p>of nationalism in Europe as a result of the French Revolution and rule of Napoleon.</p> <p>PO 6. Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).</p> <p>PO 7. Analyze the social, political, and economic development and impact of the Industrial Revolution:</p> <ol style="list-style-type: none"> origins in England's textile and mining industries urban growth and the social impact of industrialization unequal spread of industrialization to other countries political and economic theories (nationalism, anarchism, capitalism, socialism) <hr/> <p>Concept 7: Age of Imperialism</p> <p>PO 1. Explain the rationale (e.g., need for raw materials, domination of</p>	<p>Amendments</p> <ol style="list-style-type: none"> protection provided by the Fourteenth Amendment <p>PO 3. Examine various sources of government funding:</p> <ol style="list-style-type: none"> federal - income tax, duties, excise taxes, corporate tax state - income tax, sales tax local - property tax, sales tax <p>PO 4. Describe the regulatory functions of government (e.g., consumer protection, environment, health, labor, transportation and communication).</p> <p>PO 5. Describe the factors and processes that determine major domestic policies (e.g., social security, education, health care, parks, environmental protection).</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p>	<p>PO 1. Analyze how geographic knowledge, skills, and perspectives are used to solve contemporary problems (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses).</p> <p>PO 2. Analyze how changing perceptions of places and environments affect the choices of people and institutions (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland).</p> <p>PO 3. Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban missile crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).</p>	<p>of living</p> <ol style="list-style-type: none"> how exchange rates work and how they affect international trade how the concepts of balance of trade and balance of payments are used to measure international trade factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries. economic connections among different regions, including changing alignments in world trade partners identify the effects of trade agreements (e.g., North American Free Trade Agreement) <hr/> <p>Concept 5: Personal Finance</p> <p>PO 1. Explain how education, career choices, and family</p>

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<p>PO 3. Analyze immediate and long term effects of Reconstruction in post Civil War America:</p> <ol style="list-style-type: none"> a. various plans for reconstruction of the South b. Lincoln’s assassination c. Johnson’s impeachment d. Thirteenth, Fourteenth and Fifteenth Amendments e. resistance to end of Reconstruction (e.g., Jim Crow laws, KKK, and Compromise of 1877) <hr/> <p>Concept 7: Emergence of the Modern United States</p> <p>PO 1. Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19th century:</p> <ol style="list-style-type: none"> a. mass production b. monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act) c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver) 	<p>markets, advent of national competition, spread of European culture/religion) for imperialism. (e.g., raw materials, domination of markets, national competition, spread of European culture/religion).</p> <p>PO 2. Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).</p> <p>PO 3. Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).</p> <p>PO 4. Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).</p> <p>PO 5. Analyze the responses to imperialism by people under colonial rule</p>	<p>PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws.:</p> <ol style="list-style-type: none"> a. freedom of religion, speech, press, assembly and petition in the First Amendment b. right to bear arms in the Second Amendment c. Ninth Amendment and guarantee of people’s unspecified rights d. civil rights in the Thirteenth and Fourteenth Amendments e. voting rights in the Fifteenth, Nineteenth, Twenty-third, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965 f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between 		<p>obligations affect future income</p> <p>PO 2. Analyze how advertising influences consumer choices.</p> <p>PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.</p> <p>PO 4. Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.</p> <p>PO 5. Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.</p> <p>PO 6. Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households..</p>

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<p>d. labor movement (e.g., Bisbee Deportation)</p> <p>e. trade</p> <p>PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries :</p> <p>a. Civil Rights issues (e.g., Womens' Suffrage Movement, Dawes Act, Indian Schools, lynching, Plessey v. Ferguson)</p> <p>b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)</p> <p>c. urbanization and social reform (e.g., health care, housing, food & nutrition)</p> <p>d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)</p> <p>e. consumerism (e.g., advertising, standard of living, consumer credit)</p> <p>f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz)</p> <p>PO 3. Analyze events which</p>	<p>at the end of the 19th century (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars).</p> <p>PO 6. Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.</p> <hr/> <p>Concept 8: World at War</p> <p>PO 1. Examine the causes of World War I.</p> <p>a. rise of nationalism in Europe</p> <p>b. unification of Germany and Otto Von Bismarck's leadership</p> <p>c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, and the decline of the Ottoman Empire</p> <p>PO 2. Analyze the impact of the changing nature of warfare in World War I:</p> <p>a. trench warfare</p> <p>b. mechanization of war – machine gun, gasoline, submarine, tanks,</p>	<p>majority rule and individual rights)</p> <p>g. right to work laws</p> <p>PO 2. Define citizenship according to the Fourteenth Amendment (e.g., natural born, naturalized).</p> <p>PO 3. Examine the basic political, social responsibilities of citizenship:</p> <p>a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism</p> <p>b. obligations of upholding the Constitution</p> <p>c. obeying the law, serving on juries, paying taxes, voting, and military service</p> <p>d. analyzing public issues, policy making, and evaluating candidates</p> <p>PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving,</p>		

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<p>caused a transformation of the United States during the late nineteenth and early twentieth centuries:</p> <ul style="list-style-type: none"> a. Indian Wars (e.g., Little Bighorn, Wounded Knee) b. Imperialism (e.g., Spanish American War, annexation of Hawaii) c. Progressive Movement (Sixteenth through Nineteenth Amendments, child labor) d. Teddy Roosevelt (conservationism, Panama Canal, national parks, trust busting) e. corruption (Tammany Hall, spoils system) f. World War I (League of Nations, Isolationism) g. Red Scare/Socialism h. Populism <p>PO 4. Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.</p> <hr/> <p>Concept 8: Great Depression and World War II</p>	<p>chemical</p> <ul style="list-style-type: none"> c. American involvement <p>PO 3. Explain the end of World War I and its aftermath:</p> <ul style="list-style-type: none"> a. Russian Revolution b. Treaty of Versailles c. end of empires (e.g. Austro-Hungarian, Ottoman, Russian) d. continuation of colonial systems (e.g., French Indochina, India, Philippines) <p>PO 4. Examine the period between World War I and World War II:</p> <ul style="list-style-type: none"> a. rise of fascism and dictatorships b. postwar economic problems c. new alliances d. growth of the Japanese empire e. challenges to the world order <p>PO 5. Analyze aspects of World War II:</p> <ul style="list-style-type: none"> a. political ideologies (e.g., Totalitarianism and Democracy) b. military strategies (e.g., air warfare, atomic 	<p>public speaking, petitioning and protesting)</p> <p>PO 5. Describe the role and influence of political parties, interest groups, and mass media:</p> <ul style="list-style-type: none"> a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism) b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making c. influence of the mass media on elections, the political process and policy making <hr/> <p>Concept 5: Government Systems of the World</p> <p>PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).</p> <p>PO 2. Describe factors that</p>		

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<p>PO 1. Describe causes and consequences of the Great Depression.</p> <ul style="list-style-type: none"> a. economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash) b. Dust Bowl (e.g., environmental damage, internal migration) c. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines) d. changes in expectations of government (e.g., New Deal programs) <p>PO 2. Describe the impact of American involvement in World War II:</p> <ul style="list-style-type: none"> a. movement away from isolationism b. economic recovery from the Great Depression c. homefront transformations (i.e., Japanese, German, and Italian internment camps, POW camps, women and the 	<ul style="list-style-type: none"> bomb, Russian front, concentration camps) c. treatment of civilian populations d. Holocaust <p>PO 6. Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).</p> <p>PO 7. Analyze the political, economic and cultural impact of the Cold War:</p> <ul style="list-style-type: none"> a. superpowers – Soviet Union, United States and China b. division of Europe c. developing world d. Korean and Vietnam Wars <p>PO 8. Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).</p> <hr/> <p>Concept 9: Contemporary World</p> <p>PO 1. Explain the fall of the Soviet Union and its impact on the world.</p>	<p>influence United States foreign policy (e.g., trade, political tensions, sanctions, terrorism).</p> <p>PO 3. Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).</p>		

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<p>workforce)</p> <p>d. war mobilization (i.e., Native American Code-Talkers, minority participation in military units, media portrayal)</p> <p>e. turning points (e.g., Pearl Harbor, D-Day, Hiroshima/Nagasaki)</p> <hr/> <p>Concept 9: Postwar United States</p> <p>PO 1. Analyze aspects of America's post World War II foreign policy:</p> <p>a. international activism (e.g., Marshall Plan, United Nations, NATO)</p> <p>b. Cold War (e.g., domino theory, containment, Korea, Vietnam)</p> <p>c. Arms Race (e.g., Cuban Missile Crisis, SALT)</p> <p>d. United States as a superpower (e.g., political intervention and humanitarian efforts)</p> <p>PO 2. Describe aspects of American post-World War II domestic policy:</p> <p>a. McCarthyism</p> <p>b. Civil Rights (e.g., Birmingham, 1964 Civil</p>	<p>PO 2. Explain the roots of terrorism:</p> <p>a. background and motives</p> <p>b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)</p> <p>c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan)</p> <p>d. economic and political inequities and cultural insensitivities</p> <p>PO 3. Describe the development of political and economic interdependence during the second half of the twentieth century:</p> <p>a. economics, global wage inequalities</p> <p>e. technology</p> <p>b. multinational corporations</p> <p>c. growth of international governmental organizations (e.g.,</p>			

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<p>Rights Act, Voting Rights Act, Constitutional Amendments)</p> <p>c. Supreme Court Decisions (e.g., the Warren and Burger Courts)</p> <p>d. Executive Power (e.g., War Powers Act, Watergate)</p> <p>e. social reforms Great Society and War on Poverty</p> <p>f. Space Race and technological developments</p> <p>PO 3. Describe aspects of post World War II American society:</p> <p>a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill)</p> <p>b. popular culture (e.g., conformity v. counter-culture, mass-media)</p> <p>c. protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez)</p> <p>d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X)</p>	<p>World Trade Organization)</p> <p>d. growth of non-governmental organizations (e.g., Red Cross, Red Crescent)</p> <p>PO 4. Examine environmental issues from a global perspective (e.g. pollution, population pressures, global warming, scarcity of resources).</p> <p>PO 5. <i>Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i></p>			

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<p>e. immigration pattern change (e.g., shift to Latin America and Asia)</p> <hr/> <p>Concept 10: Contemporary United States PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 3. Describe how key political, social, environmental and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States (e.g., Watergate, OPEC/oil crisis, Central</p>				

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American wars/Iran-Contra, End of Cold War, first Gulf War, September 11).				

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SOCIAL STUDIES STANDARD ARTICULATION BY GRADE LEVEL PROJECT Glossary

The purpose of this glossary is to help the user better understand and implement the Social Studies Standard. It is not intended to be a study guide for students and is not a comprehensive list of all social studies terms.

abolitionist	one who wants to abolish or end slavery
alliance	an agreement nations make to achieve a common goal
amendment (Constitutional)	changes in, or additions to, the U.S. Constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states
anarchy	no government
alpha numeric grids	intersecting lines that are identified with alphabetical and numeric labels (usually found on roadmaps)
anti-federalist	one who did not advocate a strong central government or support the adoption of the U.S. Constitution
arms race	contest between the United States and the Soviet Union to acquire nuclear dominance
Articles of Confederation	the first constitution of the United States (1781). Created a weak national government; replaced in 1789 by the Constitution of the United States
B.C.E. and C.E.	terms which divide human history into two basic periods; Before the Common Era (formerly known as B.C.) and Common Era (formerly known as A.D.)
balance of payments	a record of all economic transactions between the residents of a country and those of foreign countries for a one-year period. This includes the movement of goods (exports and imports), and also the flow of services and capital (e.g., purchases of tourists, investment income, gifts, pensions, and foreign aid)
balance of trade	the difference between the total amount of exports and imports for a country in one year
bicameral	a type of legislative body composed of two houses
Bill of Rights	the first ten amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect basic rights and liberties of individuals
bonds	an agreement between a borrower (a business or a government) and a lender whereby the borrower pays back the principal with interest after a specified period of time
budget	a financial planning tool that can be used by governments, businesses, and individuals listing all income and all expenses. (A budget deficit exists when expenses are greater than income. A

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	budget surplus exists when income is greater than expenses.)
bureaucracy	administrative organizations that implement government policies
business cycle	the periods of recession and expansion that an economy goes through because production does not increase continuously over time
cabinet	secretaries, or chief administrators, of the major departments of the federal government. Cabinet secretaries are appointed by the president with the consent of the Senate
capital	seat of government; manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services (e.g., school buildings, books, tables, and chairs are some examples of capital used to produce education). This is sometimes called real capital
capitalism	an economic system in which people and businesses control production of goods and services
cardinal directions	the four main points of the compass (north, east, south, and west)
case study	the in-depth examination of an issue
checks and balances	the Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress unconstitutional
circular flow model	a diagram showing how households, firms, and the government are interdependent. Circular flow of income diagrams are used to illustrate that there are several ways to measure national income flows
civil rights	the protections and privileges of personal liberty given to all U.S. citizens by the Constitution and Bill of Rights
command economy	a type of economic system where the resources are state owned and their allocation and use is determined by the centralized decisions of a planning authority (e.g., the former Soviet Union)
common or public good	the benefit, or in the interest, of a politically organized society as a whole
communism	an economic system in which there is collective control of production of goods and services
comparative advantage	the idea that countries gain when they produce those items that they are most efficient at producing
compass rose	a symbol on a map indicating direction (e.g., north, southwest)
competition	rivalry between two or more businesses striving for the same customers or market
competitive behavior	when a business or individual acts in a self-interested way intending to increase wealth

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concurrent powers	powers that may be exercised by both the federal and state governments (e.g., levying taxes, borrowing money and spending for the general welfare)
confederacy	an alliance of persons, parties, or states
congressional districts	divisions within a state that determine representation in the House of Representatives
constitutional democracy	a written plan for government in which the people make political decisions by voting and majority rules
consumer sovereignty	the power consumers have in directing market economies because goods and services are produced and exchanged mostly to satisfy consumer wants
containment	an attempt to limit the spread of communism (e.g., Berlin and Korean War)
contour map	a representation of the Earth's surface using lines to show changes in elevation
credit	the opportunity to borrow money or to receive goods or services in return for a promise to pay later, often with interest
criminal justice	the branch of law that deals with disputes or actions involving criminal penalties, regulating the conduct of individuals, defines crimes, and provides punishment for criminal acts
Crusades	any of the Christian military expeditions (11 th through 13 th centuries) to recover the Holy Land from the Muslims
cultural characteristics	an aspect of a place or area that derives from humans (e.g., bridges, places of worship, language)
cultural diffusion	the adoption of an aspect (or aspects) of another group's culture, such as the spread of the English language
cultural landscape	the visual outcome of humans living in a place
cultural norm	generally accepted patterns of behavior within a particular culture
cultural symbol	a natural or manmade feature readily identified with a particular culture (e.g., Mt.Sinai, mosques, flags)
culture	the learned behavior of people, such as belief systems and languages, social relations, institutions, organizations, and material goods such as food, clothing, buildings, technology
deflation	a general lowering of prices, the opposite of inflation
delegated powers	powers granted to the national government under the Constitution, as enumerated in Articles I, II and III
demand	how much a consumer is willing and able to buy at each possible price
democracy	government exercised either directly by the people or by elected representatives; the practice of the principle of equality of rights, opportunity, and treatment

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demographics	the statistical data of a population (e.g., average age, income, education)
demographic structure	the number of people within an age group, the birth and death rates, literacy rates, and other ways to analyze a population
desertification	the spread of desert due to climatic changes and increasing human pressures
developed nation	a country with high levels of well-being, as measured by economic, social, and technological sophistication
developing nation	a country with low levels of well-being, as measured by economic, social, and technological sophistication
dictatorship	government where a ruler or small group has total power/control over its people
diffusion	the spread of people, ideas, technology and products among places
doubling time	the number of years needed to double a population, given a constant rate of natural increase
due process of law	the right of every citizen to be protected against arbitrary action by government
e.g.	(abbreviation for <i>for example</i>) precedes a non-exhaustive list of examples provided as options; other examples may be appropriate but not included (compare to i.e.); e.g. examples <i>may</i> be used in a testing situation
economic growth	an increase in an economy's ability to produce goods and services which brings about a rise in standards of living
economic system	a set of rules/laws that deals with the production, distribution, and consumption of goods and services in society
ecosystem	all the organisms in a given area and the abiotic (nonliving) factors with which they interact
Elastic Clause	the "necessary and proper" clause in the Constitution that allows Congress to expand its powers
electoral college	system established in the Constitution to elect the President and Vice President of the United States
emigration	people leaving a country (or other political unit)
English Bill of Rights	an act passed by Parliament in 1689 which limited the power of the monarch. This document established Parliament as the most powerful branch of the English government
Enlightenment	a period in history in which accepted social, political, and religious doctrines were challenged by a new, rational view of the universe
entrepreneur	a person who organizes, operates, and assumes the risk for a business venture

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environment	sum of all external conditions affecting the life, development and survival of an organism, including the biotic (living) and abiotic (non-living) elements
equal protection clause	the Fourteenth Amendment provision that prohibits states from denying equal protection of the laws to all people - that is, discriminating against individuals in an arbitrary manner, such as on the basis of race
equal protection of the law	the idea that no individual or group may receive special privileges from, nor be unjustly discriminated by, the law
erosion	group of natural processes, including weathering, dissolution, abrasion, corrosion, and transportation, by which material is worn away from the Earth's surface
exports	goods and services produced in one nation and sold to people in other nations
ex post facto law	law that makes criminal an act that was legal when it was committed (Latin: "after the fact")
exchange rate	the price of one currency in terms of another (e.g., pesos per dollar)
FDIC	Federal Deposit Insurance Corporation; the U.S. agency that insures bank deposits in all federal reserve system banks
Federal Reserve System	a system of 12 district banks and a Board of Governors that regulates the activities of financial institutions and controls the money supply within the United States
federal supremacy	Article VI of the Constitution providing that the Constitution and all federal laws and treaties shall be the "supreme Law of the Land." Therefore, all federal laws take precedence over state and local laws
federalism	a form of political organization in which governmental power is divided between a central government and territorial subdivisions--in the United States, among the national and state governments
Federalist Papers	a series of essays written by Alexander Hamilton, John Jay and James Madison that were published to support the adoption of the proposed United States Constitution
Federalists	advocates of a strong federal government and supporters of the adoption of the U.S. Constitution
feudalism	political and economic system in Medieval Europe in which a king or queen shared power with the nobility, who required services from the common people in return for allowing them to use the noble's land
financial institution	an intermediary that accepts deposits from savers and makes loans to borrowers
fiscal policy	how the government uses taxes and/or government expenditures to change the level of output, employment, or prices

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fixed expense	a financial cost that does not change regardless of income or output
founders	people who played important roles in the development of the national government of the United States
framers	delegates to the Philadelphia Convention held in 1787 and those who wrote and ratified the Bill of Rights
free enterprise	the freedom of a market economy to operate competitively, for profit, and without government controls
genocide	planned annihilation of a racial, political or cultural group
Geographic Information System (GIS)	a computer database that displays information like a map, but can do much more than just show patterns. A GIS database consists of "layers" of information about places (e.g., topography, vegetation, roads, buildings, sewers) that can be combined with a geographical perspective to solve societal problems
geographic tool	a device used to compile, organize, manipulate, store, report, or display geographic information
globalization	the increasing economic and cultural interdependence of world regions
grandfather clause	used in the South to prevent former slaves from voting
Great Compromise	an agreement made at the Constitutional Convention of 1787 that balanced the interest of the small and large states, resulting in the United States Senate being made up of two Senators from each state and a House of Representatives based on population
gross national product (GNP)	a measure of how much an economy produces each year, stated in the dollar value of final goods and services; the market value of all goods and services produced in a nation in a year
Holocaust	the killing of six million Jews by the Nazis during World War II
human capital	the knowledge and skills that enable workers to be productive
human characteristics (geography)	the pattern that people make on the surface of the Earth, such as cities, roads, canals, farms, and other ways people change the Earth
human environment interaction	the effect that humans have on the environment and the adaptations that humans make to environmental factors
human resources	the resources available to a society that may be used to further the goals of that society include the size and the abilities of its population.
humanism	literary and intellectual movement of the European Renaissance which included a new appreciation for Greek and Roman classics as well as opposition to restrictive authority
hydrology	the study of the water cycle

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i.e.	(abbreviation for <i>that is</i>) precedes a specific list of items in which all of the items should be used (compare to e.g.); i.e. examples <i>will</i> be used in a testing situation
immigration	people moving to a country (or other political unit)
impeachment	the act of accusing a public official of misconduct in office by presenting formal charges against him or her by the lower house, with a trial to be held before the upper house
imperialism	the policy of extending a nation's authority by acquiring territory
imports	purchases of goods and services produced in another nation and used domestically
inalienable rights	fundamental rights of the people that may not be taken away. A phrase used in the Declaration of Independence
incentive	a benefit offered to encourage people to act in certain ways
income	money, etc., received in a given period, as wages, rent, interest, etc.
Index (geography)	alphabetical list of the places on a map, usually found on roadmaps
individualism	the leading of one's life in one's own way
industrialization	the move from an agrarian to an industrial economy
inflation	a general rise in the level of prices
infrastructure	the internal foundation that provides support for a society or government; the manmade features that support a society (e.g., utilities, roads, emergency services)
initiative	a form of direct democracy in which the voters of a state can propose a law by gathering signatures and having the proposition placed on the ballot
interdependence	reliance on other people for information, resources, goods, and services
interest (economics)	the price of credit
intermediate directions	the points of the compass that fall between cardinal directions (e.g., northeast, southwest)
investment	a possession or property acquired for future income or benefit
Invisible hand	a term used by Adam Smith to describe his belief that individuals seeking their economic self-interest actually benefit society more than they would if they tried to benefit society directly
Isolationism	the belief that the United States should not be involved in world affairs and should avoid involvement in foreign wars
judicial review	established in the 1803 case of <i>Marbury v. Madison</i> ; permits the federal courts to declare unconstitutional, and thus null and void, acts of the Congress, the executive, and the states
labor union	an organization of workers that tries to improve pay and working conditions for its members

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laissez-faire	the idea that government does not regulate economic affairs
landform	a description of the Earth's shape at a place (e.g., mountain range, plateau, flood plain)
latitude	the angular distance north or south of the equator, measured in degrees along a line of longitude
legend (geography)	the map key that explains the meaning of map symbols
legislative districts	divisions within a state that determine representation in the state legislature
legislature	a group of people with the power to make and change laws
liquidity	the ease and speed with which something can be turned into cash (e.g., one can more quickly sell a common stock than a house; therefore, the stock is a more liquid asset than a house)
longitude	angular distance east or west, almost always measured with respect to the prime meridian that runs north and south through Greenwich, England
loyal opposition	the idea that opposition to a government is legitimate. Organized opponents to the government of the day
macroeconomics	the branch of economics which considers the overall aspects and workings of a national economy such as national output, price levels, employment rates, and economic growth
Magna Carta	document signed by King John of England in 1215 A.D. that limited the king's power and guaranteed certain basic rights. Considered the beginning of constitutional government in England
Manifest Destiny	the belief that the United States should spread across the entire North American continent, from the Atlantic Ocean to the Pacific Ocean
marginal analysis	making decisions based on the impact of the next dollar spent or the change one more unit would bring about; for example, when a person doesn't make an all-or-nothing decision to eat a bag of potato chips but decides, instead, chip-by-chip, or at the margin, whether to eat another one
market	any setting in which exchange occurs between buyers and sellers
market economic system	a system in which most resources are owned by individuals and the interaction between buyers and sellers determines what is made, how it is made, and how much of it is made
market price	the price at which the quantity of goods and services demanded by consumers and the quantity supplied by producers are the same; sometimes called the equilibrium price
Mayflower Compact	the document drawn up by the Pilgrims in 1620, while on the Mayflower, before landing at Plymouth Rock. The Compact provided a legal basis for self-government
McCarthyism	the extreme opposition to communism shown by Senator Joseph McCarthy in the 1950s
mercantilism	an economic and political policy in which the government regulates the industries, trade, and commerce with the national aim of obtaining a favorable balance of trade

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microeconomics	the branch of economics concerned with the decisions made by individuals, households, and firms and how these decisions interact to form the prices of goods and services and the factors of production
migration	the act or process of people moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time
mixed economic system	an economic system that combine features of capitalism with socialism
monarchy	a type of government in which political power is exercised by a single ruler under the claim of divine or hereditary right
monetary policy	management of the money supply and interest rates to influence economic activity
monoculture	the practice of growing a cash crop for export to one or more countries; a plantation economy
monopoly	the exclusive control of a service or product by one individual or company
monotheism	the doctrine or belief that there is only one god
mutual fund	a fund of securities owned jointly by investors who have purchased shares of it
national security	condition of a nation's safety from threats, especially threats from external sources
nationalism	the strong belief that the interests of a particular nation-state are of primary importance
NATO	North Atlantic Treaty Organization; a military defense organization of nations established in 1949
natural boundaries	a border that is created by a physical feature such as a river or mountain range
natural hazard	a process taking place in the natural environment that destroys human life, property, or both (e.g., hurricane, flooding)
natural resources	factors of production not created (though harnessed) by effort
oligarchy	A type of government ruled by a few
opportunity cost	the value of the next best alternative that must be given up when a choice is made (e.g., the opportunity cost of studying on a Saturday night is the fun you are missing by not going to the dance)
orientation	relationship of a map to the cardinal directions
outsourcing	to transfer (manufacturing tasks, etc.) to outside contractors, especially in order to reduce operating costs
physical capital	the durable and long-lasting inputs to the production process, such as machinery, buildings, and tools
physical feature	an aspect of a place or area that derives from the physical environment (e.g., mountains, deserts, bays)

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physical map	a map that shows mountains, rivers, valleys and oceans and other natural features
physical process	a course or method of operation that produces, maintains, or alters Earth's physical systems, such as glacial processes eroding and depositing landforms
place	location having distinctive characteristics which gives it meaning and character and distinguishes it from other locations
political feature	an aspect of a place or area that derives from manmade boundaries (e.g., countries, cities, borders, capitals)
political map	map designed primarily to show countries, states, cities and towns and man-made boundaries
poll tax	a tax voters paid to secure voting privileges; used in the South to prevent slaves from voting
polytheism	a belief in or worship of more than one god
popular sovereignty	the idea that people make decisions for themselves
population distribution	the arrangement of people over an area
population pyramid	a bar graph showing the distribution by gender and age of a country's population
price ceilings	government policy which prevents the price of a good or service from exceeding a particular level (e.g., rent control or the price of gasoline during the 1970's)
price floors	the least permissible price; a minimum price for something, for example, one set by a government
primary source	first-hand or eye-witness accounts or materials created at the time of an event (e.g., autobiographies, diaries, letters, interviews, photographs, sketches, maps, newspaper stories, census records, research data, artifacts)
principal	a sum of money owed as a debt
principle	a basic rule that guides or influences thought or action
private property	a legal right of a person, partnership, or corporation to own and control an economic good within the limits imposed by law
producers	people who change resources into an output that tends to be more desirable than the resources were in their previous form (e.g., when people produce French fries, consumers are more inclined to buy them than the oil, salt, and potatoes individually)
production possibilities curve	the different combinations of various goods that a producer can turn out over a given period, given the available resources and existing technology
profit	financial gain; the sum remaining after deducting costs
progressive tax	a tax structure where, as people earn more, they pay a larger percentage of their income in taxes

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	(e.g., the federal income tax)
projection	a mathematical formula by which a geographic grid (and the shapes of land and water bodies) can be transferred from a sphere to a flat surface (e.g., a map or geographic information system)
property rights	the rights of an individual to own property and keep the income earned from it
proportional tax	a tax structure where all people pay about the same percentage of their incomes in taxes (e.g., a flat rate tax)
proposition	a proposed idea or plan for legislative consideration
protectionism	the practice of protecting domestic industries from foreign competition by imposing import duties or quotas
pull factors	the social, political, economic, and environmental attractions of new areas that draw people away from their previous location (e.g., higher pay, employment, climate, cheap land)
push factors	the social, political, economic, and environmental forces that drive people away from their previous location to search for new ones (e.g., loss of employment, political upheaval, natural disasters)
quota (economics)	a limit on how much of a good can be imported. The limit is set either by quantity or by the dollar value
ratify	to confirm by expressing consent, approval, or formal sanction
rational self interest	the means by which people choose the options that give them the greatest amount of satisfaction
recall	an attempt to remove an elected official
referendum	a form of direct democracy in which signatures are gathered to require direct popular vote on an issue of public policy
Reformation	the 16 th century religious movement that resulted in establishing the Protestant churches
region	a larger-sized territory that includes many smaller places, all or most of which share similar attributes, such as climate, landforms, plants, soils, language, religion, economy, government or other natural or cultural attributes; an area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas
regressive tax	a tax structure where people who earn more pay a smaller percentage of their income in taxes (e.g., sales taxes)
relative location	the location of a place or region in relation to other places or regions (e.g., northwest or downstream)
relief maps	maps primarily designed to represent elevation
Renaissance	the great revival of art and learning in Europe in the 14 th , 15 th and 16 th centuries
representative democracy	a form of government in which power is held by the people and exercised indirectly through elected

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	representatives who make decisions
republican government	a system of government whose head of state is not a monarch
resources (geography)	a part of the natural environment that people value and use to meet a need for fuel, food, industrial product or something else of value
resources (economics)	land, labor, capital, and entrepreneurship used in the production of goods and services. A part of the natural environment that people value, such as soil, oil, iron or water
return (economics)	how well you do by investing in one asset as opposed to another (e.g., if you buy a house in an up-and-coming neighborhood, you expect a better return when you sell it than if you buy a house next to where a new freeway is going to be built)
risk	how much uncertainty accompanies your choice of investment (e.g., if you lend money to someone who has just escaped from prison, you are taking more of a risk than if you lend money to your mother)
rule of law	the principle that every member of a society, even a ruler, must follow the law
scale	the relationship between a distance on the ground and the distance on the map. For example, the scale 1:100,000 means that one unit of distance (e.g., an inch or millimeter) on the map equals 100,000 of these units on the Earth's surface
scarcity	an inadequate supply
secondary source	a source that contains information others have gathered and interpreted; indirect or second-hand information (e.g., encyclopedia articles, websites, documentaries, biographies, textbooks, journal articles)
sectionalism	loyalty to one part of the country
separation of powers	the division of governmental power among several institutions that must cooperate in decision making
services	work done for others
settlement pattern	the spatial distribution and arrangement of human habitations, including rural and urban centers
social reform	any attempt to change society to remedy inequities
socialism	a system where the ownership and distribution of goods are controlled by society rather than an individual
sovereignty	the ultimate, supreme power in a state (e.g., in the United States, sovereignty rests with the people)
spatial	pertaining to distribution, distance, direction, areas and other aspects of space on the Earth's surface

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specialization	when a business focuses on producing a limited number of goods and leaves the production of other goods to other businesses. Specialization also describes how each person working to produce a good might work on one part of the production instead of producing the whole good (e.g., in a shoe factory one person cuts the leather, another person sews it, another glues it to the sole)
standard of living	the overall quality of life that people enjoy
stocks	a certificate for a share or shares of corporate ownership
subsidy	financial assistance from a government to a private enterprise
suffrage	the right to vote
Sunbelt	the region of the United States which has relatively warm winters
supply	the quantity of a product or service a producer is willing and able to offer for sale at each possible price
surplus	a quantity over and above what is needed or used; excess
tariff	a tax on an imported good
temperance movement	the attempt to abolish the use of alcohol in the United States
thematic map	a map showing the distribution (or statistical properties) of cultural or natural features, such as a thematic map of unemployment or a thematic map of rainfall
theocracy	any government in which the leaders of the government are also the leaders of the religion and they rule as representatives of the deity
totalitarianism	a centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life
trade-off	an exchange in which one benefit is given up for another considered more desirable
triangular trade	a trade network that exchanged imports and exports among three locations (e.g., slaves, sugar, and rum)
trust busting	Theodore Roosevelt's attempt to break up monopolies
unitary government	a government system in which all governmental authority is vested in a central government from which regional and local governments derive their powers (e.g., Great Britain and France, as well as the American states)
United Nations	an international organization comprising most of the nations of the world, formed in 1945, to promote peace, security, and economic development
urbanization	the process whereby more people live and work in cities

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urban sprawl	the growth of cities to incorporate formerly rural areas
variable expense	an expense that is subject to change
voluntary exchange	trade between people when each one feels he or she is better off after the trade (e.g., if you sell your old exercise bike for cash, you gain because you would rather have the cash than the bike, but the other person gains because he or she would rather have the bike than the cash)
Warsaw Pact	an agreement among Eastern Block countries...
watershed	the entire area drained by a river and its tributaries