

Semester 1-4 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<b>Strand 1: American History</b> <b>Concept 1: Research Skills for History</b>	<b>PO1:</b> <b>Use</b> 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	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2:</b> <b>Describe</b> the difference between primary and secondary sources.	
	<b>PO3:</b> <b>Locate</b> information using both primary and secondary sources.	
	<b>PO4:</b> <b>Describe</b> how archaeological research adds to our understanding of the past.	

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<b>Strand 1: American History</b> <b>Concept 2: Early Civilizations</b>	<b>PO1: Describe</b> the legacy and cultures of prehistoric people in the Americas: a. characteristics of hunter-gatherer societies b. development of agriculture	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2: Describe</b> the cultures and contributions of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam (i.e., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).	
	<b>PO3: Identify</b> other groups (e.g., Patayan, Sinagua, Salado) residing in the Southwest during this period.	
	<b>PO4: Identify</b> the early civilizations (i.e., Maya, Aztec, Inca/Inka) that developed into empires in Central and South America.	
	<b>PO5: Recognize</b> the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.	

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<p><b>Strand 1: American History</b>  <b>Concept 3: Exploration and Colonization</b></p> <p>(Note: Exploration was introduced in Grades K, 1, and 3.)</p>	<p><b>PO1: Describe</b> the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States by:</p> <ul style="list-style-type: none"> <li>a. Cabeza de Vaca</li> <li>b. Estevan</li> <li>c. Fray Marcos de Niza</li> <li>d. Francisco Vásques de Coronado</li> </ul>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p><b>PO2: Describe</b> the impact of Spanish colonization on the Southwest:</p> <ul style="list-style-type: none"> <li>a. establishment of missions and presidios</li> <li>b. lifestyle changes of native people</li> <li>c. contributions of Father Kino</li> </ul>	
	<p><b>PO3: Describe</b> the location and cultural characteristics of Native American tribes (e.g., O’odham, Apache, Hope) during the Spanish period.</p>	

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<p><b>Strand 1: American History</b>  <b>Concept 5: Westward Expansion</b></p> <p>(Note: Westward expansion was introduced in Grade 2)</p>	<p><b>PO1:</b> <b>Recognize</b> the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.</p>	<p><a href="#">Textbook Pages</a></p> <p>Supplementary Resources</p>
	<p><b>PO2:</b> <b>Describe</b> the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.</p>	
	<p><b>PO3:</b> <b>Describe</b> events that led to Arizona becoming a possession of the United States:</p> <ul style="list-style-type: none"> <li>a. Mexican – American War</li> <li>b. Mexican Cession (Treaty of Guadalupe-Hidalgo)</li> <li>c. Gadsden Purchase</li> </ul>	
	<p><b>PO4:</b> <b>Describe</b> 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>	

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	<p><b>PO5:</b> Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans:</p> <ul style="list-style-type: none"><li>a. Indian Wars</li><li>b. Navajo Long Walk</li><li>c. formation of reservations</li></ul>	
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Concept	Performance Objectives	Resources
<p align="center"><b>Strand 2: World History</b> <b>Concept 3: World In Transition</b></p> <p>(Note: The Middle Ages are 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><b>PO1: Discuss</b> life in Europe as it existed at the time of the Aztec and Incan/Inkan empires in the Americas:</p> <ol style="list-style-type: none"> <li>a. life in castles</li> <li>b. knights traveling to new places during the Crusades</li> <li>c. desire for new routes to the Indies</li> </ol>	<p><a href="#">Textbook Pages</a></p> <p>Supplementary Resources</p>

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Concept	Performance Objectives	Resources
<b>Strand 2: World History</b> <b>Concept 5: Encounters and Exchange</b>  (Note: Exploration was introduced in Grade 3.)	<b>PO1:</b> <b>Describe</b> the reasons (e.g., trade routes, gold) for Spanish and Portuguese explorations of the Americas.	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2:</b> <b>Describe</b> the impact of European explorers' encounters with the Aztec and Inca/Inca.  Connect with: Strand 1 Concept 3	

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Concept	Performance Objectives	Resources
<b>Strand 3: Civics/Government</b> <b>Concept 1: Foundations of Government</b>	<b>PO1: Describe</b> 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)	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2: Identify</b> 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 d. Declaration of Independence (We hold these truths to be self evident.....)  <p style="text-align: center;"><b>(Note: Aligns to State Statute)</b></p>	

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	<p><b>PO3: Describe</b> Arizona’s transition from territory to statehood:</p> <ul style="list-style-type: none"> <li>c. locations of capital</li> <li>d. founding people</li> <li>e. Arizona’s constitution</li> </ul>	
	<p><b>PO4: Describe</b> the varied backgrounds of people living in Arizona:</p> <ul style="list-style-type: none"> <li>a. shared principles, goals, customs and traditions</li> <li>b. diversity in one’s school and community</li> <li>c. benefits and challenges of a diverse population</li> </ul>	

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Concept	Performance Objectives	Resources
<p><b>Strand 3: Civics/Government</b>  <b>Concept 2: Structure of Government</b></p> <p>(Note: The three branches of government were introduced in Grade 3)</p>	<p><b>PO1: Describe</b> the three branches of State and National Government:</p> <ul style="list-style-type: none"> <li>a. Executive</li> <li>b. Legislative</li> <li>c. Judicial</li> </ul>	<p><a href="#">Textbook Pages</a></p> <p>Supplementary Resources</p>
	<p><b>PO2: Describe</b> different levels of government (e.g., local, tribal, state and national).</p>	

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<b>Strand 3: Civics/Government</b> <b>Concept 3: Functions of Government</b>	<b>PO1: Describe</b> the major responsibilities of state government (e.g., making laws, enforcing laws, collecting taxes).  Connect with: Strand 5 Concept 2	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2: Describe</b> the responsibilities (e.g., determining land use, enforcing laws, overlapping local responsibilities with state government) of local government.	
	<b>PO3: Describe</b> the possible consequences of violating laws.	

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Concept	Performance Objectives	Resources
<b>Strand 3: Civics/Government</b> <b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>	<b>PO1:</b> <b>Discuss</b> ways an individual can contribute a school or community.	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2:</b> <i>Identify</i> traits of character (e.g. responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy	
	<b>PO 3:</b> <b>Describe</b> the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, volunteering, and jury duty).	

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Concept	Performance Objectives	Resources
<b>Strand 4: Geography</b> <b>Concept 1: The World in Spatial Terms</b>	<b>PO1: Use</b> different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates).	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2: Interpret</b> <i>political and physical maps using the following map elements:</i> <ol style="list-style-type: none"> <li>a. title</li> <li>b. compass rose (cardinal and intermediate directions)</li> <li>c. symbols</li> <li>d. legend</li> <li>e. scale</li> <li>f. road map index</li> <li>g. grid (latitude and longitude)</li> </ol>	
	<b>PO3: Construct</b> maps using symbols to represent human and physical features.	
	<b>PO4: Construct</b> charts and graphs to display geographic information.	

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	<p><b>PO5:</b> <i>Describe</i> characteristics of human and physical features:</p> <ul style="list-style-type: none"> <li>a. <i>physical</i> – (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes)</li> <li>b. <i>human</i> – (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county)</li> </ul>	
	<p><b>PO6:</b> <i>Locate</i> physical and human features using maps, illustrations, images or globes.</p> <ul style="list-style-type: none"> <li>a. <i>physical</i> (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait)</li> <li>b. <i>human</i>, (i.e. equator, four hemispheres, city, state, country, roads, railroads)</li> </ul>	
	<p><b>PO7:</b> <i>Locate</i> physical and human features in Arizona using maps, illustrations, or images:</p> <ul style="list-style-type: none"> <li>a. <i>physical</i> (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River)</li> <li>b. <i>human</i> (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam)</li> </ul>	

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<b>Strand 4: Geography</b> <b>Concept 2: Places and Regions</b>	<b>PO1:</b> <b>Describe</b> how the Southwest has distinct physical and cultural characteristics	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO 2</b> <b>Describe</b> ways in which Arizona has changed over time from statehood to today.	
	<b>PO3:</b> <b>Locate</b> the landform regions of Arizona (plateau, mountain, desert) on a map.	
	<b>PO4:</b> <b>Compare</b> landform regions of Arizona according to their physical features, plants, and animals.	
	<b>PO 5:</b> <b>Describe</b> how regions and places (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Canyon de Chelly, Yucatan Peninsula) have distinct characteristics.	

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<p align="center"><b>Strand 4: Geography</b> <b>Concept 3: Physical Systems</b></p> <p>Science Strands are summarized 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><b>Connect with:</b> <b>Science Strand 3 Concept 1</b> <b>Describe</b> how natural events and human activities impact environments.</p> <p><b>Science Strand 4 Concept 3</b> <b>Describe</b> uses, types, and conservation of natural resources.</p> <p><b>Science Strand 6 Concept 2</b> <b>Understand</b> processes acting on the earth (erosion, floods, earthquakes, volcanoes, forest fires) and evidence of their occurrence.</p> <p><b>Science Strand 6 Concept 3</b> <b>Understand</b> characteristics of weather conditions and climate.</p>	<p><a href="#">Textbook Pages</a></p> <p>Supplementary Resources</p>

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<b>Strand 4: Geography</b> <b>Concept 4: Human Systems</b>	<b>PO1: Describe</b> the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2: Describe</b> how Mexico and Arizona are connected by the movement of people, goods, and ideas.	
	<b>PO3: Describe</b> how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona.	
	<b>PO4: Describe</b> the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population.	
	<b>PO5: Describe</b> the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.	

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	<b>PO6: Describe</b> elements of culture in areas studied (e.g., Mexico, Central and South America).	
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<b>Strand 4: Geography</b> <b>Concept 5: Environment and Society</b>	<b>PO 1:</b> <b>Describe</b> human dependence on the physical environment and natural resources to satisfy basic needs.	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO 2:</b> <b>Describe</b> the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.	
	<b>PO 3:</b> <b>Describe</b> the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agricultural) on the physical environment and ecosystems.	

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<b>Strand 4: Geography</b> <b>Concept 6: Geographic Applications</b>	<b>PO1:</b> <i>Describe</i> the impact of geographic features (e.g., rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2:</b> <i>Discuss</i> geographic knowledge and skills related to current events.	
	<b>PO3:</b> <i>Use</i> 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).	

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<p><b>Strand 1: American History</b>  <b>Concept 6: Civil War and Reconstruction</b>            (Note: The Civil War was introduced in Grade 3.)</p>	<p><b>PO1:</b> <b>Describe</b> events in Arizona during the Civil War:</p> <ul style="list-style-type: none"> <li>a. Battle of Picacho Peak</li> <li>b. Battle of Apache Pass</li> <li>c. Arizona becomes a territory</li> </ul>	<p><a href="#">Textbook Pages</a>            Supplementary Resources</p>

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<b>Semester 2-4<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 1: American History Concept 7: Emergence of the Modern United States</b>	<b>PO1:</b> <b>Describe</b> the economic development of Arizona: a. mining b. ranching c. farming and dams	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2:</b> <b>Describe</b> the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona's growth and economy.	
	<b>PO3:</b> <b>Identify</b> key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise) related to Arizona territorial days and early statehood.	
	<b>PO4:</b> <b>Recognize</b> that Arizona changed from a territory to a state on February 14, 1912.	

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	<b>PO5: Recognize</b> the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).	
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<b>Semester 2-4<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 1: American History Concept 8: Great Depression and World War II</b>	<b>PO1:</b> <b>Describe</b> changes in the lives of U.S. and Arizona residents during the Great Depression: a. poverty b. unemployment c. loss of homes or businesses d. migration	<a href="#"><u>Textbook Pages</u></a>  Supplementary Resources
	<b>PO2:</b> <b>Describe</b> the reasons (e.g., German and Japanese aggression) for the U.S. becoming involved in World War II.	
	<b>PO3:</b> <b>Describe</b> the impact of World War II on Arizona (e.g., economic boost, military bases, Native American and Hispanic contributions, POW camps, relocation of Japanese Americans).	
	<b>PO4:</b> <b>Describe</b> how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).	

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<b>Semester 2-4<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 1: American History Concept 9: Postwar United States</b>	PO1: <b>Describe</b> changes (e.g., population growth, economic growth, cultural diversity, civil rights) that took place in Arizona during the postwar era.	<a href="#">Textbook Pages</a>  Supplementary Resources

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<b>Semester 2-4<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 1: American History</b> <b>Concept 10: Contemporary United States:</b>	<b>PO1:</b> <i>Describe</i> current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2:</b> <i>Discuss</i> 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).	
	<b>PO3:</b> <i>Describe</i> the influence of key individuals (e.g., Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, Cesar Chavez, and John McCain) in Arizona.	
	<b>PO4:</b> <i>Discuss</i> the contributions of diverse populations to Arizona.	

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<b>Semester 2-4<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 2: World History</b> <b>Concept 1: Research Skills for History</b>	<b>PO1:</b> <b>Use</b> the following to interpret historical data: d. timelines – B.C.E. and B.C.; C.E. and A.D. e. graphs, tables, charts, and maps	<a href="#"><u>Textbook Pages</u></a>  Supplementary Resources
	<b>PO2:</b> <b>Describe</b> the difference between primary and secondary sources.	
	<b>PO3:</b> <b>Locate</b> information using both primary and secondary sources.	
	<b>PO4:</b> <b>Describe</b> how archaeological research adds to our understanding of the past.	

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<b>Semester 2-4<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 2: World History Concept 9: Contemporary World</b>	PO1: <b>Describe</b> current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<a href="#">Textbook Pages</a>  Supplementary Resources

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<b>Semester 2-4<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 5: Economics Concept 1: Foundations of Economics</b>	<b>PO1:</b> <b>Explain</b> the decision for a personal spending choice	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2:</b> <b>Identify</b> that specialization improves standards of living (e.g. medical care, home building, agriculture).	
	<b>PO3:</b> <b>Give</b> 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).	

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<b>Semester 2-4<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 5: Economics Concept 2: Microeconomics</b>	<b>PO1:</b> <b>Explain</b> how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.	<a href="#">Textbook Pages</a>  Supplementary Resources
	<b>PO2:</b> <b>Describe</b> why (e.g., schools, fire, police, libraries) state and local governments collect taxes.	
	<b>PO3:</b> <b>Describe</b> how education, skills, and career choices affect income.	
	<b>PO4:</b> <b>Discuss</b> how profit is an incentive to entrepreneurs.	
	<b>PO5:</b> <b>Describe</b> risks that are taken by entrepreneurs.	
	<b>PO6:</b> <b>Identify</b> the role of financial institutions in providing services (e.g., savings accounts and loans).	

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<b>Semester 2-4<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 5: Economics Concept 5: Personal Finance</b>	PO1: <b>Describe</b> how interest is an incentive to saving money.	<a href="#">Textbook Pages</a>  Supplementary Resources

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