

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

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Concept	Performance Objective	Resources
Strand 1: American History Concept 10: Contemporary United States	PO1: Use information from written documents, oral presentations, and the media to discuss current local and state events.	

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Concept	Performance Objective	Resources
Strand 2: World History Concept 5: Encounters and Exchange	PO1: Recognize why England and Spain wanted to rule other areas of the world. Connect with: Strand 1 Concept 3	

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Semester 1 and Semester 2 – 1 st Grade		
Concept	Performance Objective	Resources
Strand 3: Civics/Government Concept 1: Foundations of Government	PO1: Identify 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	
	PO2: <i>Recognize the Pledge of Allegiance and the National Anthem.</i>	
	PO3: Practice examples of democracy in action (e.g., voting, making classroom rules).	
	PO4: Recognize how students work together to achieve common goals.	

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

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

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

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

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

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

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

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Concept	Performance Objectives	Resources
<p style="text-align: center;">Strand 2: Concept 2 Early Civilizations</p> <p>(Note: Advancements in early civilizations were introduced in Kindergarten.)</p>	<p>PO 1: Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).</p> <p>PO 2: Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/ architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.</p> <p>PO 3: Recognize that civilizations in the Americas had similar characteristics to the Egyptians.</p> <p>Connect with: Strand 1 Concept 2</p>	

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Strand 2: World History Concept 9: Contemporary World	PO1: Use information from written documents, oral presentations, and the media to discuss current events.	

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

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

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

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<p>Strand 4: Geography Concept 3: Physical Systems</p> <p>(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p>	<p>Connect with: Science Strand 4 Concept 3</p> <p>Identify, compare, and describe plants and animals in various habitats.</p> <p>Science Strand 6 Concept 1</p> <p>Identify the basic properties and uses of earth materials (rocks, soil, water, conservation).</p> <p>Science Strand 6 Concept 2</p> <p>Identify objects in the sky (sun, moon, stars, clouds).</p> <p>Science Strand 6, Concept 3</p> <p>Understand characteristics of weather patterns and how they affect daily activities.</p>	

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

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

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Strand 4: Geography Concept 6: Geographic Applications	PO1: <i>Use</i> geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.	
	PO2: <i>Discuss</i> geographic concepts related to current events.	

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

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

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