

	<p>PO 4. Know that people in the United States have diverse backgrounds, goals, customs and traditions.</p> <p>PO 5. Recognize how students work together to create common goals.</p> <hr/> <p>Concept 2: Structure of Government</p> <p>PO 1. Identify the three branches of national government and the Supreme Court.</p> <p>Connect with: Strand 1 Concept 4</p> <p>PO 2. Identify current political leaders of the state and nation:</p> <p>a. President of the United States</p> <p>b. Governor of Arizona</p> <p>c. local leaders (e.g., tribal council, mayor)</p> <p>PO 3. Recognize how Arizona and the other states combine to make a nation.</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Discuss examples of responsible citizenship in stories about the past and present.</p> <p>PO 2. Describe the rights and responsibilities of citizenship:</p> <p>a. elements of fair play, good sportsmanship, and respect</p> <p>b. importance of participation and cooperation</p> <p>c. why we have rules and the consequences for not following them</p> <p>d. responsibility of voting</p> <p>PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).</p> <p>PO 4. Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy.</p> <hr/>	<p>What do we owe our fellow citizens? What would happen if no laws were collected? How do citizens choose government leaders? How are the jobs of president, a government representative and a mayor alike? What is the capital of the united states? What are the members of congress chosen? What is the job of the executive branch, supreme court, executive and judicial branch? What does our government have to do to make a nation? What are some examples of responsible citizenship in a school setting and in stories about the past and present? What are some rights and responsibilities of citizens? Why is it important for students to contribute to a community? What are some traits of a character that are important to the preservation and improvement of democracy?</p>	<p>Recognize the need for rules and laws. Identify the consequences of breaking a rules and laws. Use problem solving process to identify the problem, gather information, and list possible solutions. Compare and contrast children's daily lives to those of other Explore different points of view about what individuals do to get along with one another.</p>	<p>Chapter 6 - Our American culture How is culture shared?</p>			<p>Legislation]map key Map key Border Capital States Country</p>
<p>Chapter 3 - Our Government</p>			<p>Government President Congress Supreme Court Governor Mayor</p>				
<p>other resources Chapter 3/4 Page 86</p>			<p>Rights Responsibilities Citizen/Citizenship Vote</p>				
<p>Chapter 2 Page 48 Other resources</p>			<p>Law Government</p>				
<p>Chapter 3 : lesson 1 other chapters - at end of each chapter</p>							

Second Quarter

<p>Chapter 2 Chapter 2 start page 35 Chapter 1 page 14, 44, 14 T - 15, S other resources</p>	<p>Concept 1: The World in Spatial Terms PO 1. <i>Recognize different types of maps (e.g., political, physical, thematic) serve various purposes.</i> PO 2. Interpret political and physical maps using the following elements: a. alpha numeric grids b. title c. compass rose - cardinal directions d. key (legend) e. symbols</p>	<p>How do people help find locations?</p>	<p>Compare and contrast information</p>	<p>Compare Contrast</p>
<p>Integrate with Math</p>	<p>PO 3. Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and key (legend).</p>	<p>What countries and landforms make up North America?</p>	<p>Interpret information from charts</p>	<p>Location Relative location Absolute location Map grid Landform</p>
<p>Chapter 2</p>	<p>PO 4. Construct tally charts and pictographs to display geographic information</p>	<p>Why are season and climate different in different regions around the world different?</p>	<p>Identify the purpose of a legend</p>	<p>Island Peninsula Gulf Region Climate</p>
<p>Chapter 2</p>	<p>PO 5. <i>Recognize characteristics of human and physical features</i> a. physical (i.e., <i>ocean, continent, river, lake, mountain range, coast, sea, desert</i>) b. human (i.e., <i>equator, Northern and Southern Hemispheres, North and South Poles</i>)</p>	<p>How are regions around the world different?</p>	<p>Identify the purpose of a legend</p>	<p>Table Cardinal directions Equator Hemisphere</p>
<p>Chapter 2</p>	<p>PO 6. <i>Locate physical and human features</i> a. <i>physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)</i></p>	<p>What is a weather vane?</p>	<p>Recognize how legend relates to the location of a place.</p>	<p>Pole Compass rose Intermediate directions</p>
		<p>How is the weather where you live the same as the region? How is it different?</p>	<p>Use a map grid to location a map</p>	
		<p>What ocean is found near the west coast?</p>	<p>Understand the importance of the actions and character of Benjamin Banneker and explain how he made a difference in others lives.</p>	
		<p>Why do people need water?</p>	<p>Identify the countries of North America</p>	
			<p>Identify landforms and bodies of water in North America</p>	

	b. <i>human</i> (i.e., equator Northern and Southern Hemispheres, North and South Poles, city, state, country)	How do thunder and earthquake act like humans in the legend?	Use a map key and symbols to identify landforms and bodies of water on a map	
		How do maps help people find locations?	Compare and contrast climate and water	
Chapter 2 and 6 Other resources	Concept 2: Places and Regions PO 1. Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.	What is the absolute location of your home?	Recognize that climate and seasons vary depending on location and time of the year	
Chapter 2	PO 2. Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.	How is the absolute location of your school different from its relative location?	Describe the climate of a place	
Chapter 2 lesson 2 Other resources	PO 3. Discuss physical features (e.g., mountains, rivers, deserts) in the world. PO 4. Discuss the ways places change over time.	Which two countries are neighbors of the united states?	Understand how information is organized on a table or chart	Natural Resources
		How are plains different from hills?	Interpret information from a table or chart.	Cause Effect Fuel Conservation Picture graph Rural Urban Suburb Environment Technology Product
	Concept 1: The World in Spatial Terms PO 1. Recognize different types of maps (e.g., political, physical, thematic) serve various purposes.	Do you think farmers prefer to grow crops and raise animals on the plains hills or mountains? Why?	Identify the cardinal directions	Product Map Transportation Communication Route
Other resources science	PO 2. Interpret political and physical maps using the following elements: a. alpha numeric grids b. title c. compass rose - cardinal directions d. key (legend) e. symbols	Between which two oceans In North America located?	Recognize hemisphere, the equator and poles on a map or globe.	Product Map Transportation Communication Route
Chapter Lesson 4 page 58		What countries and landforms make up North America?	Identify and compare the characteristics of world regions	
			Identify intermediate directions	

chapter 2	PO 3. Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and key (legend).	What landform is located in the middle of the United States?	Describe one place relative to another using cardinal and intermediate directions
	PO 4. Construct tally charts and pictographs to display geographic information (e.g., birthplace – city or state).	How are mountains different from hills?	Identify the landforms and bodies of water of a region
Chapter 6	PO 5. Recognize characteristics of human and physical features:	What kind of lands are shown on a map?	Recognize the unique features of a region, including wildlife, structures and activities.
chapter 1	a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)	What kind of land surrounds a region?	Use a map grid to location a map
other resources - Asian Chapter 2 lesson 2	b. human (i.e., equator, Northern and Southern Hemispheres, North and South Poles)	What shows a mountain region on a map?	Understand the importance of the actions and character of Benjamin Banneker and explain how he made a difference in others lives.
Chapter 4 Lesson 4 page 124	PO 6. Locate physical and human features using maps, illustrations, images, or globes:	What are the two biggest mountain range in the United States?	
Other resources science	a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)	How are some housing and land use in urban and rural communities?	Identify the countries of North America
Chapter 5 other resources	b. human (i.e., equator Northern and Southern Hemispheres, North and South Poles, city, state, country)	What are some reasons for the human settlement patterns?	Identify landforms and bodies of water in North America
		What are the major economic activities and land use of areas studied?	Use a map key and symbols to identify landforms and bodies of water on a map
start page 35 Chapter 1 page 14, 44, 14 T - 15, SS	Concept 2: Places and Regions PO 1. Identify through images of continents studied (e.g., Japan, China,	What are the elements of culture, food, clothing, housing, sports, customs,	Compare and contrast climate and water

other resources	<p>United States) how places have distinct characteristics.</p> <p>PO 2. Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.</p> <p>PO 3. Discuss physical features (e.g., mountains, rivers, deserts) in the world.</p> <p>PO 4. Discuss the ways places change over time.</p>	<p>in a community of areas studied?</p> <p>What are some changes Asian civilization from the past and present?</p> <p>What are the connections between city, state, country and continent?</p> <p>What are ways in which humans depend upon, adapt to and impact the earth?</p>	<p>Recognize that climate and seasons vary depending on location and time of the year</p> <p>Describe the climate of a place</p> <p>Understand how information is organized on a table or chart</p> <p>Interpret information from a table or chart.</p>
Integrate with Math	<p>Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p> <p>Connect with:</p> <p>Science Strand 6 Concept 3 Measure and record weather conditions, identify clouds and analyze their relationship to temperature and weather patterns.</p>	<p>What are ways of protecting natural resources?</p> <p>What are some ways to use geography concepts and skills to find solutions for problems?</p>	<p>Identify the cardinal directions</p> <p>Recognize hemisphere, the equator and poles on a map or globe.</p>
Chapter 2			<p>Identify and compare the characteristics of world regions</p>
Chapter 2	<p>Concept 4: Human Systems</p> <p>PO 1. Discuss housing and land use in urban and rural communities.</p> <p>PO 2. Describe the reasons (e.g., jobs, climate, family) for human settlement patterns.</p>		<p>Identify intermediate directions</p> <p>Describe one place relative to another using cardinal and intermediate directions</p> <p>Identify the landforms and bodies of water of a region</p>

Chapter 2 and 6 Other resources	<p>PO 3. Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, and recreational) of areas studied.</p>	<p>Recognize the unique features of a region, including wildlife, structures and activities.</p>
Chapter 2	<p>PO 4. Describe elements of culture (e.g., food, clothing, housing, sports, customs, and beliefs) in a community of areas studied.</p> <p>Connect with:</p> <p>Reading Strand 2 Concept 2</p>	
Chapter 2 lesson 2 Other resources	<p>PO 5. Discuss that Asian Civilizations have changed from past to present.</p> <p>PO 6. Recognize the connections between city, state, country, and continent.</p>	
Other resources science	<p>Concept 5: Environment and Society</p> <p>PO 1. Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.</p> <p>PO 2. Recognize ways of protecting natural resources.</p>	
chapter 2 Chapter 6	<p>Concept 6: Geographic Applications</p> <p>PO 1. Discuss geographic concepts related to current events.</p> <p>PO 2. Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment</p>	

Third Quarter

<p>other resources Chapter 1 lesson 2 activity book pg 14</p> <p>Throughout the SS resource bk</p> <p>All chapters</p> <p>Supplemental resources</p>	<p>Strand 1: American History Concept 1: Research Skills for History PO 1. Place important life events in chronological order on a timeline. PO 2. Place historical events from content studied in chronological order on a timeline. PO 3. Recognize how archaeological research adds to our understanding of the past. PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past. PO 5. Retell stories to describe past events, people and places.</p> <hr/> <p>Concept 2: Early Civilizations</p>	<p>How do we place events in chronological order? What is a timeline? How does a timeline help us when we look at history? How does archeology help us understand the past? How do we recognize how archaeological research adds to our understanding of the past? How do we use primary resources to study people and events from the past?</p> <p>How do I recognize the prehistoric native American mound- building cultures lived in central and eastern north America?</p>	<p>Identify important life events in chronological order on a timeline.</p> <p>Identify historical events form content studied in chronological order on a timeline.</p> <p>Recognize how archaeological research adds to our understanding of the past.</p> <p>Use primary source materials to study people and events from the past.</p> <p>Describe past events , people and places.</p> <p>Recognize that prehistoric Native American mound- building cultures lived in central and Eastern North America.</p>	<p>Sequence Past Present Future Change Diagram History Colony Settler Source Freedom Independence</p> <p>Time line Heritage Landmark Memorial Hero Legend Fact Nonfiction Fiction</p>
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Chapter 3 lesson 3
National treasure

PO 1. Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.

Concept 3: Exploration and Colonization
No performance objectives at this grade.

Concept 4: Revolution and New Nation
(Note: American colonies being settled by England was introduced in Grade 1.)

PO 1. Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England.

PO 2. Recognize dissatisfaction with England's rule was a key issue that led to the Revolutionary War.

Connect with:

Strand 2 Concept 6

PO 3. Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere's Ride, battles of Lexington and Concord).

How do I recognize that American colonist and Native American groups lived in the area of the Thirteen colonies that was ruled by England?

How do I recognize disinflection with England's rule was a key issue that led to the Revolutionary War in gaining independence during this time?

How did the United states become an independent country?

Why was the constitution and Bill of Rights Written?

What are reasons for immigration to the United States?

Recognize that American colonist and Native American groups lived in the area of the thirteen colonies that was ruled by England.

Recognize dissatisfaction with England's rule was a key issue that led to the Revolutionary War.

Describe how the colonist demonstrated their discontent with British Rule.

Describe contributions of key people in gaining independence During the Revolutionary war.

Recognize that the United States become an independent country as

A result of the Revolutionary war.

Identify how the need for a strong central government led to the writing of the constitution and Bill of Rights.

Identify reasons why people in the united states move

Native American

Recall
Retell
Culture
Language
Immigrant
Diversity
Conflict
Custom
Tradition
Calendar
Scientist
Invention

Online resources

Sequoyah- page 172

PO 4. Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, and Benjamin Franklin) in gaining independence during the Revolutionary War.

PO 5. Know that the United States became an independent country as a result of the Revolutionary War.

PO 6. Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights.

Concept 5: Westward Expansion

PO 1. Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.

PO 2. Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.

PO 3. Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as

What are reasons why people in the United States moved westward to territories or unclaimed lands?

What experiences of the pioneers as they journeyed west to settle new lands

How did new forms of transportation and communication impact the westward expansion of the United States?

westward to territories or unclaimed lands.

Identify the experiences of the pioneers as they journeyed west to settle new lands.

Describe how new forms of transportation and communication impacted the westward expansion.

Identify the effects of Westward Expansion on Native American.

Westward Expansion

Current Events
Historical Events

Native American Tribes

<p>other resources, library, dvds, YouTube, online</p>	<p>they journeyed west to settle new lands.</p>	<p>Use information from written documents, oral presentations and the media to describe current events.</p>
<p>newspapers, Chapter 1, other resources/ online</p>	<p>PO 4. Describe how new forms of transportation and communication impacted the westward expansion of the United States:</p> <p>a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads)</p> <p>b. communication (e.g., Pony Express, telegraph)</p> <p>PO 5. Discuss the effects (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans.</p>	<p>What are the effects of Westward Expansion of Native Americans?</p> <p>Identify connections between current events with historical events.</p> <p>Recognize current Native American tribes in the United States.</p>
<p>Other online resources 3rd Quarter</p> <p>Chapter, 1,2 5</p> <p>Timeline page 14</p>	<p>Concept 10: Contemporary United States</p> <p>PO 1. Use information from written documents, oral presentations, and the media to describe current events.</p> <p>PO 2. Connect current events with historical events from content studied in Strand 1</p>	<p>How do we use written documents, oral presentations, and media to describe current events?</p> <p>How do we use current events with historical events and have a discussion?</p>
<p>online resources</p> <p>End of all chapters</p>	<p>using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p>Who are the current Native American tribes in the United states?</p>

<p>Online Biographies</p> <p>Short Bio at the end of each chapter.</p>	<p>PO 3. Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).</p> <p>Strand 2: World History</p> <p>Concept 1: Research Skills for History</p> <p>PO 1. Place important life events in chronological order on a timeline.</p> <p>PO 2. Place historical events from content studied in chronological order on a timeline.</p> <p>PO 3. Recognize how archaeological research adds to our understanding of the past.</p> <p>PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</p> <p>PO 5. Retell stories to describe past events, people and places.</p>	 <p>What are some important life events, historical events in chronological order on a timeline?</p> <p>What are some stories to describe past events, people and places?</p>	<p>Identify important life events in chronological order on a timeline.</p> <p>Identify historical events from content studied in chronological order on a timeline.</p> <p>Recognize how archaeological research adds to our understanding of the past.</p> <p>Use sources to study people and events from the past.</p> <p>Retell stories to describe events, people and places.</p>	<p>Chronological Timeline Archeology Artifacts Interviews Biographies Encyclopedias</p>
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Fourth Quarter

Other online resources	Continue: Strand 2: World History Concept 2: Early Civilizations (Note: World civilizations were introduced in Grade 1.) PO 1. Recognize that civilizations developed in China, India, and Japan. PO 2. Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.	What are civilizations? How did art, architecture, and inventions contribute to the development of later civilizations? How have the culture and tradition of people who migrated and immigrated to our country affect our culture and heritage?	Civilizations Art Architecture Inventions Trade
Other resources	PO 1. Recognize that civilizations developed in China, India, and Japan. PO 2. Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.	How have the culture and tradition of people who migrated and immigrated to our country affect our culture and heritage?	Recognize that civilizations developed in China, India and Japan. Recognize how are architecture and inventions contributed to the development of their own and late civilization.
Other resources: online, dvd's,	Concept 5: Encounters and Exchange PO 1. Describe how expanding trade (e.g., Marco Polo's travels to Asia) led to the exchange of new goods (i.e., spices, silk) and ideas.	How have people in the past challenged their governments? What was the result of them challenging their governments?	
News papers	Concept 6: Age of Revolution PO 1. Recognize that people in different places (e.g., American colonies – England, Mexico – Spain) challenged their form of government, which resulted in conflict and change.	Why has our society create fair rules and laws?	Revolution Conflict Change
other resources	Connect with: Strand 1 Concept 4	Recognize that people in different places challenged their form of government and the results.	Cause Effect Natural resources
Chapter 4 lesson 1			

**Continue
Strand 5:
Economics**

Chapter 4

Concept 9: Contemporary World
PO 1. Use information from written documents, oral presentations, and the media to describe current events.
Strand 5:
Economics
Concept 1: Foundations of Economics
PO 1. Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.
PO 2. Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park).
PO 3. Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).
PO 4. Recognize that people trade for goods and services.
PO 5. Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).
Connect with:
Strand 2 Concept 2
PO 6. Recognize that some goods are made in the local community and some are made in other parts of the world.

What are the characteristics of various places and how have they changed over time?
What is economics?
What natural resources do people use?
How do they use natural resources?
What is scarcity?
What are capital resources?
What does it mean to barter or trade?
What goods do you use?
What are services?
What does it mean to be a consumer?
What does it mean to be a producer?
What is the difference between needs and wants?
How are people both producers and consumers?
Why do people trade or not trade for goods and services?
How are human, natural and capital resources used to produce goods and services in the community?

Use information from documents, presentations and media to describe events.

Identify how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.

Identify that opportunity cost occurs when people make choices and something is given up.

Identify differences among natural resources and capital resources.

Recognize what people trade for goods and services.

Compare the use of barter and money in exchange for goods and services.

Fuel
Conversation
Picture graph
Scarcity
Needs and wants
Capital resources
Trade
Barter Money
Goods
Services
Consumer
Producer

PO 7. Discuss how people can be both producers and consumers of goods and services.

Concept 5: Personal Finance

PO 1. Discuss costs and benefits of personal savings.

Why is it important to conserve natural resources?

Recognize that some goods are made in local community and in other parts of the world.

Identify how people can be both producers and consumers of goods and services.

