

# Ganado Unified School District

## (Social Studies/1st Grade)

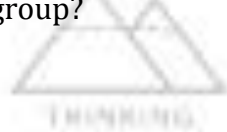
### PACING Guide SY 2018-19

<b>1<sup>st</sup> Quarter (11 Performance Objectives)</b>				
Strand 1: American History, Strand 2: World History, Strand 3: Civics/Government, Strand 4: Geography, Strand 5: Economics				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
1 <sup>st</sup> Quarter  My World Interactions Social Studies Chapter 3 Lesson 1	Strand 3: Civics/Government Concept 1: Foundations of Government  PO 2. Recognize the Pledge of Allegiance and the National Anthem	What is the Pledge of Allegiance?  What is the National Anthem?	I will read and say The Pledge of Allegiance.  I will read and sing the National Anthem.	Pledge of Allegiance  National Anthem
1 <sup>st</sup> Quarter  My World Interactions Social Studies Chapter 1 Lesson 1, 3, 6 Unit 1 Week 1 Wonders	Strand 3: Civics/Government Concept 1: Foundations of Government  PO 3. Practice examples of democracy in action (e.g., voting, making classroom rules).	Who will we vote for, for our school student council: President? Vice President? Secretary? Treasurer?  What are our classroom rules?	I will vote for a: President Vice President. Secretary. Treasurer. for our school student council officers  I will say and write the classroom rules.	Vote Student council President Vice President Secretary Treasurer classroom rules
1 <sup>st</sup> Quarter  My World Interactions	Strand 3: Civics/Government Concept 1: Foundations of Government  PO 4. Recognize how students work together to achieve common goals.	What is my role in this classroom?	I will talk about who will be the leader, the door person, the messenger, the lunch person, calendar person, etc.	Achieve Goals Role Leader Messenger Calendar

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Social Studies Chapter 1 Lesson 2		What is my role in this group? 	I will talk about who will be the spokesperson, the writer, the reader, the mediator.	Spokesperson Mediator
1 <sup>st</sup> Quarter  Internet, Book/ Facts about Arizona	Strand 3: Civics/Government Concept 2: Structure of Government  PO 1. Identify the current President of the United States and Governor of Arizona.	Who is the president of the United States?  Who is the Governor of Arizona?	I will identify the President of the United States.  I will identify the Governor of Arizona.	Current President United States Governor
1 <sup>st</sup> Quarter  My World Interactions Social Studies Chapter 1 Lesson 2	Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship  PO 1. Identify examples of responsible citizenship in the school setting and in stories about the past and present.	What are examples of responsible citizenship in the school setting and in stories in the past?  What are examples of responsible citizenship in the school setting and stories in the present?	I will identify examples of responsible citizenship in the school setting and in stories in the past  I will identify examples of responsible citizenship in the school setting and stories in the present.	Responsible citizenship School setting Stories Past present
1 <sup>st</sup> Quarter Internet, book about Arizona	Strand 3: Civics/Government Concept 1: Foundations of Government  PO 6. Recognize state symbols of Arizona (e.g., bird, flower, tree, flag)	What are the symbols of Arizona?	I will recognize state symbols of Arizona such as bird, flower, tree and flag.	State Symbols Arizona Bird Flower Tree

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				Flag
<p>1<sup>st</sup> Quarter</p> <p>My World Interactions Social Studies Chapter 1 Lesson 1, 2, 3</p> <p>Unit 1 Week 1 Wonders</p>	<p>Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 2. Describe the rights and responsibilities of citizenship:</p> <ul style="list-style-type: none"> <li>a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</li> <li>b. importance of participation and cooperation in a classroom and community</li> <li>c. why there are rules and the consequences for violating them</li> </ul> <p>Responsibility of voting (every vote counts).</p>	<p>What are the rights and responsibilities of citizenship when:</p> <ul style="list-style-type: none"> <li>a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated?</li> <li>b. importance of participation and cooperation in a classroom and community?</li> <li>c. why there are rules and the consequences for violating them?</li> </ul>	<p>I will describe the rights and responsibilities of citizenship when:</p> <ul style="list-style-type: none"> <li>a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated.</li> <li>b. importance of participation and cooperation in a classroom and community.</li> <li>c. why there are rules and the consequences for violating them.</li> </ul>	<p>Responsibilities Citizenship Elements Fair play Sportsmanship Respect Importance Participation Cooperation Community Rules Consequences Violating Voting Vote Counts</p>

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		Responsibility of voting (every vote counts)?	d. Responsibility of voting (every vote counts).	
1 <sup>st</sup> Quarter  My World Interactions Social Studies Chapter 1 Lesson 1	Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship  PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)	What are the importance of students contributing to a community by: - Helping others? - Working together? - Cleaning up the playground?	I will discuss the importance of students contributing to a community by - Helping others. - Working together. - Cleaning up the playground.	Contributing Community Helping others Working together Cleaning
1 <sup>st</sup> Quarter  My World Interactions Social Studies Chapter 2 Lesson 3	Strand 4: Geography Concept 1: The World in Spatial Terms  PO 3. Construct a map of a familiar place (e.g., classroom, bedroom, playground) that includes a compass rose, symbols, and key/legend.	Where is our classroom located if you draw a map of our school building?  Where is your room located if you draw a map of your house?  Where is the playground located when you draw a map of the south building?  Include a compass rose for all.	Draw a map of your classroom and include a compass rose.  Draw a map of your house and include a compass rose.  Draw a map the playground and include a compass rose.	Compass rose Symbols Key Legend Characteristics Directions Top/bottom

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<p>1<sup>st</sup> Quarter</p> <p>My World Interactions Social Studies Chapter Lesson 5, 6</p>	<p>Strand 3: Civics/Government Concept 1: Foundations of Government</p> <p>PO 5. Discuss the significance of national holidays:</p> <ul style="list-style-type: none"> <li>a. Thanksgiving</li> <li>b. Presidents' Day</li> <li>c. Martin Luther King Jr. Day</li> <li>d. Fourth of July</li> <li>e. Constitution Day</li> </ul>	<p>What do Holidays represent?</p> 	<p>Identify what month Holidays occur.</p> <p>Tell key details about the Holiday.</p>	<p>Holiday Event Month Significance national</p>
<p>1<sup>st</sup> Quarter</p> <p>My World Interactions Social Studies Chapter 6 Lesson 5</p>	<p>Strand 4: Geography Concept 4: Human Systems</p> <p>PO 3. Describe how people earn a living in the community and the places they work.</p>	<p>How do people earn a living in our community?</p> <p>How do people earn a living at the places they work?</p>	<p>I will discuss how people earn a living in our community.</p> <p>I will discuss how people earn a living at the places they work.</p>	<p>Earn Living Community work</p>

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<b>2<sup>nd</sup> Quarter (17 Performance Objectives)</b>				
Strand 1: American History, Strand 2: World History, Strand 3: Civics/Government, Strand 4: Geography, Strand 5: Economics				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
2 <sup>nd</sup> Quarter  My World Interactions Social Studies Chapter 2 Lesson 3, 4	Strand 4: Geography Concept 1: The World in Spatial Terms  PO 2. Identify characteristics of maps and globes: a. compass rose b. symbols c. key/legend	What is the characteristic of maps?  What is the characteristic of globes?	Identify characteristics of maps.  Identify characteristics of globes.	Compass rose Symbols Key Legend Characteristics Directions Top/bottom
2 <sup>nd</sup> Quarter  My World Interactions Social Studies Chapter 2 Lesson 4, 5, 6,	Strand 4: Geography Concept 1: The World In Spatial Terms  PO 1. Recognize different types of maps (e.g. political, physical) serve various purposes.	What features does a political map have?  What features does a physical map have?  What do you use a political map for?  What do you use a physical map for?	Identify different types of maps.  Use maps for different information.	Maps Physical Political
2 <sup>nd</sup> Quarter  My World Interactions	Strand 5: Economics Concept 1: Foundations of Economics  P.O. 1 Discuss the different between basic needs and wants	What is a need to survive?  What are the wants?	I will discuss the needs, i.e., food, clothing, shelter to survive.  I will discuss the wants, i.e., games, jewelry, T.V. etc.	Needs Wants difference

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Social Studies: Chapter 6 Lesson 1		What is the difference between basic needs and wants?	I will discuss the difference between needs and wants.	
2 <sup>nd</sup> Quarter	Strand 4: Geography Concept 1: The World in Spatial Terms  PO 6. Locate Arizona on a map of the United States.	Where is Arizona located on the United States map?	Show/point to Arizona on the United States map?	United States States Arizona
2 <sup>nd</sup> Quarter  Internet	Strand 4: Geography Concept 2: Places and Regions  PO 1. Discuss human features (e.g. cities, parks, railroad tracks, hospitals, shops, schools) in the world	How would you generalize human features of: -a city? -a park? - a railroad track? -A shop? -A school? in the world.	We will talk about the human features of: -a city? -a park? - a railroad track? -A shop? -A school? in the world.	Human features Cities Parks Railroad tracks Hospitals Shops Schools Towns
2 <sup>nd</sup> Quarter  My World Interactions Social Studies Chapter 2 Lesson 4 Internet/ Other resources	Strand 4: Geography Concept 2: Places and Regions  PO. 2. Discuss physical features (e.g. mountains, rivers, deserts) in the world.	How would you generalize the physical features of: -a mountain? -a river? -a desert? In the world.	We will talk about the physical features of: -a mountain? -a river? -a desert? In the world.	Physical features Mountains Rivers Deserts Continents

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<p>2<sup>nd</sup> Quarter</p> <p>My World Interactions Social Studies Chapter 2 Lesson 4</p>	<p>Strand 4: Geography Concept 1: The World in Spatial Terms</p> <p>PO 5. Locate physical and human features using maps, illustrations, images, or globes:</p> <p>a. physical (i.e., continent, ocean, river, lake mountains, islands)</p> <p>b. human (i.e., equator, north and South poles, country)</p>	<p>What are the physical features of:</p> <ul style="list-style-type: none"> <li>-a continent?</li> <li>-the ocean?</li> <li>- the river?</li> <li>- a lake</li> <li>-mountains?</li> <li>-islands?</li> </ul> <p>By using a map, picture, drawing, images or a globe?</p> <p>What are the human features of:</p> <ul style="list-style-type: none"> <li>-The Equator?</li> <li>-the North Pole?</li> <li>-the South Pole?</li> <li>-the country?</li> </ul> <p>By Using a map, illustration, images or globe?</p>	<p>Point to the physical features of:</p> <ul style="list-style-type: none"> <li>-a continent?</li> <li>-the ocean?</li> <li>- the river?</li> <li>- a lake</li> <li>-mountains?</li> <li>-islands?</li> </ul> <p>By using map, illustrations, images, or globes.</p> <p>Point to Human features of:</p> <ul style="list-style-type: none"> <li>-The Equator?</li> <li>-the North Pole?</li> <li>-the South Pole?</li> <li>-the country?</li> </ul> <p>By Using a map, illustration, images or globe?</p> <p>using map, illustrations, images, or globes.</p>	<p>Physical</p> <p>Human</p> <p>Features</p> <p>Maps</p> <p>Illustrations</p> <p>Images</p> <p>Globe</p> <p>Continent</p> <p>Ocean</p> <p>River</p> <p>Lake</p> <p>Mountains</p> <p>Island</p> <p>Equator</p> <p>Directions</p> <p>North</p> <p>South</p> <p>Poles</p> <p>country</p>
<p>2<sup>nd</sup> Quarter</p> <p>Book of Arizona, internet</p>	<p>Strand 3: Civics/Government Concept 1: Foundations of Government</p> <p>PO 7. Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and</p>	<p>What people in Arizona have varied backgrounds, but may share principles, goals, customs, and traditions?</p>	<p>I will recognize that people in the Arizona have varied backgrounds, but may share principles, goals, customs, and traditions.</p>	<p>People</p> <p>Arizona</p> <p>United States</p> <p>Background</p> <p>Principles</p> <p>Goals</p> <p>Customs</p>



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	traditions.	What people in the United States have varied backgrounds, but may share principles, goals, customs, and traditions?	I will recognize that people in the United States have varied backgrounds, but may share principles, goals, customs, and traditions.	traditions
2 <sup>nd</sup> Quarter Web research: why England and Spain wanted to rule other areas of the world	Strand 2: World History Concept 5: Encounters and Exchange  PO 1. Recognize why England and Spain wanted to rule other areas of the world. Connect with Strand 1 Concept 3	Why England and Spain wanted to rule other areas of the world?	I will recognize why England and Spain wanted to rule other areas of the world.	England Spain Rule Areas World
2 <sup>nd</sup> Quarter Web: Early native American interaction with the Spanish. My World Interactions Social Studies Chapter 5 Lesson 4	Strand 1: American History Concept 3: Exploration and Colonization  PO 1. Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods.	What is the interaction of Native Americans with the Spanish?	I will describe the interaction of Native American with the Spanish.	Interaction Native Americans Spanish Arrival Columbus Settlement Exploration Southwest Exchange Ideas Culture Goods

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<p>2<sup>nd</sup> Quarter Web Research: Interactions of Native Americans with the Pilgrims</p>	<p>Strand 1: American History Concept 3: Exploration and Colonization</p> <p>PO 2. Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, the First Thanksgiving).</p>	<p>What is the interaction of Native Americans with the Pilgrims?</p>	<p>I will state the interaction of Native Americans with the Pilgrims.</p>	<p>Interaction Native Americans Pilgrims Mayflower Squanto Wampanoag First Thanksgiving</p>
<p>2<sup>nd</sup> Quarter  Web research: The exchange of ideas, culture and goods between the Native Americans and the Pilgrims.</p>	<p>Strand 1: American History Concept 3: Exploration and Colonization</p> <p>PO 3. Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.</p>	<p>What are the exchange of ideas between the Native Americans and the Pilgrims?</p> <p>What are the exchange of culture between the Native Americans and the Pilgrims?</p> <p>What are the exchange of goods between the Native Americans and the Pilgrims?</p>	<p>I will describe the exchange of ideas between the Native Americans and the Pilgrims.</p> <p>I will describe the exchange of culture between the Native Americans and the Pilgrims.</p> <p>I will describe the exchange of goods between the Native Americans and the Pilgrims.</p>	<p>Exchange Ideas Culture Goods Native Americans Pilgrims</p>
<p>2<sup>nd</sup> Quarter  My World Interactions Social Studies</p>	<p>Strand 1: American History Concept 1: Research Skills for History</p> <p>PO 3. Use primary source materials (e.g., photos, artifacts, maps) to study</p>	<p>What photos, artifacts, and maps can you use to study people from the past?</p>	<p>I will use photos, artifacts, maps to study people from the past.</p>	<p>Primary Source Materials Photos Artifacts</p>

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Chapter 4 Lessons: 2, 3, 4. Internet research: Photos of past	people and events from the past.	What photos, artifacts, and maps can you use to study events from the past?	I will use photos, artifacts, maps to study events from the past.	Maps Study People Events Past
2 <sup>nd</sup> Quarter  My World Interactions Social Studies Chapter 3 Lesson 3	Strand 1: American History Concept 3: Exploration and Colonization  PO 4. Recognize that the United States began as the Thirteen Colonies ruled by England.	What is the Thirteen Colonies of United States that is ruled by England?	I will recognize that the United States began as the Thirteen Colonies ruled by England.	United States Began Thirteen Colonies Ruled England
2 <sup>nd</sup> Quarter My World Interactions Social Studies Chapter 4 Lesson 2, 3, 4	Strand 1: American History Concept 3: Exploration and Colonization  PO 5. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).	How would you compare the way people lived in Colonial times with how people live today?	I will compare the way people lived in Colonial times with how people live today?	People Colonial Housing Food Transportation School
2 <sup>nd</sup> Quarter  My World Interactions Social Studies Chapter 4 Lesson 2, 3, 4	Strand 2: World History Concept 1: Research Skills for History  PO 3. Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	Which photos help me study people and events from the past?  What type of artifacts will help me study people and events from the past?	I will use photos to help me study people and events from the past.  I will use various types of artifacts that will help me study people and events from the past.	Photos Study Various Types Artifacts Map

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		Which map will help me study people and events from the past?	I will use a map that will help me study people and events from the past.	
2 <sup>nd</sup> Quarter  My World Interactions Social Studies Chapter 5 Lesson 1, 2, 3, 4, 5, 6	Strand 4: Geography Concept 4: Human Systems  PO 1. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt). Connect with Reading Strand 2 Concept 2	What are the cultural elements of : -food -clothing -housing -sports -holidays in -our local Community? - Arizona? -Egypt?	I will discuss the cultural elements of : -food -clothing -housing -sports -holidays in -our local Community. - Arizona. -Egypt.	Cultural Elements Clothing Housing Holidays Local Community Egypt

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<b>3<sup>rd</sup> Quarter (15 Performance Objectives)</b>				
Strand 1: <b>American History</b> , Strand 2: <b>World History</b> , Strand 3: <b>Civics/Government</b> , Strand 4: <b>Geography</b> , Strand 5: <b>Economics</b>				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
3 <sup>rd</sup> Quarter Interactions Social Studies Chapter 4 Lesson 1	Strand1: American History Concept 1: Research Skills for History  P.O. 1. Place important life events in chronological order on a timeline.	What are important life events? How can you place important life events in chronological order on a timeline?	I will place important life events in chronological order on a timeline	Place Important Life Events Chronological order Timeline
3 <sup>rd</sup> Quarter	Strand 1: American History Concept 1: Research Skills for History  PO 2. Retell stories to describe past events, people, and places.	What can you tell me about stories to describe past events, people, and places?	I will retell stories to describe past events, people, and places.	Retell Stories Describe Past Events People Places
3 <sup>rd</sup> Quarter My World Interactions Social Studies Chapter 4 Lesson 1	Strand 2: World History Concept 1: Research Skills for History  PO 1. Place important life events in chronological order on a timeline.	What are important life events that I Could put in chronological order?	I will place important life events in chronological order on a timeline.	Life Events Chronological order
3 <sup>rd</sup> Quarter My World Interactions	Strand 2: World History Concept 1: Research Skills for History	What happened in the past about this event?	I will retell stories to describe past events.	Retell Stories Past

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<p>Social Studies Chapter 4 Lesson 1, 2, 3, 4</p>	<p>PO 2. Retell stories to describe past events, people, and places.</p>	<p>What happened in the past about this person?  What happened in the past about this place?</p>	<p>I will retell stories to describe past people.  I will retell stories to describe past places.</p>	<p>Events People Places</p>
<p>3<sup>rd</sup> Quarter My World Interactions Social Studies Chapter 3 Lesson 5</p>	<p>Strand 1: American History Concept 9: Postwar United States  PO 1. Recognize that Rosa Parks, martin Luther Jr., and Cesar Chavez worked for and supported the rights and freedom of others.</p>	<p>What are rights? What does freedom mean? Who is Rosa Parks?</p>	<p>I will recognize what rights are. I will recognize what freedom is.</p>	<p>Rights Freedom support</p>
<p>3<sup>rd</sup> Quarter  Newspaper  Television</p>	<p>Strand 1: American History Concept 10: Contemporary United States  PO 1. Use information from written documents, oral presentations, and the media to discuss current local and state events.</p>	<p>Where can I find current local and state events on a written document?  Where can I find current local and state events through an oral presentation?  Where can I find current local and state events using the media?</p>	<p>I will use a written document to find current local and state events.  I will find an oral presentation to find current local and state events.  I will use the media to find current local and state events.</p>	<p>Written document Local events State events Oral presentation media</p>

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<p>3<sup>rd</sup> Quarter</p> <p>Newspaper</p> <p>Television</p>	<p>Strand 2: World History Concept 9: Contemporary World</p> <p>PO 1. Use information from written documents, oral presentations, and the media to discuss current events.</p>	<p>Where can I find current world events on a written document?</p> <p>Where can I find current world events through an oral presentation?</p> <p>Where can I find current world events using the media?</p>	<p>I will use a written document to find current world events.</p> <p>I will find an oral presentation to find current world events.</p> <p>I will use the media to find current world events.</p>	<p>Written document</p> <p>Oral presentation</p> <p>Media</p> <p>world</p>
<p>3<sup>rd</sup> Quarter</p> <p>Current newspaper</p>	<p>Strand 4: Geography Concept 6: Geographic Applications</p> <p>PO 2. Discuss geographic concepts related to current events.</p>	<p>What is happening here (point to map) today?</p> <p>Where is it happening?</p>	<p>I will tell and show current events happening in this area.</p>	<p>Current Events</p>
<p>3<sup>rd</sup> Quarter</p> <p>My World Interactions Social Studies Chapter 2 Lesson 4</p>	<p>Strand 4: Geography Concept 1: The World in Spatial Terms</p> <p>PO 4. Recognize characteristics of human and physical features:</p> <ol style="list-style-type: none"> <li>Physical (i.e., ocean, continent, river, lake, mountains, islands)</li> <li>Human (i.e., equator, North and South Poles)</li> </ol>	<p>What are the characteristics of the physical features?</p> <p>What are the physical features of...</p> <ul style="list-style-type: none"> <li>-the ocean?</li> <li>-the river?</li> <li>-the Lake?</li> <li>- a mountain?</li> </ul>	<p>Identify physical features of...</p> <ul style="list-style-type: none"> <li>-the ocean?</li> <li>-the river?</li> <li>-the Lake?</li> <li>- a mountain?</li> <li>- an island?</li> <li>-the continent?</li> </ul>	<p>Human features</p> <p>Physical features</p> <p>Ocean</p> <p>Continent</p> <p>Lake</p> <p>Islands</p> <p>River</p> <p>Mountains</p> <p>Equator</p> <p>North Pole</p>

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		<p>- an island?</p> <p>What are the characteristics of the human features?</p> <p>What are the characteristics of the... -Equator -North Pole -South Pole</p>	<p>Identify human features.</p> <p>Identify the characteristics of the... -Equator -North Pole -South Pole</p>	South Pole
3rd Quarter My World Presentations, Web research, Earth Day	<p>Strand 4: Geography Concept 5: Environment and Society</p> <p>PO 2. Identify resources that are renewable, recyclable, and non-renewable.</p>	<p>What resources are: -renewable? -recyclable? -non-renewable?</p>	<p>I will identify resources that are: -Renewable. -recyclable. -Non-renewable.</p>	<p>Resources Renewable. Recyclable. Non-renewable</p>
3rd Quarter Book: Law and Order	<p>Strand 4: Geography Concept 6: Geographic Applications</p> <p>PO 1. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets bike paths, traffic patterns)</p>	<p>Using geography concepts and skills, What: - patterns, -mapping -graphing help me find solutions for:</p>	<p>I will use geography concepts and skills like: - patterns, -mapping -graphing To help me find solutions for: -trash -leaky faucets</p>	<p>Geography Concepts Skills Patterns Mapping Graphing Solutions Trash</p>



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	in the local environment.	-trash -leaky faucets -bike paths -traffic patterns in local environments?	-bike paths -traffic patterns in local environments.	Leaky faucets Bike paths Traffic patterns Local environment
3rd Quarter Web Research: Identify ways human adapt to their environment	Strand 4: Geography Concept 5: Environment and Society  PO 1. Identify ways (e.g., clothing, housing, crops) human adapt to their environment	How do humans adapt to their environment with the clothes they wear?  How do humans adapt to their environment with the housing they have?  How do humans adapt to their environment with the crops they grow?	I will identify how humans adapt to their environment with the clothes they wear in other places.  I will identify how humans adapt to their environment with the housing they live in other places.  I will identify how humans adapt to their environment with the crops they grow in other places.	Adapt humans Environment Clothes wear housing crops
3rd Quarter My World Interactions Social Studies: Chapter 6 Lesson 4	Strand 5: Economics Concept 5: Personal Finance  PO 1. Discuss reasons for personal savings.	What are reasons for personal savings	I will recognize for personal savings.	Personal savings
3rd Quarter	Strand 5: Economics Concept 1: Foundations of Economics	What does limited resources mean?	I will define what limited resources mean.	Choices Limited

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Web Research	PO 2. Recognize that people need to make choices because of limited resources.	How will I know how to make choices due to the limited resources we have?	I will recognize choices to make due to the limited resources we have.	resources
3 <sup>rd</sup> Quarter  My World Interactions Social Studies: Chapter 6 Lesson 2	Strand 5: Economics Concept 1: Foundations of Economics  PO 3. Recognize that some goods are made locally and some are made elsewhere.	What are goods?  What goods are made locally?  What good are made elsewhere?	I will define what goods are.  I will recognize what goods are made locally.  I will recognize what goods are made elsewhere?	Goods  Locally  Elsewhere

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<b>4<sup>th</sup> Quarter (12 Performance Objectives)</b>				
Strand 1: American History, Strand 2: World History, Strand 3: Civics/Government, Strand 4: Geography, Strand 5: Economics				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
4 <sup>th</sup> Quarter Web Research, Presentations, Book resources	Strand 4: Geography Concept 4: Human Systems  PO 2. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation	What is: Industry? Housing? Business? Agriculture? Recreation?  How is the land in my community used for: -industry? -housing? -business? -Agriculture? -recreation?	I will define these terms: -industry. -housing. -business -Agriculture. -recreation  I will discuss how the land in my community is used for; -industry. -housing. -business -Agriculture. -recreation.	Land Community Industry Housing Business Agriculture recreation
4 <sup>th</sup> Quarter  My World Interactions Social Studies Chapter 3 Lesson 2	Strand 3: Civics/Government Concept 1: Foundations of Government  PO 1. Identify national symbols and monuments that represent American Democracy and values: a. American Flag b. Bald Eagle c. Statue of Liberty d. White House	What are the national symbols and monuments? - The American Flag? - The Bald Eagle? - The Statue of Liberty? - The White House? - The Washington Monument?	I will identify the national symbols and monuments that represent American Democracy and values: - The American Flag. - The Bald Eagle. - The Statue of Liberty - The White House. - The Washington Monument.	National symbols Monuments American Democracy Values American Flag Bald Eagle The Statue of Liberty The White House

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	Washington Monument	What does it represent? What does it mean?		The Washington Monument.
4 <sup>th</sup> Quarter  Internet site of early farming	Strand 1: American History Concept 2: Early Civilizations  PO 1. Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.	What is the settlement led to development of farming irrigation?  What is the settlement led to development of Government?  What is the settlement led to development of art?  What is the settlement led to development of architecture?  What is the settlement led to development of communication in North America?	I will recognize the settlement development of farming irrigation in North America.  I will recognize the settlement development of Government in North America.  I will recognize the settlement development of art in North America.  I will recognize the settlement development of architecture in North America.  I will recognize the settlement development of communication in North America?	Settlement Development Farming Techniques Irrigation Government Art Architecture Communication North America
4 <sup>th</sup> Quarter Internet-history of early settlers.	Strand 1: American History Concept 2: Early Civilizations  PO 1. Recognize that the development of farming allowed groups of people to settle in one	What is the development of farming allowed groups of people to settle in one place and	I will recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations.	Development Farming Groups people Settle Place

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	place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan) Connect with Strand 2 Concept 2.	develop into cultures/civilizations?		Develop Cultures Civilizations
4 <sup>th</sup> Quarter My World Interactions Social Studies Chapter 4 Lesson 1, 2, 3, 4 Book: A home album: Long Ago and Today	Strand 4: Geography Concept 2: Places and Regions  PO 4. Discuss the ways places change over time.	How do places change over time?	I will discuss how places change over time	Places Change Over time
4 <sup>th</sup> Quarter  Web Research: Development of farming	Strand 2: World History Concept 2: Early Civilizations  PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt)	How did the development of farming allow groups of people to settle in one place and develop into civilizations? Like in Egypt?	I will recognize the development of farming allow groups of people to settle in one place and develop into civilizations.	Development Farming Allow Groups Settle Develop civilization
4 <sup>th</sup> Quarter  Web Research	Strand 2: World History Concept 2: Early Civilizations  PO 2. Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding),	What are some farming techniques?  How did farming techniques lead to	I will define what farming techniques are.  I will recognize how farming techniques led to settlements,	Farming Techniques Settlements Nile river Flooding

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	<p>government (e.g., pharaohs), art / architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.</p>	<p>settlements, for example the Nile river flooding which contributed to the advancement of the Ancient Egyptian civilization?</p> <p>What is a pharaoh?</p> <p>How did pharaohs help develop the government to advance the Ancient Egyptian civilization?</p> <p>What is art?</p> <p>What is architecture?</p> <p>How did art and architecture like the pyramids contributed to the advancement of the Ancient Egyptian civilization?</p> <p>What is hieroglyphs?</p>	<p>for example the Nile river flooding which contributed to the advancement of the Ancient Egyptian civilization.</p> <p>I will define what a pharaoh is.</p> <p>I will recognize that pharaohs help develop the government to advance the Ancient Egyptian civilization</p> <p>I will define what art is.</p> <p>I will define what architecture is.</p> <p>I will recognize that art and architecture like the pyramids contributed to the advancement of the Ancient Egyptian civilization.</p> <p>I will define what hieroglyphs are.</p>	<p>Contribution Advancement Ancient Egyptian Civilization</p> <p>Pharaoh</p> <p>Develop government</p> <p>Art Architecture</p> <p>Pyramids</p> <p>Hieroglyphs</p>
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		How did Egyptian writing lead to the contribution of developing the government to advance the Ancient Egyptian civilization?	I will recognize that Egyptian writing led to the contribution of developing the government to advance the Ancient Egyptian civilization	
4 <sup>th</sup> Quarter Web Research: Similarities of Americans and Egyptians	Strand 2: World History Concept 2: Early Civilizations  PO 3. Recognize that civilizations in the Americas had similar characteristics to the Egyptians. Connect with Strand 1 Concept 2	How are civilization characteristics in America and the Egyptians similar?	I will recognize how civilization characteristics in America and the Egyptians similar.	Civilization Characteristics Egyptians
4 <sup>th</sup> Quarter  Web Research	Strand 4: Geography Concept 2: Places and Regions  PO 3. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.	What are the images of these places that make it what they are after studying the distinctive characteristics? -Egypt -Arizona -local community	I can tell you what distinctive characteristics these places have to let me know what place they are; -Egypt -Arizona -local community	Images Distinctive Characteristics Egypt Arizona Local Community
My World Interactions Social Studies Chapter 6 Lesson 2	Strand 5: Economics Concept 1: Foundations of Economics  PO 4. Recognize that people are buyers and sellers of goods and services.	Who are buyers? Who are sellers? What does services mean? Why do sell and buy goods?	I will define and know what a buyer is. I will define and know what a seller is. I will know what services means.	Buyer Seller Services goods

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<p>Connect with Math stand 1 concept 1</p>	<p>Strand 5: Economics Concept 1: Foundations of Economics</p> <p>PO 5. Recognize various forms of U.S Currency. Connect with Math stand 1 concept 1</p>	<p>What is U.S Currency?</p> <p>What are various forms of U.S. currency?</p>	<p>I will define the U.S. currency?</p> <p>I will recognize the various forms of U.S. currency</p>	<p>U.S. Currency</p> <p>Various Forms</p>
<p>4th Quarter My World Interactions Social Studies: Chapter 6 Lesson 4</p>	<p>Strand 5: Economics Concept 1: Foundations of Economics</p> <p>PO 6. Recognize that people save money for future goods and services.</p>	<p>Why do people save money for future goods and services?</p>	<p>I will recognize that people save money for future goods and services.</p>	<p>Money</p> <p>Future goods services</p>