

# Social Studies Standard Articulated by Grade Level

## Scope and Sequence of the "Big Ideas" of the History Strands

Kindergarten History Strands introduce the concept of exploration as a means of discovery and a way of exchanging ideas, goods, and culture. Important presidents and symbols of our country are also introduced.

First Grade History Strands introduce the concept that settlement enabled cultures and civilizations to develop in different places around the world, advancing their own and later civilizations. North America and Egypt are introduced as examples. Exploration is revisited by introducing the impact of interaction between Native Americans and Europeans during the period of colonization

Second Grade History Strands introduce how the United States became a nation. The impact of exploration is revisited through the introduction of western expansion of the New Nation. The development of cultures and civilizations and their contributions are expanded into the continent of Asia.

Third Grade History Strands introduce the reasons for and effects of the exploration of North America to provide a foundation for further study in fourth and fifth grades. The idea of freedom is explored through the study of our nation from the Civil War through late 19<sup>th</sup> and early 20<sup>th</sup> century immigration. The development of cultures and civilizations and their contributions are expanded through the introduction of ancient Greece and Rome.

Fourth Grade History Strands emphasize the history of Arizona and the Southwest from its earliest civilizations to modern times. Early civilizations in Central and South America and their encounters with Europeans, as well as events in the Middle Ages which spurred exploration of the New World, are also studied to provide the historical foundation for the exploration and settlement of the Southwest.

Fifth Grade History Strands emphasize American history from the earliest Native American cultures to the Civil War. The issues of exploration and rebellion as they occurred throughout the world are also studied in more depth.

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Sixth Grade History Strands emphasize World history from its earliest cultures through the Enlightenment, including the early cultures of the Americas.

Seventh Grade History Strands emphasize American history from the Civil War through the Great Depression. They study the impact of the Industrial Revolution and imperialism on world events.

Eighth Grade History Strands emphasize the historical foundations and democratic principles that framed our Constitution and led to our form of democracy. The history of World War II to the contemporary world is also studied.

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## Distribution of Concepts Across Grade Levels

Strand	Concept	Concept Name	K	1	2	3	4	5	6	7	8	HS
1 American History	1	Research Skills										
	2	Early Civilizations										
	3	Exploration and Colonization										
	4	Revolution and a New Nation										
	5	Westward Expansion										
	6	Civil War and Reconstruction										
	7	Emergence of Modern U.S.										
	8	Great Depression and World War II										
	9	Postwar U.S.										
	10	Contemporary U. S.										
2 World History	1	Research Skills										
	2	Early Civilizations										
	3	World in Transition										
	4	Renaissance and Reformation										
	5	Encounters and Exchange										
	6	Age of Revolution										
	7	Age of Imperialism										
	8	World at War										
	9	Contemporary World										

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Strand	Concept	Concept Name	K	1	2	3	4	5	6	7	8	HS
3 Civics/ Government	1	Foundations of Government										
	2	Structure of Government										
	3	Functions of Government										
	4	Rights, Responsibilities, and Roles of Citizenship										
	5	Government Systems of the World										
4 Geography	1	The World in Spatial Terms										
	2	Places and Regions										
	3	Physical Systems										
	4	Human Systems										
	5	Environment and Society										
	6	Geographic Applications										
5 Economics	1	Foundations of Economics										
	2	Microeconomics										
	3	Macroeconomics										
	4	Global Economics										
	5	Personal Finance										

# Social Studies Standard Articulated by Grade Level

## Introduction

To maintain the Union that supports our freedoms, we must rely on the knowledge, skills, and character of its citizens and those they elect to public office. Critical to the preservation and improvement of America's republican form of government is the study of our founding principles, namely those detailed in the United States Constitution, the Declaration of Independence, and *The Federalist Papers*. The standard includes the study of rich and diverse contributions that people of many backgrounds have made to American life and institutions while emphasizing our shared heritage. Well-informed citizens understand our political, cultural and economic interaction with the rest of the world. Geographic knowledge expands the understanding of our development and identity in the world. The standard requires that students attain knowledge of essential facts, concepts, people, and events as well as a firm grasp of reasoning, inquiry, and research skills. Students must learn how to frame and test hypotheses, distinguish logical from illogical reasoning, develop informed opinions based on different points of view, and employ reflective thinking and evaluation. In this way students will be prepared to fulfill their responsibilities as citizens of our democratic republic. The standard presents academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics that are essential to an understanding of our human experience, past and present.

## Background

The state Board of Education began the development process for the Arizona academic standards in 1996 to define what Arizona students need to know and be able to do by the end of twelfth grade. The Social Studies Standards were adopted in 2000 and partially revised in 2003. Developed by committees comprised of educators, subject matter experts, and business and community leaders, the Social Studies Standard was fully revised and written in articulated grade-specific performance objectives in 2004 - 2005.

## Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the practice of periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. An articulation of the social studies standard was included

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in the process in order to provide consistency across content areas. The skills and content of social studies are not only a critical component of a comprehensive curriculum they also support student success in other areas.

### **Methodology**

A committee to articulate the social studies standard was formed consisting of a representative sample of educators from around the state. It represented large and small schools, rural and urban districts, and ethnic diversity. Subject matter experts, university professors, and community members advised the committees. The goal was to articulate, or align, the current academic standards by grade level (K-12).

The Social Studies Articulation Committee utilized information from the National Council for the Social Studies, the National Council for Geographic Education, the Arizona Council on Economics Education, the Arizona Geographic Alliance, the Bill of Rights Institute, and other sources to promote quality instruction based on current, pedagogical, and research-based practices.

The articulation process included a restructuring of the Arizona Academic Content Standards to better facilitate the alignment of performance objectives by grade level, while maintaining the content integrity of the existing standards. Over a period of months, the articulation committees and smaller sub-committees refined the documents. Reasonableness, usefulness, and appropriateness were the guidelines for the articulation process.

External reviews by nationally recognized consultants and reviews by university and local experts provided additional guidance and perspective to the committees.

### **Organization of the Social Studies Standard**

The five strands of the Social Studies Standard, *American History, World History, Civics/Government, Geography, and Economics* are interrelated and correlate so that classroom lessons may incorporate a variety of performance objectives, creating an integration of the concepts and skills. For instance, a concept and performance objective in world history may be taught in conjunction with a concept and performance objective in civics/government. The standard is not a linear document meant to be taught in specific order. Instead, it is articulated so that the spiraling performance objectives can

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be taught and revisited as needed for mastery. While one performance objective may be repeated verbatim from year to year, it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations. This provides the scaffolding required for learning. When a correlation is evident, the articulation committee provided cross-references between and among concepts in grades K-6. There are also references to other articulated standards, such as reading, writing, math, and science.

The five strands of the Social Studies Standard include K-12 instruction in research skills, critical thinking, and the application of those skills in understanding current events and participating as citizens. The content and skills of all five strands are designed to be taught in the context of Social Studies in grades K-8. At the high school level, content area knowledge and skills are course specific. The high school strands reflect frameworks for complete courses of study in each of the content areas represented by the five strands.

### **Strand 1 – American History**

A study of American history is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

#### Concept 1: Research Skills for History

Historical Research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

#### Concept 2: Early Civilizations

The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States. This forms the basis of knowledge for further study of history.

#### Concept 3: Exploration and Colonization

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The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the United States. Understanding the formation and early growth of the United States is fundamental to appreciating the unique nature of our country.

### Concept 4: Revolution and New Nation

The development of American constitutional democracy grew from political, cultural and economic issues, ideas, and events. Examination of the philosophical and historic foundations of the United States is critical for citizens to be able to continue to uphold the founding principles of our nation.

### Concept 5: Westward Expansion

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the United States. Tracing the impact of expansion into the West provides insight into the changing character of the United States.

### Concept 6: Civil War and Reconstruction

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures. The complex issues of this period continue to affect the daily life and development of the United States.

### Concept 7: Emergence of the Modern United States

Economic, social, and cultural changes transformed the United States into a world power. Examination of the changing role and influence of the United States as it matured into a world power gives insight into our role in the world today.

### Concept 8: Great Depression and World War II

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of United States citizens. The continuing importance of these issues requires that students fully understand their complex nature and how they still affect us today.

### Concept 9: Post World War II United States

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Postwar tensions led to social change in the United States and to a heightened focus on foreign policy. Civil Rights struggles, changing social expectations, global tensions, and economic growth defined the modern United States. Those issues continue to change and reshape our nation.

### Concept 10: Contemporary United States

Current events and issues continue to shape our nation and our involvement in the global community. Our role in the world demands informed citizens who know and value the perspective historical knowledge provides.

## **Strand 2 – World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

### Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

### Concept 2: Early Civilizations

The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations. An understanding of the earliest contributions to society is vital to understanding the rest of the world and our place in it.

### Concept 3: World in Transition

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, cooperation and competition. Examination of these civilizations provides understanding of their enduring contributions to the modern world.

### Concept 4: Renaissance and Reformation

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The rise of individualism challenged traditional Western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements. The ideas born in this era continue to form a basis for political and social thought.

### Concept 5: Encounters and Exchange

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies worldwide, transforming and creating nations. The expansion of the existing nations of the world led to the exchange of ideas, goods, and cultures that formed a foundation for the modern age.

### Concept 6: Age of Revolution

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political, economic, and intellectual systems. During this time new nations, including the United States, were born and changes in thought and technology contributed to creating a new type of national identity.

### Concept 7: Age of Imperialism

Industrialized nations exerted political, economic, and social control over less developed areas of the world. The exercise of imperial power led to world tensions that erupted in war and tumultuous change.

### Concept 8: World at War

Global events, economic issues, and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change. The changes in the concentration of political power led to changes in the world that continue today.

### Concept 9: Contemporary World

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.

## **Strand 3 - Civics/Government**

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The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

### Concept 1: Foundations of Government

United States democracy is based on the principles and ideals that are embodied by symbols, people and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

### Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers. Participation as an informed citizen requires fundamental knowledge of how our government is structured and the safeguards that are in place to ensure the integrity of the democratic process.

### Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people. Our ever-evolving government sets policies and creates laws to achieve these goals.

### Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities, and practices of United States citizenship are founded in the Constitution and the nation's history. Fully informed citizens are better able to protect the rights and privileges guaranteed to the citizens of our nation.

### Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

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## **Strand 4 - Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

### Concept 1: The World in Spatial Terms

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments. Mastery of these tools enables students to better understand information and make decisions that affect the future.

### Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics. These concepts are a foundation for many economic, political, and social decisions made throughout the world.

### Concept 3: Physical Systems

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

### Concept 4: Human Systems

Human cultures, their nature, and distribution affect societies and the Earth. The world is increasingly interconnected and these concepts allow full understanding of major issues facing us.

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### Concept 5: Environment and Society:

Human and environmental interactions are interdependent. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it.

The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

### Concept 6: Geographic Applications

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past and the present, and to plan for the future. The use of geographic analysis is elemental in solving problems and making good decisions.

## **Strand 5 - Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

### Concept 1: Foundations of Economics

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of good and services. Both personal and national decisions are best made with a firm understanding of these principles.

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### Concept 2: Microeconomics

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies. Understanding this allows individuals to make informed decisions and participate in the economic life of the nation.

### Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being. Understanding of these principles allows the student to recognize the cause and effect of national economic policy.

### Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world. Since the United States is economically interconnected with the whole world, an understanding of these principles promotes a stronger economy.

### Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors, and effective participants in society.

**Glossary** – Words and terms from the standard are defined in the glossary. The committee provided definitions for teachers to ensure that the meaning of each word was consistent in grades K – 12. These definitions are not vocabulary words to be taught to students in isolation; they represent the terminology students will learn through the lessons prepared by the classroom teacher.