

Geography
August 17-21

K.G1.1- Use, explore, and construct maps, graphs and other geographical representations to support content focus. *(Key concepts include but are not limited to graphing local weather and mapping the classroom.)*

K.G1.2- Explore locations in stories shared.

K.G2.1- Explain how water and weather impacts humans.

1.G1.1- Use, explore and construct maps, graphs and other geographical representations to support content focus. *(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).*

1.G1.2- Use a grid to locate places.

WORLD HISTORY: Mesopotamia/ Archaeology

August 24-September 4

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.

K.H1.1- Compare one's own culture with the culture of others. *(Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations.)*

K.H2.1- Explain the benefits of cooperation and compromise as ways to solve problems.

K.H4.2- Explore the stories of key historical figures through informational text and biographies.

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 nonfiction.

1.SP3.1- Generate questions about issues in your community past and present.

1.SP3.2- With support identify evidence drawn from multiple sources to answer questions about issues in your community.

1.SP3.3- With support construct and communicate solutions to issues in your community.

1.SP3.4- Take group or individual action to help address community issues.

1. SP3.5- Ask and answer questions about explanations given.

1.G2.1- Compare how human activities affect culture and the environment now and in the past. Such as agriculture, industrialization, urbanization, and human migration.

1.G3.1- Explain why and how people, goods, and ideas move from place to place. (*Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.*)

1.G3.2- Compare places past and present as it relates to content focus.

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). *Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.*

1.H2.1- Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.

1.H4.2- 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.

Ecosystems: Grasslands

September 8-18

K.L1U1.6- Obtain, evaluate, and communicate information about how organisms use different body parts for survival.

K.L1U1.7- Observe, ask questions, and explain how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.

K.L2U1.8- Observe, ask questions, and explain the differences between the characteristics of living and non-living things.

1.L1U1.6- Observe, describe, and predict life cycles of animals and plants.

1.L2U2.7- Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.

1.L2U1.8- Construct an explanation describing how organisms obtain resources from the environment including materials that are used again by other organisms.

1.L3U1.9 - Obtain, evaluate, and communicate information to support an evidence-based explanation that plants and animals produce offspring of the same kind, but offspring are generally not identical to each other or their parents.

1.L4U1.10- Develop a model to describe how animals and plants are classified into groups and subgroups according to their similarities.

1.L4U3.11- Ask questions and explain how factors can cause species to go extinct.

US History: Native Americans

September 21- October 2

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.

K.H1.1- Compare one's own culture with the culture of others. *Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations.*

K.H2.1- Explain the benefits of cooperation and compromise as ways to solve problems.

K.H4.2- Explore the stories of key historical figures through informational text and biographies.

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 nonfiction.

1.SP3.1- Generate questions about issues in your community past and present.

1.SP3.2- With support identify evidence drawn from multiple sources to answer questions about issues in your community.

1.SP3.3- With support construct and communicate solutions to issues in your community.

1.SP3.4- Take group or individual action to help address community issues.

1. SP3.5- Ask and answer questions about explanations given.

1.G2.1- Compare how human activities affect culture and the environment now and in the past. *Such as agriculture, industrialization, urbanization, and human migration.*

1.G3.1- Explain why and how people, goods, and ideas move from place to place. *Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.*

1.G3.2- Compare places past and present as it relates to content focus.

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). *Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.*

1.H2.1- Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.

1.H4.2- 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.

Economics

October 5-14

K.E2.1- Explain how needs, wants, and the availability of resources affect decision making.

K.E2.2- Identify what one gains and gives up when they make choices.

1.E1.1- Identify different occupations and the skills and education needed for those jobs in our community.

1.E1.2- Describe reasons to save or spend money.

1.E2.1- Explain how needs, wants, and availability of resources affect decision making.

1.E2.2- Identify the benefits and costs of making various personal decisions.

1.E3.1- Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.

1.E3.2- Explain how people in our community earn income.

1.E3.3- Explain how people can be producers and consumers in our community.

1.G3.1 Explain why and how people, goods, and ideas move from place to place. *(Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.)*

US History: Westward Expansion

October 19-30

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.

K.H1.1- Compare one's own culture with the culture of others. *Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations.*

K.H2.1- Explain the benefits of cooperation and compromise as ways to solve problems.

K.H4.2- Explore the stories of key historical figures through informational text and biographies.

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 nonfiction.

1.SP3.1- Generate questions about issues in your community past and present.

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

1.G2.1- Compare how human activities affect culture and the environment now and in the past. *Such as agriculture, industrialization, urbanization, and human migration.*

1.G3.1- Explain why and how people, goods, and ideas move from place to place. *Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.*

1.G3.2- Compare places past and present as it relates to content focus.

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). *Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.*

1.H2.1- Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.

1.H4.2- 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.

Civics/ US Symbols

November 2-6

K.H2.1- Explain the benefits of cooperation and compromise as ways to solve problems.

K.H4.1- Explain and explore origins of key American symbols, traditions and holidays.

Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore.

Key traditions include but are not limited to the Pledge of Allegiance and National Anthem.

Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day.

K.C1.1- Apply values of respect, responsibility, equality, and fairness within schools and communities.

K.C1.2- Follow agreed upon rules for discussions when responding to others and making decisions as a group.

K.C1.3- Compare one's own thoughts and opinions with those of others.

K.C2.1- Describe roles and responsibilities of people in authority. *Such as school personnel, family members, and community members.*

K.C2.2- Explain how all people, not just official leaders, play important roles in our school and community.

K.C4.1- Explain how people work together to identify and solve problems within the classroom and school.

K.C4.2--Explain why rules are important within the classroom and school.

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.

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

1.C1.1- Apply values of respect, responsibility, equality, and fairness as a member of a community.

1.C1.2- Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.

1.C1.3- Compare one's own thoughts and opinions with others' perspectives.

1.C3.1- Explain the importance of rules and laws in our community.

Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority

1.C3.2- Explain the role and function of local governments.

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

1.C3.3- Explain how community groups work to accomplish common tasks and fulfill responsibilities. *Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues*

[Earth & Space]- Geology

November 9-20

1.E1U1.5- Obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life.

Thanksgiving (Open Topic)

November 23-24

Theater

November 30-December 17

***No Arizona Social Studies or Science standards for this topic.
Teacher may refer to suggested Arizona Arts standards for guidance.***

Olympics

January 4-8

See Health/PE Standards

Biography/ Careers (and yearbook)

January 11-29

K.H4.2- Explore the stories of key historical figures through informational text and biographies.

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 Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders

1.H4.2- 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.

Celebrations/ Religion

February 1-5

K.H4.1- Explain and explore origins of key American symbols, traditions and holidays. *Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day.*

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. *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.*

Scientific Method- Energy/ Magnetism

February 8-24

K.P2U1.1- Investigate how senses can detect light, sound, and vibrations even when they come from far away; use the collected evidence to develop and support an explanation.

K.P2U2.2- Design and evaluate a tool that helps people extend their senses.

1.P2U1.1- Plan and carry out investigations demonstrating the effect of placing objects made with different materials in the path of a beam of light and predict how objects with similar properties will affect the beam of light.

1.P2U1.2- Use models to provide evidence that vibrating matter creates sound and sound can make matter vibrate.

Ecology

March 1-5

Ecosystems: Ocean

March 8-19

K.L1U1.6- Obtain, evaluate, and communicate information about how organisms use different body parts for survival.

K.L1U1.7- Observe, ask questions, and explain how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.

K.L2U1.8- Observe, ask questions, and explain the differences between the characteristics of living and non-living things.

1.L1U1.6- Observe, describe, and predict life cycles of animals and plants.

1.L2U2.7- Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.

1.L2U1.8- Construct an explanation describing how organisms obtain resources from the environment including materials that are used again by other organisms.

1.L3U1.9 - Obtain, evaluate, and communicate information to support an evidence-based explanation that plants and animals produce offspring of the same kind, but offspring are generally not identical to each other or their parents.

1.L4U1.10- Develop a model to describe how animals and plants are classified into groups and subgroups according to their similarities.

1.L4U3.11- Ask questions and explain how factors can cause species to go extinct.

Media & Technology

March 29- April 16

***No Arizona Social Studies or Science standards for this topic.
Teacher may refer to suggested Arizona Technology and Media Arts
standards for guidance.***

US History: Celebrating Diversity (Older Class Civil War)

April 19-30

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.

K.H1.1- Compare one's own culture with the culture of others. *Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations.*

K.H2.1- Explain the benefits of cooperation and compromise as ways to solve problems.

K.H4.2- Explore the stories of key historical figures through informational text and biographies.

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 nonfiction.

1.SP3.1- Generate questions about issues in your community past and present.

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

1.G2.1- Compare how human activities affect culture and the environment now and in the past. *Such as agriculture, industrialization, urbanization, and human migration.*

1.G3.1- Explain why and how people, goods, and ideas move from place to place. *Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.*

1.G3.2- Compare places past and present as it relates to content focus.

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). *Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.*

1.H2.1- Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.

1.H4.2- 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.

Body Systems

May 3-14

K.L1U1.6- Obtain, evaluate, and communicate information about how organisms use different body parts for survival.

K.L1U1.7- Observe, ask questions, and explain how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.

K.L2U1.8- Observe, ask questions, and explain the differences between the characteristics of living and non-living things.

1.L2U2.7- Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.

WORLD HISTORY: Ancient Egypt

May 17-27

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.

K.H1.1- Compare one's own culture with the culture of others. *(Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations.)*

K.H2.1- Explain the benefits of cooperation and compromise as ways to solve problems.

K.H4.2- Explore the stories of key historical figures through informational text and biographies.

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 nonfiction.

1.SP3.1- Generate questions about issues in your community past and present.

1.SP3.2- With support identify evidence drawn from multiple sources to answer questions about issues in your community.

1.SP3.3- With support construct and communicate solutions to issues in your community.

1.SP3.4- Take group or individual action to help address community issues.

1. SP3.5- Ask and answer questions about explanations given.

1.G2.1- Compare how human activities affect culture and the environment now and in the past. Such as agriculture, industrialization, urbanization, and human migration.

1.G3.1- Explain why and how people, goods, and ideas move from place to place. *(Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.)*

1.G3.2- Compare places past and present as it relates to content focus.

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). *Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.*

1.H2.1- Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.

1.H4.2- 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.