

Grade 1

Disciplinary Skills and Processes

SP1 Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. 1.SP1

- 1 Place important life events in chronological order on a timeline. 1.SP1.1
- 2 Understand how events of the past affect students' lives and communities 1.SP1.2
- 3 Generate questions about individuals and groups who have shaped a significant historical change. 1.SP1.3

SP2 Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. 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.SP2.1

SP3 Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. 1.SP3

- 1 Generate questions about issues in your community past and present. 1.SP3.1
- 2 With support identify evidence drawn from multiple sources to answer questions about issues in your community. 1.SP3.2
- 3 With support construct and communicate solutions to issues in your community. 1.SP3.3
- 4 Take group or individual action to help address community issues. 1.SP3.4
- 5 Ask and answer questions about explanations given. 1.SP3.5

Civics

C1 Civic virtues and democratic principles are key components of the American political system. 1.C1

- 1 Apply values of respect, responsibility, equality, and fairness as a member of a community. 1.C1.1
- 2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures. 1.C1.2
- 3 Compare one's own thoughts and opinions with others' perspectives. 1.C1.3

C3 An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship. 1.C3

- 1 Explain the importance of rules and laws in our community. 1.C3.1
 - Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority
- 2 Explain the role and function of local governments. 1.C3.2
 - Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community
 - 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
- 3 Explain how community groups work to accomplish common tasks and fulfill responsibilities. 1.C3.3
 - Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues

Economics

E1 A financially literate individual understands how to manage income, spending, and investment. 1.E1

- 1 Identify different occupations and the skills and education needed for those jobs in our community. 1.E1.1
- 2 Describe reasons to save or spend money. 1.E1.2

E2 By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. 1.E2

- 1 Explain how needs, wants, and availability of resources affect decision making. 1.E2.1
- 2 Identify the benefits and costs of making various personal decisions. 1.E2.2

E3 Individuals and institutions are interdependent within market systems. 1.E3

- 1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community. 1.E3.1
- 2 Explain how people in our community earn income. 1.E3.2
- 3 Explain how people can be producers and consumers in our community. 1.E3.3

Geography

G1 The use of geographic representations and tools helps individuals understand their world. 1.G1

- 1 Use, explore and construct maps, graphs and other geographical representations to support content focus. 1.G1.1
 - 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).
 - 2 Use a grid to locate places. 1.G1.2
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G2 Human-environment interactions are essential aspects of human life in all societies. 1.G2

- 1 Compare how human activities affect culture and the environment now and in the past. 1.G2.1
 - Such as agriculture, industrialization, urbanization, and human migration.
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G3 Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. 1.G3

- 1 Explain why and how people, goods, and ideas move from place to place. 1.G3.1
 - Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.
 - 2 Compare places past and present as it relates to content focus. 1.G3.2
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History

H1 The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. 1.H1

- 1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles). 1.H1.1
 - Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.
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H2 Cycles of conflict and cooperation have shaped relations among people, places, and environments. 1.H2

- 1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present. 1.H2.1
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H4 Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. 1.H4

- 1 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 1.H4.1
 - 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
 - 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.
 - Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders
- 2 Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day. 1.H4.2