

A stylized, light gray illustration of a school building with two houses, trees, a bicycle, and a road. The text "First Grade" is overlaid in the center in a large, bold, black font.

First Grade

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically

- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus Key

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline or content focus for the year. This is not the case for high school. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
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.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

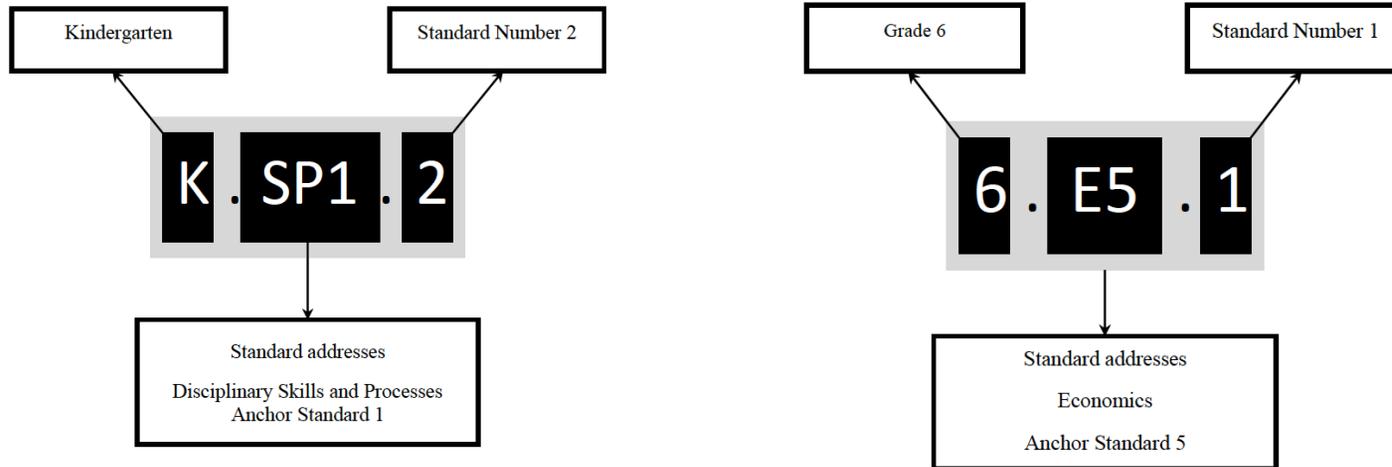
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.



Standards v. Curriculum v. Instruction

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

Scope and Sequence

First Grade: Communities: Living and Working Together

Through the study of civics, geography, economics, and history, students will understand how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced, while community resources, environment, change over time, and cause/effect are examined.

Unit #	Title	Critical Content	Approximate Time
1	Our Communities	Making a community (classroom, school, neighborhood, city, etc.) Community values (i.e., respect, responsibility, fairness, equality) Understanding differences Community rights, rules, and responsibilities Community leaders and their roles Being a contributing community member	9 weeks
2	Exploring Maps	Key map features (physical and human) Reading a map (include using a grid) Making a map Human impact on the land Movement of people, goods, and ideas Compare places past and present	9 weeks
3	Communities Past and Present	Ideas and innovations that impact communities Primary and secondary resources Community problem solving past and present American symbols, documents, landmarks, holidays, and leaders (aligned to appropriate holidays) Community, state, and national historical figures	9 weeks
4	Earning, Saving, and Spending Money	Jobs (and job requirements) in our community Earning, saving and spending money Needs and wants Personal decision making Goods and services Producers and consumers	9 weeks

First Grade Unit 1: Our Communities

Compelling Question: Why are rules important in our community?

Time: 9 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

- 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, 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.

Content Standards	Learning Targets	Key Concepts/Topics
<p>1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.</p> <p>1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions, including consensus building procedures.</p> <p>1.C1.3 Compare one's own thoughts and opinions with others' perspectives.</p> <p>1.C3.1 Explain the importance of rules and laws in our community.</p> <p>1.C3.2 Explain the role and function of local governments.</p> <p>1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.</p>	<p>I can explain how to be kind and helpful in my classroom community. (1.C1.1)</p> <p>I can understand consensus building procedures. (1.C1.2)</p> <p>I can politely agree, disagree, and compare my opinions with those of others. (1.C1.3)</p> <p>I can explain why rules are important. (1.C3.1)</p> <p>I can identify what makes a community successful. (1.C3.3)</p> <p>I can explain how to be helpful in my school community. (1.C3.3)</p> <p>I can describe ways to help my community. (e.g., cleaning up trash around school, helping clean up in the lunchroom, etc.) (1.C3.3)</p> <p>I can explain what makes a community at a city and state level. (1.C3.3)</p> <p>I can name my community leaders. (1.C3.2)</p> <p>I can describe an urban, suburban, and rural community. (1.C3.1)</p> <p>I can explain the role and function of local governments (1.C3.2)</p>	<p>rules and rule makers in:</p> <ul style="list-style-type: none"> • classroom • school • city • state <p>respect, responsibility, rights, equality, and fairness</p> <p>things we can do to make our community a better place</p> <p>government responsibilities (i.e., make laws, carry out laws, enforce laws, manage conflicts, protect the community)</p> <p>citizen responsibilities (i.e., voting, volunteering, community clean-up or recycling campaigns, and becoming informed on current issues)</p> <p>Governor, Vice President, and President</p>

Supporting Questions

Do we have rules?

What can I do in my community? (classroom, school, neighborhood, and city)

<p>Why do we have rules?</p> <p>What is a community?</p> <p>Why is a community important?</p> <p>What are the rules in my classroom, school, neighborhood, and city?</p> <p>Who makes the rules?</p> <p>How do we live and work together successfully?</p>	<p>What are the consequences and benefits of no rules?</p> <p>What are the consequences of not being respectful?</p> <p>What would happen if there were no community leaders such as teachers, law enforcement, community helpers?</p>
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First Grade Unit 2: Exploring Maps

Compelling Question: How are maps helpful to compare past and present?

Time: 9 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

- 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, 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.

Content Standards	Learning Targets	Key Concepts/Topics
1.G1.1 Use, explore, and construct maps, graphs, and other geographical representations to support content focus.	I can describe key physical features on a map (i.e., rivers, mountains, desert). (1.G1.1)	physical features of a map (i.e., rivers, mountains, lakes, desert)
1.G1.2 Use a grid to locate places.	I can describe human features on a map (i.e., school, hospital, farm). (1.G1.1)	human features of a map (i.e., dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses)
1.G2.1 Compare how human activities affect culture and the environment now and in the past.	I can make a map for a specific purpose. (1.G1.1)	human impact on a community
1.G3.1 Explain why and how people, goods, and ideas move from place to place.	I can use a grid to locate places on a map. (1.G1.2)	movement of people, goods, and ideas
1.G3.2 Compare places past and present as it relates to content focus.	I can describe how human activities can change environments. (1.G2.1)	places past and present
	I can explain why movement of people, goods, and ideas can change environments place. (1.G3.1)	
	I can compare places from the past with those in the present. (1.G3.2)	

Supporting Questions

What are physical and human features of a map?	Where is my community on a map?
What information can I get from a map?	What are ways humans have changed my community?
How do I use a grid to locate a place on a map?	Why have communities changed over time?

First Grade Unit 3: Communities Past and Present

Compelling Question: What can we learn from the past?

Time: 9 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

- 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, 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.

Content Standards	Learning Targets	Key Concepts/Topics
<p>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).</p> <p>1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in our communities past and present.</p> <p>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.</p> <p>1.H4.2 Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.</p>	<p>I can explain how ideas and innovations affect communities. (1.H1.1)</p> <p>I can use primary and secondary resources to show changes in our community. (1.H1.1)</p> <p>I can understand how cooperation and compromise solve problems. (1.H2.1)</p> <p>I can explain key American symbols and why they are important. (1.H4.1)</p> <p>I can explain key American holidays and why they are important. (1.H4.1)</p> <p>I can name important American documents and their significance. (1.H4.1)</p> <p>I can name important historical leaders and how they helped our community. (1.H4.2)</p> <p>I can place important events in chronological order on a timeline. (1.SP1.1)</p>	<p>impact of innovations and ideas on communities (i.e., irrigation, architecture, writing)</p> <p>primary versus secondary sources</p> <p>peaceful resolution</p> <p>American and Arizona symbols, landmarks, and documents (i.e., American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol)</p> <p>American and Arizona holidays (i.e., Columbus Day, Thanksgiving, Veteran's Day, Memorial Day, Labor Day, Presidents Day, Dr. Martin Luther King Jr. Day, Independence Day, Constitution Day, Arizona Statehood Day)</p> <p>key community, state, and national historical leaders</p>

Supporting Questions

What ideas and innovations have shaped our communities?

What is a primary source?

What is a secondary source?

What is cooperation?

What is compromise?

How do cooperation and compromise resolve conflict?

What are some American symbols and why are they significant?

What are some key American holidays and why are they significant?

Who are our important leaders and what contributions or historical change did they make?

What are some important American landmarks and why are they significant?

What are some important American documents and why are they significant?

First Grade Unit 4: Earning, Saving, and Spending Money

Compelling Question: How does money affect my choices?

Time: 9 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

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| <p>1.SP1.1 Place important life events in chronological order on a timeline.</p> <p>1.SP1.2 Understand how events of the past affect students' lives and communities.</p> <p>1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and nonfiction.</p> | <p>1.SP3.1 Generate questions about issues in your community past and present.</p> <p>1.SP3.2 With support, identify evidence drawn from multiple sources to answer questions about issues in your community.</p> <p>1.SP3.3 With support, construct and communicate solutions to issues in your community.</p> <p>1.SP3.4 Take group or individual action to help address community issues.</p> <p>1.SP3.5 Ask and answer questions about explanations given.</p> |
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Content Standards	Learning Targets	Key Concepts/Topics
<p>1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.</p> <p>1.E1.2 Describe reasons to save or spend money.</p> <p>1.E2.1 Explain how needs, wants, and availability of resources affect decision making.</p> <p>1.E2.2 Identify the benefits and costs of making various personal decisions.</p> <p>1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.</p> <p>1.E3.2 Explain how people in our community earn income.</p> <p>1.E3.3 Explain how people can be producers and consumers in our community.</p>	<p>I can list jobs in my community. (1.E1.1)</p> <p>I can list the skills needed for jobs in my community. (1.E1.1)</p> <p>I can identify the education needed for jobs in my community. (1.E1.1)</p> <p>I can describe reasons to save and/or spend money. (1.E1.2)</p> <p>I can categorize needs and wants and how they affect decision making. (1.E2.1)</p> <p>I can explain the pros and cons of making choices given the resources I have. (1.E2.2)</p> <p>I can explain how goods and services in my community are produced. (1.E3.1)</p> <p>I can describe how and why people earn money in our community. (1.E3.2)</p> <p>I can explain the difference between producers and consumers. (1.E3.3)</p>	<p>money</p> <p>jobs and education</p> <p>choices</p> <p>needs vs. wants</p> <p>producers and consumers</p>

Supporting Questions

<p>What are some different jobs in our community?</p> <p>What skills and education are needed for specific jobs in the community?</p> <p>How do people earn money?</p> <p>What would happen if you did not have money?</p> <p>Why should we save money?</p>	<p>What impacts our choices for saving or spending money?</p> <p>How do we make a choice between a need and a want?</p> <p>How do available resources affect our decision-making?</p> <p>What is the relationship between a producer and consumer in my community?</p>
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