

# Kindergarten: Children As Citizens

Through an introduction to civics, geography, economics, and history, students will understand their roles and responsibilities as citizens within their own context. Students will also learn about their own culture and how it impacts understanding of oneself and others as well as be introduced to aspects of our National culture.

- Importance of rules and responsibilities
- Individual roles in a community
- Personal decision-making
- Familiarity with geographic models
- Culture in the home, school, and community
- American symbols, holidays, and traditions

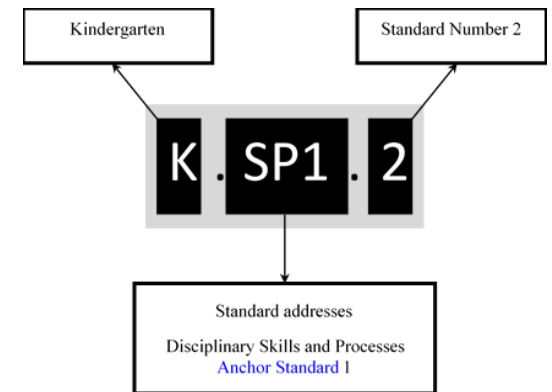
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

## Instructional time necessary to master standards:

- Assumed Minutes per Week: 90
- Assumed Average Minutes per Day: 18

## Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are right.



## DISCIPLINARY SKILLS AND PROCESSES

**K.SP1.1** Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.

**K.SP1.2** Explore how events of the past affect students' lives and community

**K.SP1.3** With prompting and support, generate questions about individuals and groups from stories shared.

**K.SP2.1** With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

**K.SP3.1** With prompting and support, ask questions, and construct responses to content studied.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
<p><b>K.C1.1</b> Apply values of respect, responsibility, equality, and fairness within schools and communities.</p> <p><b>K.C1.2</b> Follow agreed upon rules for discussions when responding to others and making decisions as a group.</p> <p><b>K.C1.3</b> Compare one's own thoughts and opinions with those of others.</p> <p><b>K.C2.1</b> Describe roles and responsibilities of people in authority.</p> <ul style="list-style-type: none"> <li>• Such as school personnel, family members, and community members.</li> </ul> <p><b>K.C2.2</b> Explain how all people, not just official leaders, play important roles in our school and community.</p> <p><b>K.C4.1</b> Explain how people work together to identify and solve problems within the classroom and school.</p> <p><b>K.C4.2</b> Explain why rules are important within the classroom and school.</p>	<p><b>K.E2.1</b> Explain how needs, wants, and the availability of resources affect decision making.</p> <p><b>K.E2.2</b> Identify what one gains and gives up when they make choices.</p>	<p><b>K.G 1.1</b> Use, explore, and construct maps, graphs and other geographical representations to support content focus.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to graphing local weather and mapping the classroom.</li> </ul> <p><b>K.G1.2</b> Explore locations in stories shared.</p> <p><b>K.G2.1</b> Explain how water and weather impacts humans.</p>	<p><b>K.H1.1</b> Compare one's own culture with the culture of others.</p> <ul style="list-style-type: none"> <li>• Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations.</li> </ul> <p><b>K.H2.1</b> Explain the benefits of cooperation and compromise as ways to solve problems.</p> <p><b>K.H4.1</b> Explain and explore origins of key American symbols, traditions and holidays.</p> <ul style="list-style-type: none"> <li>• Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore.</li> <li>• Key traditions include but are not limited to the Pledge of Allegiance and National Anthem.</li> <li>• Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day.</li> </ul> <p><b>K.H4.2</b> Explore the stories of key historical figures through informational text and biographies.</p>

# First Grade: Communities: Living And Working Together

Through the study of civics, geography, economics, and history, students will understand how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

- Understanding perspectives of others
- School and community functions of government
- Earning, spending, and saving money
- Using geographic models
- Effects of human movement
- Cooperation and compromise
- American symbols and traditions

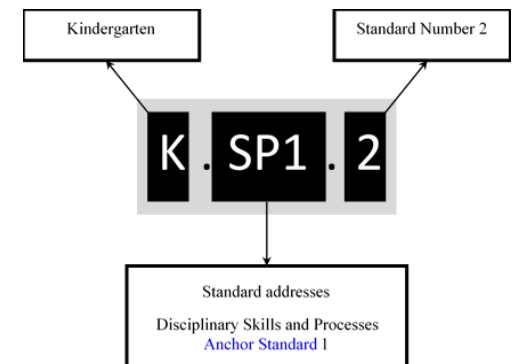
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

## Instructional time necessary to master standards:

- Assumed Minutes per Week: 150
- Assumed Average Minutes per Day: 30

## Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are right.



## DISCIPLINARY SKILLS AND PROCESSES

- 1.SP1.1 Place important life events in chronological order on a timeline.
- 1.SP1.2 Understand how events of the past affect students' lives and communities.
- 1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
- 1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
- 1.SP3.1 Generate questions about problems in your community past and present.
- 1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about problems in your community.
- 1.SP3.3 With support construct and communicate solutions to problems in your community.
- 1.SP3.4 Take group or individual action to help address community problems.
- 1.SP3.5 Ask and answer questions about explanations given.



CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
<p><b>1.C1.1</b> Apply values of respect, responsibility, equality, and fairness as a member of a community.</p> <p><b>1.C1.2</b> Follow agreed upon rules for discussions when responding to others and making decisions.</p> <p><b>1.C1.3</b> Compare one's own thoughts and opinions with others' perspectives.</p> <p><b>1.C3.1</b> Explain the importance of rules and laws in our community.</p> <ul style="list-style-type: none"><li>• Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority</li></ul> <p><b>1.C3.2</b> Explain the role and function of local governments.</p> <ul style="list-style-type: none"><li>• Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community</li><li>• Key concepts include but are not limited to type of government and its leaders including the current Governor and President and Vice President of the United States</li></ul> <p><b>1.C3.3</b> Explain how community groups work to accomplish common tasks and fulfill responsibilities.</p> <ul style="list-style-type: none"><li>• Such as voting, volunteering, community clean-up or recycling campaigns, community fundraising for disaster relief, and becoming informed on current issues</li></ul>	<p><b>1.E1.1</b> Identify different occupations and the skills and education needed for those jobs in our community.</p> <p><b>1.E1.2</b> Describe reasons to save or spend money.</p> <p><b>1.E2.1</b> Explain how needs, wants, and availability of resources affect decision making.</p> <p><b>1.E2.2</b> Identify the benefits and costs of making various personal decisions.</p> <p><b>1.E3.1</b> Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.</p> <p><b>1.E3.2</b> Explain how people in our community earn income.</p> <p><b>1.E3.3</b> Explain how people can be producers and consumers in our community.</p>	<p><b>1.G1.1</b> Use, explore and construct maps, graphs and other geographical representations to support content focus.</p> <ul style="list-style-type: none"><li>• Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).</li></ul> <p><b>1.G1.2</b> Use a grid to locate places.</p> <p><b>1.G2.1</b> Compare how human activities affect culture and the environment now and in the past.</p> <ul style="list-style-type: none"><li>• Such as agriculture, industrialization, urbanization, and human migration.</li></ul> <p><b>1.G3.1</b> Explain why and how people, goods, and ideas move from place to place.</p> <ul style="list-style-type: none"><li>• Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.</li></ul> <p><b>1.G3.2</b> Compare places past and present as it relates to content focus.</p>	<p><b>1.H1.1</b> Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p> <ul style="list-style-type: none"><li>• Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.</li></ul> <p><b>1.H2.1</b> Explain the benefits of cooperation and compromise as ways to resolve conflict in our communities past and present.</p> <p><b>1.H4.1</b> Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.</p> <ul style="list-style-type: none"><li>• Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols</li><li>• Holidays include but are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day.</li><li>• Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders</li><li>• <b>1.H4.2</b> Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.</li></ul>

# Second Grade: The World Around Me

Through the study of geography and economics, the students' lenses expand to learn how their world is interconnected globally. Students will develop a spatial understanding of the world around them so they can understand how other cultures and civilizations are interconnected and have influenced who we are as a community, state, and Nation. United States history, world history, and civics will also be taught in a comparative context. This storyline integrates well with the English Language Arts standards at this grade level since most districts have students read fables, folktales, and stories from the United States and around the world. The standards in second grade are skill-based and are designed to integrate the skills with the study of any region or civilization in the world since individual curriculum for ELA is varies throughout the state.

- Working together to solve problems
- Individual and leadership roles
- Identifying regions using geographic models
- Earning, spending, and saving money in a global community
- Influence of weather and climate
- Development and change of civilizations and cultures
- Societal institutions and their belief systems

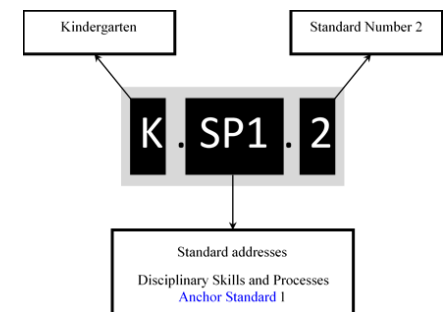
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

## Instructional time necessary to master standards:

- Assumed Minutes per Week: 150
- Assumed Average Minutes per Day: 30

## Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are right.



## DISCIPLINARY SKILLS AND PROCESSES

- 2.SP1.1** Create a chronological sequence of multiple events.
- 2.SP1.2** Understand how events of the past affect students' lives and community.
- 2.SP1.3** Generate questions about individuals and groups who have shaped a significant historical change.
- 2.SP2.1** Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
- 2.SP2.2** Compare perspectives of people in the past to those today through stories and biographies.
- 2.SP3.1** Identify facts and concepts associated with compelling and supporting questions.
- 2.SP3.2** Determine and use different kinds of sources to answer compelling and supporting questions.
- 2.SP3.3** Generate questions about a particular source as it relates to an event or development.
- 2.SP3.4** Gather relevant information from one or two sources.
- 2.SP3.5** Ask and answer questions about explanations and arguments.
- 2.SP3.6** Present a summary of an argument or explanation using print, oral, or digital technology.
- 2.SP4.1** Generate possible reasons for an event or development.
- 2.SP4.2** Select which reasons might be more likely than others to explain an event or development.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
<p><b>2.C2.1</b> Describe roles and responsibilities of people in authority within our country and world.</p> <p><b>2.C2.2</b> Explain how all people, not just official leaders, play important roles in the world.</p> <p><b>2.C4.1</b> Explain how people work together to identify and solve problems within our world.</p> <p><b>2.C4.2</b> Explain how rules function in public settings.</p>	<p><b>2.E1.1</b> Identify different occupations and skills needed in a global economy.</p> <p><b>2.E1.2</b> Describe reasons to save or spend money.</p> <p><b>2.E3.1</b> Identify and describe the goods and services that are produced around the world.</p> <p><b>2.E3.2</b> Explain how people around the world earn income.</p> <p><b>2.E3.3</b> Explain how people can be producers and consumers in a global economy.</p> <p><b>2.E4.1</b> Describe the public services that governments provide and how they meet the needs of individuals.</p> <p><b>2.E5.1</b> Illustrate how a country's resources determine what is produced and traded.</p>	<p><b>2.G1.1</b> Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.</p> <ul style="list-style-type: none"> <li>• Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts</li> <li>• Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks</li> </ul> <p><b>2.G1.1</b> Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.</p> <p><b>2.G2.1</b> Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.</p> <p><b>2.G1.2</b> Describe how human activities affect the communities and the environment of places or regions.</p> <p><b>2.G2.3</b> Describe the positive and negative effects of using natural resources.</p> <p><b>2.G3.1</b> Explain why and how people, goods, and ideas move from place to place.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to transportation, trade, immigration, migration, and communication</li> </ul> <p><b>2.G4.1</b> Identify different physical and cultural regions in the world.</p>	<p><b>2.H1.1</b> Explain how individuals can make contributions to a civilization and/or culture in place or region studied.</p> <p><b>2.H1.2</b> Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.</p> <p><b>2.H1.3</b> Examine developments from the civilization and/or culture in place or region studied.</p> <p><b>2.H3.1</b> Generate questions about the institutions and belief systems of different societies.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to religion, governments, economic systems, and education</li> </ul>

# Third Grade: Arizona Studies (prehistoric to present day)

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

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

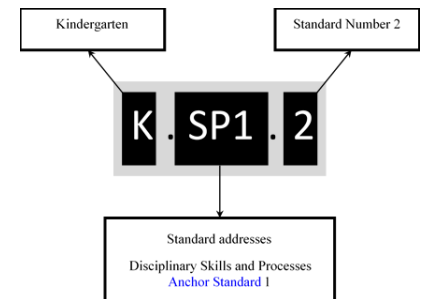
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

## Instructional time necessary to master standards:

- Assumed Minutes per Week: 200
- Assumed Average Minutes per Day: 40

## Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are right.



## DISCIPLINARY SKILLS AND PROCESSES

- 3.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 3.SP1.2** Compare life in specific historical time periods to life today.
- 3.SP1.3** Generate questions about individuals and groups who have impacted history.
- 3.SP2.1** Explain why individuals and groups have different points of view on the same event.
- 3.SP3.1** Develop questions about Arizona history, geography, government, and economics.
- 3.SP3.2** Distinguish between primary and secondary sources.
- 3.SP3.3** Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.
- 3.SP3.4** Compare information provided by different sources about Arizona.
- 3.SP3.5** Generate questions about multiple historical sources.
- 3.SP3.6** Construct arguments and explanations using reasoning, examples, and details from sources.
- 3.SP3.7** Present summaries of arguments and explanations using print, oral, and digital technologies.
- 3.SP4.1** Explain probable causes and effects of events.
- 3.SP4.2** Summarize the central claim in a secondary source.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
<p><b>3.C1.1</b> Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government</li> </ul> <p><b>3.C1.2</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p> <p><b>3.C3.1</b> Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.</p>	<p><b>3.E1.1</b> Describe and discuss industries and occupations that have shaped Arizona.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to the 5 C's (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism.</li> </ul> <p><b>3.E1.2</b> Identify various forms of earning income in the state of Arizona.</p> <p><b>3.E1.3</b> Identify positive and negative incentives that influence financial decisions people make to save and spend money.</p> <p><b>3.E2.1</b> Explain how availability of resources affect decision making in Arizona with respect to water and other natural resources.</p> <p><b>3.E2.2</b> Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.</p>	<p><b>3.G1.1</b> Use and construct maps and graphs to represent changes in Arizona over time.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River</li> <li>Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital</li> <li>Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures</li> </ul> <p><b>3.G2.1</b> Explain how people modify and adapt to the Arizona environment.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.</li> </ul> <p><b>3.G3.1</b> Describe the movement of people in and out of Arizona over time.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns</li> </ul> <p><b>3.G4.1</b> Describe how Arizona has changed over time.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.</li> </ul>	<p><b>3.H1.1</b> Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations</li> <li>Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers</li> <li>Key events include but are not limited to statehood</li> <li>Influential individuals and groups in the history and development of Arizona</li> </ul> <p><b>3.H2.1</b> Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to conflicts over exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations</li> </ul> <p><b>3.H2.2</b> Examine how individuals and groups have worked together throughout Arizona's history.</p> <p><b>3.H3.1</b> Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.</p> <ul style="list-style-type: none"> <li>Key concepts such as but not limited to, women's rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers, Latino American, and juveniles</li> </ul> <p><b>3.H3.2</b> Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.</p>



# Fourth Grade: Regions And Cultures Of The Americas

## *(Pre-contact Americas to European settlements up to 1763)*

Students will study the Americas (North, Central, and South America along with the Caribbean Islands) using an integrated approach considering the following factors:

- Theories about the first peopling of the Americas
- The development of Mesoamerican and South American civilizations including the Olmec, Inca, Maya, and Aztec
- American Indian life in the Americas prior to European exploration including the peoples in the Southwest, Pacific Northwest, nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)
- The causes and consequences of European exploration and colonization
- The environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15<sup>th</sup> through 17<sup>th</sup> centuries
- Regional settlement patterns, significant developments, and life in the Southern, Middle, and New England colonies
- Roles and responsibilities as members of a society
- The contributions of various cultural and ethnic groups to the development of the Americas
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Inclusion of historical fiction, picture, books, graphic novels, in addition to informational text.
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

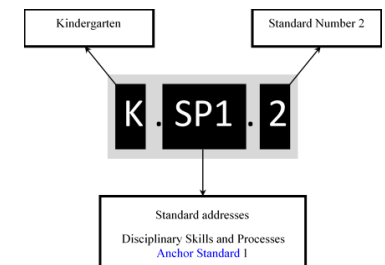
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

### Instructional time necessary to master standards:

- Assumed Minutes per Week: 225
- Assumed Average Minutes per Day: 45

### Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are below.



## DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2 Compare life in specific historical time periods to life today.
- 4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.
  - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
  - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.
- 4.SP3.1 Develop questions about events and developments in the Americas.
- 4.SP3.2 Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.

**4.SP3.4** Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.

## DISCIPLINARY SKILLS AND PROCESSES

**4.SP3.5** Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

**4.SP3.6** Present summaries of arguments and explanations using print, oral, and digital technologies.

**4.SP4.1** Explain probable causes and effects of events and developments.

**4.SP4.2** Summarize the central claim in a secondary work of history.

**4.SP4.3** Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
<p><b>4.C1.1</b> Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.</li> </ul> <p><b>4.C2.1</b> Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, <i>The Mayflower</i></li> </ul>	<p><b>4.E2.1</b> Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies</li> </ul> <p><b>4.E3.1</b> Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16<sup>th</sup> century, and views on</li> </ul>	<p><b>4.G1.1</b> Use and construct maps and graphs to represent changes in the Americas over time.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies</li> </ul> <p><b>4.G2.1</b> Compare the different ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources</li> </ul> <p><b>4.G3.1</b> Explain how the location and use of resources affects human settlement and movement.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas</li> </ul>	<p><b>4.H1.1</b> Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies</li> </ul> <p><b>4.H2.1</b> Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration</p> <p><b>4.H2.2</b> Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.</p> <p><b>4.H3.1</b> Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration</li> </ul> <p>Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers)- , how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established</p>

<p><i>Compact</i>, religious freedom, and European treatment of native cultures in the Americas</p>	<p>property ownership and land use between European settlers and American Indians</p>	<p><b>4.G4.1</b> Explain the positive and negative effects of increasing economic interdependence on different groups, countries, and new settlements.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to trade, mercantilism, and the development of new technologies, and the use of natural resources</li> </ul>	<p>colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality</p>
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# Fifth Grade: United States Studies

## (American Revolution to Industrialism -1763 to 1900s)

Students understand the history of the United States within an integrated approach considering the following factors:

- Historic and economic events from American Revolution to Industrialism including but not limited to the American Revolution, constitutional convention, westward expansion, Civil War and Reconstruction, and growth of industrial and urban America looking at origins, founders, and key political, economic, and social figures Economic, political, and geographic elements as they relate to the events outlined above such as technological developments, urbanization, territorial expansion, industrialization, political parties, and universal suffrage
- Creation of the Constitution and the principles within the document including historical and philosophical influences, influence of state constitutions, Articles of Confederation, compromises and ratification debates at the Constitutional Convention, Bill of Rights, limited government, popular sovereignty, federalism, rule of law, checks and balances, and separation of powers
- Development and structure of the national government including the Preamble, the three branches, examples of powers granted to each branch, powers granted to the states and individuals, the Bill of Rights, and current issues in regard to federalism and rights
- Influence of immigration including push/pull factors, industrialization, urbanization, diversification of the population, and debates over immigration
- Contributions of various cultural and ethnic groups to the changing social and political structure of the United States
- Roles and responsibilities as citizens of the United States including participation in the political
- Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention being given to founding documents including the Declaration of Independence, the Constitution and amendments, and landmark Supreme Court cases
- Inclusion of historical fiction, picture, books, graphic novels, in addition to informational text.
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

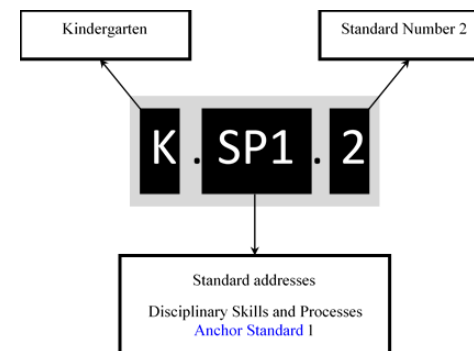
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

### Instructional time necessary to master standards:

- Assumed Minutes per Week: 225
- Assumed Average Minutes per Day: 45

### Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are below.



## DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2** Explain how events of the past affect students' lives and society.
- 5.SP1.3** Generate questions about individuals and groups who have shaped significant historical changes and continuities.
  - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives
  - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers

- Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights

## DISCIPLINARY SKILLS AND PROCESSES

- 5.SP3.1** Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2** Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3** Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4** Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5** Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6** Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7** Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1** Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
- Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2** Use evidence to develop a claim about the past.
- 5.SP4.3** Summarize the central claim in a secondary source.

## CIVICS

- 5.C2.1** Explain how a democracy relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
- Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1** Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
  - Key functions of the United States government as outlined in the Preamble
  - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
  - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1** Using primary and secondary sources to examine historical and contemporary means of changing society through laws and policies in order to address public problems.
- Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2** Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

## ECONOMICS

- 5.E1.1** Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1** Compare the benefits and costs of individual choices within the context of key historical events
- Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1** Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
- Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1** Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied

**5.E4.2** Analyze how agriculture, new industries, new technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied

**5.E5.1** Generate questions to explain how trade leads to increasing economic interdependence on different nations.

- Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

## **GEOGRAPHY**

**5.G1.1** Use and construct maps and graphs to represent changes in the United States.

- Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals

**5.G2.1** Describe how natural and human-caused changes to habitats or climate can impact our world.

**5.G3.1** Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

- Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration

**5G4.1** Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

## **HISTORY**

**5.H2.1** Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

- Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

**5.H4.1** Use primary and secondary sources to describe how different groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.



# Sixth Grade: Global Studies

## World Regions And Cultures Of The Eastern Hemisphere (Early Civilizations to Renaissance & Reformation)

The content focus will be viewed through geographic and historical lenses. Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere. Regions in the Eastern Hemisphere include the Middle East and North Africa, sub-Saharan Africa, Europe, Asia (east, south, and southeast), and Oceania. A course on world regions and cultures can be approached from many angles and perspectives.

**There are many topics to pursue in 6th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.** Educators may choose to take a regional approach, a thematic approach, or a historical approach to the content.

- Beginnings of human society such as early hominid development, peopling of the earth, and the Neolithic revolution
- Early river civilizations such as Mesopotamia, the Nile River Valley, the Indus River Valley, and the Yellow River Valley
- World religions including, but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism, (origins, founders, major tenets, practices, and sacred writings)
- Classical civilizations such as Greek, Roman, Persian, and Chinese (political, social, religious, and economic systems)
- Rise and fall of empires and the impacts to the region
- Growth of trade networks across the Eastern Hemisphere and impacts such as cultural exchange and diffusion, inventions, ideas, diseases, and language
- Development of feudal systems in medieval Europe and Japan
- Different civilizations in the Eastern Hemisphere during the Middle Ages with regards to political, social, religious, and economic systems
- Origins, accomplishments, and geographic diffusion of the Renaissance and the Reformation
- Ancient and modern geography of the Eastern Hemisphere
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

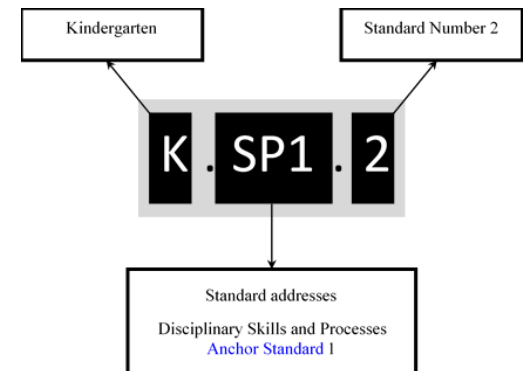
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary. The chart below specifies the expected social studies instructional time necessary for students to learn these standards.

### Instructional time necessary to master standards:

• Assumed Minutes per Week: 250 • Assumed Average Minutes per Day: 50

### Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are below.



## DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1** Examine ways that historians and social scientist know about the past.
- 6.SP1.2** Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3** Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4** Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1** Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2** Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.1** Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2** Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.



## DISCIPLINARY SKILLS AND PROCESSES

- 6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2 Organize applicable evidence into a coherent argument about the past.

## CIVICS

- 6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
  - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

## ECONOMICS

- 6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.
- 6.E3.1 Describe the relationship between various costs and benefits of economic production.
- 6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
  - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor
- 6.E3.3 Analyze the influence of specialization and trade within different cultures and communities in regions studied.
- 6.E5.1 Describe the factors that influence trade between countries or cultures.
- 6.E5.2 Explain the effects of increasing economic interdependence within different groups.

## GEOGRAPHY

- 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
  - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 6.G2.1 Compare different ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.
  - Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons
- 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
  - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.
  - Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires

## HISTORY

- 6.H1.1** Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2** Explain the causes and effects of interactions between cultures and civilizations
- Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1** Evaluate the causes and effects of conflict and resolution among different societies and cultures.
- Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1** Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2** Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
- Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3** Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1** Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.



# Seventh Grade: Integrated Global Studies

## *(Scientific Revolution & Enlightenment to present)*

The content focus will be viewed through historical and geographic lenses. Seventh grade students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. United States history will be taught as it intersects with global issues.

**There are many topics to pursue in 7th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.**

- Influence of the Scientific Revolution on innovation and the Enlightenment on the concept of rights
- Revolutions around the world such as the American Revolution, French Revolution, Russian Revolution, the Cultural Revolution (Mao Zedong), and Latin American revolutions
- Global imperialism and its lasting consequences on regional conflict, stability, indigenous peoples, and human movement, including slavery and involuntary migrations
- Impact of industrialization and the rise of organized labor
- Global depressions
- World War I and World War II including the time period between the wars with the rise of fascism
- Cold War including origins, nuclear deterrence, and outcome
- Global conflicts and their consequences such as the Korean War, Vietnam War, Arab-Israeli Conflict, and Gulf War
- Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

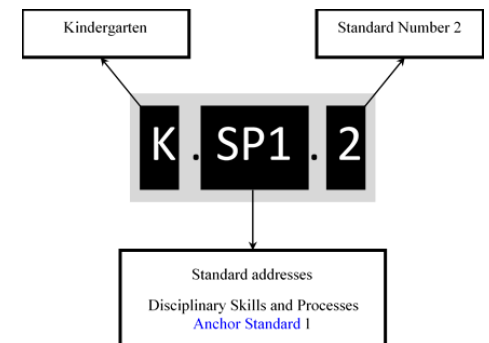
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

### Instructional time necessary to master standards:

- Assumed Minutes per Week: 250
- Assumed Average Minutes per Day: 50

### Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are below.



## DISCIPLINARY SKILLS AND PROCESSES

- 7.SP1.1** Analyze connections among events and developments in broader historical contexts.
- 7.SP1.2** Classify a series of historical events and developments as examples of change and/or continuity.
- 7.SP1.3** Evaluate the significance of past events and their effect on students' lives and global society.
- 7.SP1.4** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- 7.SP2.1** Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP2.2** Explain how and why perspectives of people have changed over time.
- 7.SP2.3** Analyze how people's perspectives influenced what information is available in the historical sources they created.

## DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3 Organize applicable evidence into a coherent argument.
- 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

## CIVICS

- 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.
- 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

## ECONOMICS

- 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 7.E2.2 Evaluate current economic issues in terms of benefits and costs for different groups in society.
- 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.
- 7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.
- 7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.
- 7.E3.4 Explain ways in which money facilitates exchange.
- 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.
- 7.E5.2 Compare the various economic systems.
- 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

## GEOGRAPHY

- 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
  - Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology
- 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

**7.G2.1** Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

**7.G2.2** Analyze cultural and environmental characteristics that make places both similar and different.

## **GEOGRAPHY**

**7.G3.1** Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

**7.G3.2** Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.

**7.G3.3** Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.

**7.G3.4** Evaluate human population and movement may cause conflict or promote cooperation.

**7.G4.1** Analyze cultural and environmental characteristics among various places and regions of the world.

**7.G4.2** Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.

**7.G4.3** Analyze how changes in population distribution patterns affect changes in land use in places and regions.

**7.G4.4** Explain an issue in terms of its scale (local, regional, state, national, or global).

## **HISTORY**

**7.H1.1** Analyze the rise and decline, interactions between, and blending of cultures and societies.

**7.H1.2** Trace the development and impact of scientific, technological, and educational innovations within historical time periods.

**7.H2.1** Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.

**7.H2.2** Compare the multiple causes and effects of conflict and approaches to peacemaking.

**7.H3.1** Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.

**7.H3.2** Analyze how economic and political motivations impact people and events.

**7.H3.3** Trace how individual rights, freedoms, and responsibilities have evolved over time.

**7.H3.4** Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

**7.H3.5** Investigate a significant historical topic from global history that has significance to an issue or topic today.

**7.H4.1** Evaluate how the diversity of a society impacts its social and political norms.

**7.H4.2** Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.



# Eighth Grade: Citizenship And Civic Engagement In Today's Society

The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. Eighth grade students will make connections between historical and current/recent issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments.

**There are many topics to pursue in 8th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.**

- Foundations of the United States government stemming from historical events such as the American Revolution and Civil War
- Constitution including structure, function, and principles
- Formal institutions such as Congress, the courts, the presidency, and linkage institutions such as media, elections, interest groups, polling, and political parties
- Historical and current legislation and landmark Supreme Court cases
- Civil rights movements throughout American history such as African-Americans, Latinx, Asian-Americans, women, American Indians, LGBTQ individuals, persons with disabilities, youth, and the elderly
- Immigration
- Amendments to the Constitution that have expanded the right to vote and equal protection under the law
- Social movements and issues both historical and current including the constitutional principles and structures (amendments, courts, Congress, and executive orders) that spur, promote, and protect these movements
- Human rights and genocides including treaties and organizations that promote human rights and a study of the nations and leaders that abuse human rights and/or support genocide (In addition to the study of the Holocaust, other genocides should be studied)
- Environmental issues
- Information and media age including digital citizenship and media literacy
- Terrorism both domestic and international and how it influences citizens' safety and rights
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

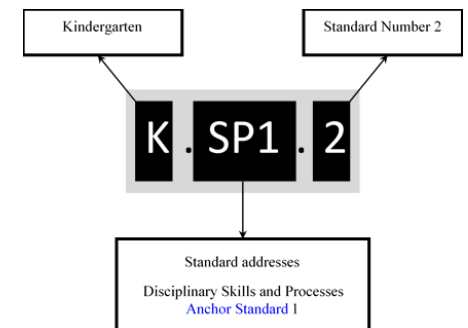
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

**Instructional time necessary to master standards:**

• Assumed Minutes per Week: 250 • Assumed Average Minutes per Day: 50

**Coding of the K-8 Standards**

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are below.



## DISCIPLINARY SKILLS AND PROCESSES

- 8.SP1.1** Analyze connections among events and developments in broader historical contexts.
- 8.SP1.2** Classify a series of historical events and developments as examples of change and/or continuity.
- 8.SP1.3** Evaluate the significance of past events and their effect on students' lives and society.
- 8.SP1.4** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.



**8.SP2.1** Analyze multiple factors that influence the perspectives of people during different historical eras.

## DISCIPLINARY SKILLS AND PROCESSES

**8.SP2.2** Explain how and why perspectives of people have changed over time.

**8.SP2.3** Analyze how people's perspectives influenced what information is available in the historical sources they created.

**8.SP3.1** Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.

**8.SP3.2** Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

**8.SP3.3** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

**8.SP3.4** Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.

**8.SP3.5** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.

**8.SP4.6** Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.

**8.SP4.7** Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**8.SP4.8** Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.

**8.SP4.1** Explain the multiple causes and effects of events and developments in the past.

**8.SP4.2** Evaluate the influence of various causes of events and developments in the past.

**8.SP4.3** Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.

**8.SP4.4** Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

## CIVICS

**8.C1.1** Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems.

- Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights

**8.C1.2** Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.

**8.C1.3** Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.

**8.C1.4** Engage in projects to help or inform others such as community service and service-learning projects.

**8.C2.1** Analyze the powers of citizens in a variety of governmental and non-governmental contexts.

**8.C2.2** Explain specific roles, rights and responsibilities of people in a society.

**8.C2.3** Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.

**8.C2.4** Explain how immigrants become naturalized citizens.

**8.C3.1** Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.

- Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts, gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media.

**8.C3.2** Examine the origins and purpose of constitutions, laws, treaties, and international agreements.

**8.C3.3** Compare the structures, powers, and limits of government at different levels in the United States.

**8.C4.1** Compare historical and contemporary means of changing societies to promote the common good.

**8.C4.2** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

**8.C4.3** Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.

**8.C4.4** Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.

**8.C4.5** Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and

opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.

## ECONOMICS

- 8.E1.1** Analyze the relationship between education, income, and job opportunities.
- 8.E1.2** Analyze the relationship between interest rates, saving, and use of credit.
- 8.E1.3** Analyze the relationship between investment and return.
- 8.E1.4** Examine the factors that influence spending decisions.
- 8.E1.5** Create a budget and examine the benefits of budgeting.
- 8.E1.6** Analyze the impact of debt on individuals.
- 8.E1.7** Understand various types of financial investments and calculate rates of return.

- 8.E1.8** Identify ways insurance may minimize personal financial risk.
- 8.E2.1** Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 8.E2.2** Evaluate current economic issues in terms of benefits and costs for different groups.
- 8.E3.1** Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.
- 8.E3.2** Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.
- 8.E3.3** Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.

- 8.E4.1** Explain how inflation, deflation, and unemployment affect different groups.
- 8.E4.2** Explain the influence of changes in interest rates on borrowing and investing.
- 8.E4.3** Explain the effect of productivity on standard of living.
- 8.E5.1** Explain the interdependence of trade and how trade barriers influence trade among nations.
- 8.E5.2** Compare various economic systems such as command, mixed, and free market.
- 8.E5.3** Explain the benefits and the costs of trade policies to individuals, businesses, and society.

## GEOGRAPHY

- 8.G1.1** Use geographic tools and representations to analyze historical and modern political and economic issues and events.
  - Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology
- 8.G2.1** Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.
- 8.G2.2** Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- 8.G3.1** Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.
- 8.G4.1** Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).

## HISTORY

- 8.H2.1** Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.
- 8.H2.2** Investigate how conflict can be both unifying and divisive both domestically and internationally.
- 8.H2.3** Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.
- 8.H3.1** Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.
- 8.H3.2** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- 8.H3.3** Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.
- 8.H3.4** Investigate a significant historical topic from United States History that has significance to an issue or topic today.

