

| Strand 1: American History | FOD Authority Lessons | FOD Justice Lessons | FOD Responsibility Lessons | FOD Privacy Lessons | We the People...Lessons | Project Citizen Steps |
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| 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. | | | | | 1,2,4,6,7 | |
| PO 5. Retell stories to describe past events, people and places. | | | | | 1,2,3,4,5,6,7,8,9, 10,11,12,18,19 | |
| Concept 2: Early Civilizations | | | | | | |
| 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 | | | | | | |
| PO 1. PO 1. Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England. | | | | | 1,5 | |
| PO 2. Recognize dissatisfaction with England's rule was a key issue that led to the Revolutionary War. | | | | | 5 | |
| 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). | | | | | 5 | |
| PO 4. Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the Revolutionary War. | | | | | 1,8 | |
| PO 5. Know that the United States became an independent country as a result of the Revolutionary War. | | | | | 7 | |
| PO 6. Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights. | | | | | 1,2,3,4,5,6,7,8,9, 10,11,12,17 | |
| Concept 5: Westward Expansion | | | | | | |
| PO 1. Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States. | | | | | 1,18 | |
| 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 they journeyed west to settle new lands. | | | | | | |
| PO 4. Describe how new forms of transportation and communication impacted the westward expansion of the United States: a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads) b. communication (e.g., Pony Express, telegraph) | | | | | | |

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| 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. | | | | | | |
| Concept 6: Civil War and Reconstruction | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 7: Emergence of the Modern United States | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 8: Great Depression and World War II | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 9: Postwar United States | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 10: Contemporary United States | | | | | | |
| PO 1. . Use information from written documents, oral presentations, and the media to describe current events. | | 4 | 2 | 1 | 12,13,14,15,16,17,20,24 | 1,2,3 |
| PO 2. Connect current events with historical events from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). | | 4 | 2 | 1 | 12,13,14,15,16,17,20,24 | 1,2,3 |
| PO 3. Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce). | | | | | | |
| Strand 2: World History | FOD Authority Lessons | FOD Justice Lessons | FOD Responsibility Lessons | FOD Privacy Lessons | We the People...Lessons | Project Citizen Steps |
| 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. | | | | | 22 | |
| PO 5. Retell stories to describe past events, people and places. | | | | | 4,18 | |
| Concept 2: Early Civilizations | | | | | | |
| 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. | | | | | | |
| Concept 3: World in Transition | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 4: Renaissance and Reformation | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 5: Encounters and Exchange | | | | | | |

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| 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. | | | | | | |
| 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. <i>Connect with Strand 1 Concept 4</i> | | | | | 1,5 | |
| Concept 7: Age of Imperialism | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 8: World at War | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 9: Contemporary World | | | | | | |
| PO 1. Use information from written documents, oral presentations, and the media to describe current events. | | | | | | |
| Strand 3: Civics/Government | FOD Authority Lessons | FOD Justice Lessons | FOD Responsibility Lessons | FOD Privacy Lessons | We the People...Lessons | Project Citizen Steps |
| Concept 1: Foundations of Government | | | | | | |
| PO 1. . Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values: a. American flag b. Pledge of Allegiance c. National Anthem d. America the Beautiful e. the U.S. Capitol f. Liberty Bell <i>Connect with Strand 1 Concept 4</i> | | | | | Pictures Only | |
| PO 2. Recognize that the U.S. Constitution provides the American people with common laws and protects their rights. | | | | | 3,4,5,6,7,8, 9,10,11,12,16, 17,18,19,20,21 | |
| PO 3. Describe the significance of national holidays: a. Presidents' Day b. Martin Luther King, Jr. Day c. Veterans' Day d. Memorial Day e. Fourth of July f. Constitution Day | | | | | MLK 19 | |
| PO 4. Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions. | | | | | 1,9 | |
| PO 5. Recognize how students work together to achieve common goals. | 5,7 | 2,3,4,5,6,7 | 7 | 6 | 3 | 1,2,3,4,5 |
| Concept 2: Structure of Government | | | | | | |

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| PO 1. Identify the three branches of national government as represented by the President, Congress, and the Supreme Court. <i>Connect with Strand 1 Concept 4</i> | | | | | 6,12,13,14,15 | |
| PO 2. Identify current political leaders of the state and nation: a. President of the United States b. Governor of Arizona c. local leaders (e.g., tribal council, mayor) | | | | | 9,14,15 | |
| PO 3. Recognize how Arizona and the other states combine to make a nation. | | | | | 7,8,9,16 | |
| Concept 3: Functions of Government | | | | | | |
| No performance objectives at this grade. | | | | | | |
| Concept 4: Rights, Responsibilities, and Roles of Citizenship | | | | | | |
| PO 1. Discuss examples of responsible citizenship in the school setting and in stories about the past and present. | 1,2,3,4,5,6,7 | 1,2,3,4,5,6,7 | 1,2,3,4,5,6,7 | 1,2,3,4,5,6,7 | 3,9,24 | 1,2,3,4,5 |
| PO 2. Describe the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. importance of participation and cooperation in a classroom and community c. why we have rules and the consequences for violating them d. responsibility of voting | 1,2,3,4,5,6,7 | 1,2,3,4,5,6,7 | 1,2,3,4,5,6,7 | 1,2,3,4,5,6,7 | 3,9,21,23,24 | 1,2,3,4,5 |
| PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together, service projects). | | | 1 | | 3,24 | 1,2,3,4,5 |
| PO 4. Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy. | 3,6 | 6 | 6 | | 3 | |
| Concept 5: Government Systems of the World | | | | | | |
| No performance objectives at this grade. | | | | | | |
| Strand 4: Geography | | | | | | |
| | FOD Authority Lessons | FOD Justice Lessons | FOD Responsibility Lessons | FOD Privacy Lessons | We the People...Lessons | Project Citizen Steps |
| Concept 1: The World in Spatial Terms | | | | | | |
| PO 1. . Recognize different types of maps (e.g., political, physical, thematic) serve various purposes. | | | | | 1,9 | |
| 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 | | | | | | |
| 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). | | | | | | |
| PO 4. Construct tally charts and pictographs to display geographic information (e.g., birthplace – city or state). | | | | | | |

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| <p>PO 5. Recognize characteristics of human and physical features: <i>a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)</i> <i>b. human (i.e., equator, Northern and Southern Hemispheres, North and South Poles)</i></p> | | | | | | |
| <p>PO 6. Locate physical and human features using maps, illustrations, images, or globes: <i>a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)</i> <i>b. human (i.e., equator Northern and Southern Hemispheres, North and South Poles, city, state, country)</i></p> | | | | | 1 | |
| Concept 2: Places and Regions | | | | | | |
| <p>PO 1. . Identify through images of content studied (e.g., Japan, China, 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> | | | | | | |
| Concept 3: Physical Systems | | | | | | |
| <p>(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 Science Strand 6 Concept 3: Measure and record weather conditions, identify clouds and analyze their relationship to temperature and weather patterns.</p> | | | | | | |
| Concept 4: Human Systems | | | | | | |
| <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>PO 3. Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.</p> | | | | | | |
| <p>PO 4. Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied. <i>Connect with Reading Strand 2 Concept 2</i></p> | | | | | | |
| <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> | | | | | | |
| Concept 5: Environment and Society | | | | | | |
| <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> | | | | | | |
| Concept 6: Geographic Applications | | | | | | |
| <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> | | | | | | |
| Strand 5: Economics | | | | | | |
| Concept 1: Foundations of Economics | | | | | | |
| | FOD Authority Lessons | FOD Justice Lessons | FOD Responsibility Lessons | FOD Privacy Lessons | We the People...Lessons | Project Citizen Steps |

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| 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. | | | | | | |
| PO 7. Discuss how people can be both producers and consumers of goods and services. | | | | | | |
| Concept 2: Microeconomics | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 3: Macroeconomics | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 4: Global Economics | | | | | | |
| <i>No performance objectives at this grade.</i> | | | | | | |
| Concept 5: Personal Finance | | | | | | |
| PO 1. Discuss costs and benefits of personal savings. | | | | | | |