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| **Strand 1: American History****Concept 1: Research Skills for History** | **PO 1:** Place important life events in chronological order on a timeline. **M** | I will place events in time order on a timeline. | Knowledge | <http://www.readwritethink.org/classroom-resources/lesson-plans/biographies-creating-timelines-life-26.html><http://www.lessonplanspage.com/SSPersonalTimeline23.htm> | PlaceImportantLifeOrderTimelineChronological |
| Strand 1: American HistoryConcept 1: Research Skills for History  | **PO 2**: Retell stories to describe past events, people, and places. **M** | I will retell stories to tell about past events, people, and places. | Knowledge | <http://www.lessonplanspage.com/LACISequencingPhotoStoryEvents3.htm><http://teachers.net/lessons/posts/842.html> | RetellDescribePast eventsPeoplePlaces |
| Strand 1: American HistoryConcept 1: Research Skills for History  | **PO 3**: Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past. **C** | I will use photos, maps, and other items to study people and events from the past. | Comprehension |  | PrimaryMaterialsPhotosArtifactsMapsEventsPast |
| Strand 1: American 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 cultures/civilizations (e.g., Ancestral Puebloans (Anasazi). Hohokam, Moundbuilders, Aztec, and Mayan). **I** | I will point out how the development of farming allowed people to settle in one place and develop a culture. | KnowledgeApplication | <http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/925/Earliest%20Man%20to%20the%20Creation%20of%20Early%20Civilizations.pdf>  | RecognizeDevelopmentFarmingSettlePlaceCulturesCivilizationsAncestral |
| Strand 1: American HistoryConcept 2: Early Civilizations | **PO 2**: Recognize that settlement lead to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America. **I** | I understand that new settlements lead to new community. | ComprehensionApplication | <http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/925/Earliest%20Man%20to%20the%20Creation%20of%20Early%20Civilizations.pdf> <http://www.studysphere.com/Site/Sphere_9652.html>  | RecognizeSettlementFarmingTechniquesGovernmentArchitectureCommunication |
| Strand 1: American History**Concept 3: Exploration and Colonization** | **PO 1**: Describe the interaction of Native American with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the southwest, exchange of ideas, culture and goods). **I M** | I will explain how Native Americans interacted with the Spanish. | ComprehensionApplication | <http://www.hsp.org/node/2503> <http://www.kiddyhouse.com/Thanksgiving/Native.html>  | DescribeInteractionNative AmericanSpanishColumbusSettlementSt. AugustineExplorationSouthwestExchange |
| Strand 1: American HistoryConcept 3: Exploration and Colonization | **PO 2**: Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, and the First Thanksgiving). **I M** | I will describe the interaction of Native Americans with the Pilgrims. | ComprehensionApplication | <http://www.teachnology.com/worksheets/soc_studies/nativea/>  | InteractionNative AmericanPilgrimMayflowerSquantoWampanoagThanksgiving |
| Strand 1: American HistoryConcept 3: Exploration and Colonization | **PO 3**: Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims. **I M** | I will describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims. | ComprehensionApplication | <http://www.lessoncorner.com/History/US_History/Pilgrims>  | DescribeExchangeIdeasCultureGoodsNative AmericanPilgrims |
| Strand 1: American HistoryConcept 3: Exploration and Colonization | **PO 4**: Recognize that the United States began as the Thirteen Colonial ruled by England. **I M** | I will recognize that the United States began as the Thirteen Colonial ruled by England. | Knowledge |  | United StatesThirteen colonialEnglandRuled |
| Strand 1: American HistoryConcept 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). **I M** | I will compare the way people lived in Colonial times with the way we live now. | Comprehension | <http://www.yale.edu/ynhti/curriculum/units/1990/5/90.05.04.x.html>  | CompareColonialLiveHousingFoodTransportationSchool |
| 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.**C** | I will use given information about current local and state events.  | ApplicationComprehension | <http://www.statelocalgov.net/state-az.cfm> | InformationWrittenOralDocumentsMediaCurrent LocalStateevents |
| **Strand 3: Civics/Government****Concept 1: Foundations of Government** | **PO 1**: Identify national symbols and monuments that represent American democracy and values:1. American Flag
2. Bald Eagle
3. Statue of Liberty
4. White House
5. Washington Monument

**C** | I will identify symbols and monuments that represent American values. | Knowledge | <http://www.atozkidsstuff.com/symbols.html><http://www.apples4theteacher.com/coloring-pages/flag-day-united-states-symbols/><http://www.enchantedlearning.com/usa/states/> | IdentifyNationalSymbolsMonuments |
| Strand 3: Civics/ GovernmentConcept 1: Foundations of Government | **PO 2**: Recognize the *Pledge of Allegiance* and *the National Anthem.* **C** | I will recognize and recite the *Pledge of Allegiance and the National Anthem.* | Knowledge | <http://www.homeofheroes.com/hallofheroes/1st_floor/flag/1bfc_pledge.html><http://oldtimeislands.org/pledge/pledge.htm> | PledgeAllegianceNationalAnthemRecognize |
| Strand 3: Civics/ GovernmentConcept 1: Foundations of Government | **PO 3**: Practice examples of democracy in action (e.g., voting, making classroom rules). **I** | I will practice voicing my opinion to help make changes.  | Evaluation | <http://www.wisehat.com/resources/articles/thinktank_democracy.php><http://www.teachingonline.org/democracy.html> | DemocracyExampleVotingRules |
| Strand 3: Civics/ GovernmentConcept 1: Foundations of Government | **PO 5**: Discuss the significance of national holidays:1. Thanksgiving
2. Presidents’ Day
3. Martin Luther King, Jr. Day
4. Fourth of July
5. Constitution Day

**C** | I will discuss why national holidays are important. | Comprehension | <http://en.wikipedia.org/wiki/Federal_holidays_in_the_United_States><http://www.internationalstudentguidetotheusa.com/articles/holidays_customs.php><http://www.atozteacherstuff.com/Lesson_Plans/Social_Studies/__Grades_K-2/History/index.shtml> | DiscussSignificanceNationalHolidays |
| Strand 3: Civics/ GovernmentConcept 1: Foundations of Government | **PO 6**: Recognize state symbols of Arizona (e.g., bird, flower, tree, and flag). **I** | I will recognize the bird, flower, tree and flag of Arizona. | Comprehension | <http://www.atozkidsstuff.com/arizona.html><http://www.socialstudiesforkids.com/usstates/50states.htm> | RecognizeStateSymbolsArizonaBirdFlowerTreeFlag |
| Strand 3: Civics/ GovernmentConcept 1: Foundations of Government | **PO 7**: Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions. **I** | I will understand that people in Arizona are different. | KnowledgeComprehensionApplicationSynthesis |  | RecognizeArizonaUnited StatesBackgroundPrinciplesCustoms |
| Strand 3: Civics/ Government**Concept 2: Structure of Government** | **PO 1**: Identify the current President of the United Sates and Governor of Arizona. **I M** | I will identify the President of the United States and our State Governor. | KnowledgeComprehension |  | IdentifyCurrentPresidentGovernor |
| Strand 3: Civics/ Government**Concept 4: Functions of Government** | **PO 1**: Identify examples of responsible citizenship in the school setting and in stories about the past and present. **M** | I will identify examples of citizenship in the school and in stories. | ComprehensionEvaluation | <http://www.ericdigests.org/pre-9219/teaching.htm><http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/docs/citizenship.doc> | IdentifyResponsibleCitizenshipSchoolSettingPastPresent |
| Strand 3: Civics/ GovernmentConcept 4: Functions of Government | **PO 3:** Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground). **M** | I will discuss ways I can help my school and community. | Application | <http://www.learningtogive.org/lessons/unit36/lesson5.html> | DiscussImportantContributingCommunityHelpingWorkingTogether |
| **Strand 4: Geography****Concept 1: The World in Spatial Terms** | **PO 1**: Recognize different types of maps (e.g., political, physical) serve various purposes. **I** | I will describe the different types of maps. | Knowledge | <http://www.ehow.com/way_6173055_united-states-map-lesson-plan.html>  | RecognizeDifferentTypesMaps |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **PO 2**: Identify characteristics of maps and globes:1. Compose Rose
2. Symbols
3. Key/legend

**I** | I will identify and label a compose rose, symbols and key/legend on a map. | Knowledge | <http://www.worldmapsonline.com/LESSON-PLANS/table-of-contents-lesson-plans.htm>  | CharacteristicsMapsGlobesCompose RoseSymbolsKeyLegend |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **PO 3**: Construct a map of a familiar place (e.g., classroom, bedroom, and playground) that includes a compass rose, symbols, and key/legend. **I** | I will create a map of familiar places. | Application | <http://www.cehs.wright.edu/~rhelms/Portfolio_Pages/PPT/ElemLessons/mapskillsforfirstgrade.ppt#256,1,Slide>  | MapFamiliarPlaceCompose RoseSymbolsKey / Legend |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **PO 4**: Recognize characteristics of human and physical features: physical (i.e., ocean continent, river, lake, mountains, islands)human (i.e., equator, North and South Poles) **I** | I will recognize physical and human characteristics. | Comprehension |  | RecognizeCharacteristicsPhysicalFeaturesOceanContinentRiverLakeMountain |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **PO 5**: Locate physical and human features using maps, illustrations, images, or globes:1. Physical (i.e., continent, ocean, river, lake, mountains, islands)
2. Human (i.e., equator, North and South poles, country)

**I** | I will locate different features of a map. | KnowledgeApplication | <http://trip.schoolinsites.com/Default.asp?L=2&LMID=152681&PN=Pages&DivisionID=3933&DepartmentID=3839&SubDepartmentID=&SubP=Level2&PageID=6298&SubPageID=5477>  | LocatePhysicalHumanFeaturesMapsIllustrationsImagesGlobes |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **PO 6:** Locate Arizona on a map of the United States.**I M** | I will locate Arizona on a map of the United States. | KnowledgeComprehensionApplication | <http://travel.nationalgeographic.com/travel/?source=NavTravHome>  | LocateArizonaMapUnited States |
| 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. **I** | I will identify features in our community and compare them to the world. | ComprehensionApplication | <http://www.un.org/Pubs/CyberSchoolBus/habitat/index.asp> <http://www.nationalgeographic.com/xpeditions/lessons/09/gk2/>  | CitiesParksHospitalSchoolsWorld |
| ***Strand 4: Geography******Concept 3: Physical Systems******Science Strand 4*** ***Concept 3*** | Identify, compare, and describe plants and animals in various habitats. **M** | I will identify different animals and their way of life and compare it to other animals. | Comprehension | <http://www.sasked.gov.sk.ca/docs/elemsci/gr1uaesc.html><http://www.champaignschools.org/index2.php?header=./science/&file=ElementaryCurriculum/animalhabitats> | IdentifyCompareDescribePlantAnimalsHabitats |
| *Strand 4: Geography**Concept 3: Physical Systems****Science Strand 6*** ***Concept 1*** | Identify the basic properties and uses of earth materials (rocks, soil, water, conservation). **M** | I will identify different earth materials and what they are being used for. | Comprehension | <http://www.ehow.com/info_8239627_first-identifying-basic-properties-objects.html> | BasicEarthMaterialsRockSoilWaterConversation |
| *Strand 4: Geography**Concepts 3: Physical Systems****SCIENCE: Strand 6;******Concept 3*** | Understand characteristics of weather patterns and how they affect daily activities. **I** | I will talk about the weather and how it will change things I do during the day. | Comprehension | <http://www.atozteacherstuff.com/Themes/Weather/index.shtml><http://www.teachnology.com/gold/new/helpers/weather2.html>  | CharacteristicsWeatherPatternsAffects |
| Strand 4: Geography**Concept 4: Human Systems** | **PO 1**: Discuss elements of cultural (e.g., food, clothing, housing, sports, and holidays). **C** | I will discuss things that special in different cultures. | Application | <http://www.atozteacherstuff.com/Lesson_Plans/Social_Studies/__Grades_K-2/History/index.shtml> | DiscussElementsCulture |
| Strand 4: GeographyConcept 4: Human Systems | **PO 2**: Discuss how land in the students’ community is used for industry, housing, business, agriculture, and recreation. **M** | I will discuss how our land is being use in our community. | Analysis | <http://www.lessonplanspage.com/SS23.htm> | DiscussCommunityIndustryHousingBusinessAgricultureRecreation |
| Strand 4: GeographyConcept 4: Human Systems | **PO 3**: Discuss how people earn a living in the community and the places they work. **M** | I will discuss how people make money and list the different places they can work. | Analysis | <http://www.proteacher.org/c/620_Community_Helpers.html><http://myteacherpages.com/webpages/jgriffin/social.cfm>  | DiscussEarnLivingCommunityWork |
| **Strand 5: Economics****Concept 1: Foundation of Economics** | **PO 1**: Discuss the difference between basic needs and wants. **M** | I will talk about the things I want and the things I need. | Comprehension | <http://www.lessonplanspage.com/SSOWantsAndNeeds-WithMagazinePics12.htm> <http://www.brainpopjr.com/socialstudies/economics/needsandwants/grownups.weml#teachers>  | DiscussDifferencesBetweenNeedsWants |
| Strand 5: EconomicsConcept 1: Foundation of Economics | **PO 2**: Recognize that people need to make choices because of limited resources. **M** | I will recognize that I can’t always get what I want; I may have to wait or work for it. | ApplicationEvaluation | <http://www.brainpopjr.com/socialstudies/economics/needsandwants/grownups.weml#teachers> <http://tcaassets.org/public/lesson-plans/grade-one-wants-and-needs.pdf>  | RecognizeNeedChoicesLimitedResources |
| Strand 5: EconomicsConcept 1: Foundation of Economics | **PO 3**: Recognize that some goods are made locally and some are made elsewhere. **M** | I will identify and list things that are made in our community and those that are made somewhere else. | ComprehensionApplication | <http://www.pnwboces.org/SSELA/Sample_Lessons/FirstGrade/Unit4/Unit4_Lesson6.htm>  | GoodsLocallyMadeElsewhere |
| Strand 5: EconomicsConcept 1: Foundation of Economics | **PO 4:** Recognize that people are buyers and sellers of goods and services**M** | I will recognize that people can make things and sell it and that we can buy these items. | ComprehensionApplication | <http://www.pnwboces.org/SSELA/Sample_Lessons/FirstGrade/Unit4/Unit4_Lesson6.htm>  | BuyersSellersGoodsServices |
| Strand 5: EconomicsConcept 1: Foundation of Economics | **PO 5**: Recognize various forms of U.S. Currency. **C** | I will recognize our money. | ComprehensionApplication | <http://www.moneyinstructor.com/moneylessonplans.asp> <http://www.theteacherscorner.net/printable-worksheets/make-your-own/money-worksheets/>  | RecognizeFormsU.S. Currency |
| Strand 5: EconomicsConcept 1: Foundation of Economics | **PO 6**: Recognize that people save money for future goods and services. **M** | I will recognize that if I save money, I will have money to buy things that I want. | ComprehensionApplication | <http://tcaassets.org/public/lesson-plans/grade-one-saving-money.pdf>  | SaveMoneyGoodsServices |