

Social Studies Standard Articulated by Grade Level Strand 4: Geography

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.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Recognize the differences between maps and globes.	PO 1. Recognize different types of maps (e.g., political, physical) serve various purposes.	PO 1. <i>Recognize different types of maps (e.g., political, physical, thematic) serve various purposes.</i>	PO 1. Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes.	PO 1. Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates).
PO 2. Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).	PO 2. Identify characteristics of maps and globes: a. compass rose b. symbols c. key/legend	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 2. <i>Interpret political and physical maps using the following elements:</i> a. <i>alpha-numeric grids</i> b. <i>title</i> c. <i>compass rose - cardinal and intermediate directions</i> d. <i>symbols</i> e. <i>legend</i> f. <i>scale</i>	PO 2. <i>Interpret political and physical maps using the following map elements:</i> a. <i>title</i> b. <i>compass rose (cardinal and intermediate directions)</i> c. <i>symbols</i> d. <i>legend</i> e. <i>scale</i> f. <i>road map index</i> g. <i>grid (latitude and longitude)</i>
PO 3. Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down. Connect with: Science Strand 5 Concept 2	PO 3. Construct a map of a familiar place (e.g., classroom, bedroom, playground) that includes a compass rose, symbols, and key/legend.	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 3. <i>Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols, and legend.</i>	PO 3. <i>Construct maps using symbols to represent human and physical features.</i>

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Math Strand 4 Concept 1				
PO 4. Identify land and water on maps, illustrations, images, and globes.	PO 4. Recognize characteristics of human and physical features: a. physical (i.e., ocean, continent, river, lake, mountains, islands) b. human (i.e., equator, North and South Poles)	PO 4. Construct tally charts and pictographs to display geographic information (e.g., birthplace – city or state).	PO 4. Construct maps using symbols to represent human and physical features.	PO 4. <i>Construct charts and graphs to display geographic information.</i>
PO 5. Locate continents and oceans on a map or globe.	PO 5. Locate physical and human features using maps, illustrations, images, or globes: a. physical (i.e., continent, ocean, river, lake, mountains, islands) b. human (i.e., equator, North and South poles, country)	PO 5. <i>Recognize characteristics of human and physical features:</i> a. physical (i.e., <i>ocean, continent, river, lake, mountain range, coast, sea, desert</i>) b. human (i.e., <i>equator, Northern and Southern Hemispheres, North and South Poles</i>)	PO 5. Construct charts and graphs to display geographic information.	PO 5. Describe characteristics of human and physical features: a. physical – (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes) b. human – (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county)
	PO 6. Locate Arizona on	PO 6. <i>Locate physical</i>	PO 6. <i>Recognize</i>	PO 6. <i>Locate physical and</i>

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	a map of the United States.	<i>and human features using maps, illustrations, images, or globes:</i> a. <i>physical</i> (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert) b. <i>human</i> (i.e., equator Northern and Southern Hemispheres, North and South Poles, city, state, country)	<i>characteristics of human and physical features:</i> a. <i>physical</i> (i.e., ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula) b. <i>human</i> (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city)	<i>human features using maps, illustrations, images, or globes:</i> a. <i>physical</i> (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait) b. <i>human</i> (i.e., equator four hemispheres, city, state, country, roads, railroads)
			PO 7. <i>Locate physical and human features using maps, illustrations, images, or globes:</i> a. <i>physical</i> (i.e., seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula) b. <i>human</i> (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city,	PO 7. Locate physical and human features in Arizona using maps, illustrations, or images: a. physical (e.g., Gran Canyon, Mogollon Rim, Colorado River, Gila River, Salt River) b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam)

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			<i>state, country, roads, railroads)</i>	

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.			
Grade 5	Grade 6	Grade 7	Grade 8
PO 1. Interpret information from a variety of maps: a. contour b. population density c. natural resource d. historical maps	PO 1. Construct maps, charts, and graphs to display geographic information.	PO 1. <i>Construct maps, charts, and graphs to display geographic information.</i>	PO 1. <i>Construct maps, charts, and graphs to display geographic information.</i>
PO 2. Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.	PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.	PO 2. <i>Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</i>	PO 2. <i>Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</i>
PO 3. Identify the location of significant geographic features from content studied on a physical or political map.	PO 3. Interpret maps, charts, and geographic databases using geographic information.	PO 3. <i>Interpret maps, charts, and geographic databases using geographic information.</i>	PO 3. <i>Interpret maps, charts, and geographic databases using geographic information.</i>

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Grade 5	Grade 6	Grade 7	Grade 8
PO 4. Locate physical and human features (e.g., <i>gulf, delta, isthmus, strait, bay, canyon, swamp, peninsula, province, cape, tree line</i>) in the United States and world on an appropriate type of map.	PO 4. Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map. Connect with: Strand 2 Concept 2	PO 4. Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.	PO 4. <i>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</i>
PO 5. Identify each state on a U.S. map.	PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied.)	PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)	PO 5. <i>Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)</i>
PO 6. Construct maps, charts, and graphs to display geographic information.			

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.
High School
PO 1. Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).

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<p>High School</p>
<p>PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).</p>
<p>PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p>
<p>PO 4. Use an atlas to access information.</p>

<p>Concept 2: Places and Regions Places and regions have distinct physical and cultural characteristics.</p>				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>PO 1. Recognize through images how people live differently in other places and times.</p>	<p>PO 1. Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.</p>	<p>PO 1. Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.</p>	<p>PO 1. Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes.</p>	<p>PO 1. Describe how the Southwest has distinct physical and cultural characteristics.</p>
	<p>PO 2. Discuss physical features (e.g., mountains, rivers, deserts) in the world.-</p>	<p>PO 2. <i>Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.</i></p>	<p>PO 2. Describe how physical and human characteristics of places change from past to present.</p>	<p>PO 2. Describe ways in which Arizona has changed over time from statehood to today.</p>

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Concept 2: Places and Regions Places and regions have distinct physical and cultural characteristics.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	PO 3. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.	PO 3. <i>Discuss physical features (e.g., mountains, rivers, deserts) in the world.</i>		PO 3. Locate the landform regions of Arizona (plateau, mountain, desert) on a map.
	PO 4. Discuss the ways places change over time.	PO 4. <i>Discuss the ways places change over time.</i>		PO 4. Compare the landform regions of Arizona according to their physical features, plants, and animals.
				PO 5. Describe how regions and places (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Canyon de Chelly, Yucatan Peninsula) have distinct characteristics. (Connect to content studied.)

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Concept 2: Places and Regions Places and regions have distinct physical and cultural characteristics.			
Grade 5	Grade 6	Grade 7	Grade 8
<p>PO 1. Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors:</p> <ul style="list-style-type: none"> a. three American colonial regions b. West, Midwest, Northeast, Southeast, Southwest c. North and South during the Civil War <p>Connect with: Strand 1 Concept 3, 4, 5</p>	<p>PO 1. Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation).</p> <p>Connect with: Strand 2 Concept 2</p>	<p>PO 1. Describe the human and physical characteristics of places and regions.</p>	<p>PO 1. Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.</p>
<p>PO 2. Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and other reference materials.</p>	<p>PO 2. Describe the factors that cause regions and places to change.</p> <p>Connect with: Strand 2 Concept 2</p>	<p>PO 2. Explain the concept of regions and why they change.</p>	<p>PO 2. Explain the factors that contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Korea, Germany).</p>
	<p>PO 3. Describe the interactions of people in different places and regions.</p> <p>Connect with: Strand 2 Concept 3, 4, 5</p>	<p>PO 3. Compare the historical and contemporary interactions among people in different places and regions.</p>	<p>PO 3. Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions.</p>

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Concept 2: Places and Regions Places and regions have distinct physical and cultural characteristics.			
Grade 5	Grade 6	Grade 7	Grade 8
	<p>PO 4. Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims. Connect with: Strand 2 Concept 2</p>	<p>PO 4. Describe how a place changes over time. (Connect with content studied.)</p>	<p>PO 4. Identify how the role of the media, images, and advertising influences the perception of a place.</p>
	<p>PO 5. Describe the physical and human characteristics of places and regions of a Middle Eastern country studied. Connect with: Strand 2 Concept 2</p>		<p>PO 5. Describe how a place changes over time. (Connect with content studied.)</p>

Concept 2: Places and Regions Places and regions have distinct physical and cultural characteristics.
High School
<p>PO 1. Identify the characteristics that define a region:</p> <ul style="list-style-type: none"> a. physical processes such as climate, terrain, and resources b. human processes such as religion, political organization, economy, and demographics
<p>PO 2. Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.</p>
<p>PO 3. Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam,</p>

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<p>Concept 2: Places and Regions Places and regions have distinct physical and cultural characteristics.</p>
<p>High School conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.</p>
<p>PO 4. Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.</p>
<p>PO 5. Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).</p>
<p>PO 6. Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).</p>
<p>PO 7. Analyze sides of scientific debates over how human actions (e.g., global warming, ozone decline) modify a region.</p>

<p>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.</p>				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>Connect with: Science Strand 4 Concept 3 Identify plants and animals in the local environment.</p>	<p>Connect with: Science Strand 4 Concept 3 Identify, compare, and describe plants and</p>	<p>Connect with: Science Strand 6 Concept 3 Measure and record weather conditions, identify</p>	<p>Connect with: Science Strand 3 Concept 1 Describe major factors that impact human populations</p>	<p>Connect with: Science Strand 3 Concept 1 Describe how natural events and human</p>

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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.				
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	animals in various habitats.	clouds and analyze their relationship to temperature and weather patterns.	and the environment.	activities impact environments.
Science Strand 6 Concept 1 Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable).	Science Strand 6 Concept 1 Identify the basic properties and uses of earth materials (rocks, soil, water, conservation).		Science Strand 4 Concept 3 Explain the relationships among plants and animals in different environments.	Science Strand 4 Concept 3 Describe uses, types, and conservation of natural resources.
Science Strand 6 Concept 3 Understand the characteristics of weather and how it affects people.	Science Strand 6 Concept 2 Identify objects in the sky (sun, moon, stars, clouds).		Science Strand 4 Concept 4 Describe ways species adapt to environments and what happens if they cannot adapt.	Science Strand 6 Concept 2 Understand processes acting on the earth (erosion, floods, earthquakes, volcanoes, forest fires) and evidence of their occurrence.
	Science Strand 6 Concept 3 Understand characteristics of weather patterns and		Science Strand 6 Concept 1 Identify the basic properties of earth	Science Strand 6 Concept 3 Understand characteristics of weather conditions and

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<p>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.</p>				
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	how they affect daily activities.		materials (rocks, fossils, layers of the earth).	climate.

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Grade 5	Grade 6	Grade 7	Grade 8
<p>Connect with: Science Strand 3 Concept 1 Explain the impacts of natural hazards on habitats.</p>	<p>PO 1. Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.</p>	<p>Connect with: Science Strand 3 Concept 1 Analyze environmental benefits and risks of human interactions.</p>	<p>Connect with: Science Strand 3 Concept 1 Analyze risk factors of and possible solutions to chemical and biological hazards.</p>
<p>Science Strand 6 Concept 2 Describe lunar cycles, Earth's revolution and rotation, and gravity.</p>	<p>Connect with: Science Strand 3 Concept 1 Evaluate the effects of, and describe how people plan for and respond to natural disasters.</p>	<p>Science Strand 4 Concept 3 Analyze relationships in the environment (food chains, food webs, carrying capacity, problems associated with population growth, environmental</p>	

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		factors) affecting living organisms.	
<p>Science Strand 6 Concept 3 Describe the planets, other objects in the solar system, and exploration of the solar system.</p>	<p>Science Strand 4 Concept 3 Describe how sunlight, water quality, climate, population density and pollution affect quality of life.</p>	<p>Science Strand 6 Concept 1 Describe the basic properties of earth materials (rocks, fossils, layers of the earth) and how change over time is estimated.</p>	
	<p>Science Strand 6 Concept 1 Describe the composition of and interactions between bodies of water and the atmosphere.</p>	<p>Science Strand 6 Concept 2 Relate plate tectonics to the resulting landforms and earthquakes.</p>	
	<p>Science Strand 6 Concept 2 Explain the water cycle and factors that affect climate.</p>	<p>Science Strand 6 Concept 3 Explain the relationships between the Earth and other objects in the solar system.</p>	

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<p>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.</p>
<p>High School</p>
<p>PO 1. Analyze how weather and climate (e.g., the effect of heat transfer, Earth’s rotation, and severe weather systems) influence the natural character of a place. Connect with: Science Strand 6 Concepts 1, 2, 4</p>
<p>PO 2. Analyze different points of view on the use of renewable and non-renewable resources in Arizona. Connect with: Science Strand 3 Concept 2</p>
<p>PO 3. Analyze how earth’s internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical, water and carbon cycles, erosion, deposition) influence the character of places. Connect with: Science Strand 6 Concepts 1, 2</p>
<p>PO 4. Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.</p>

<p>Concept 4: Human Systems Human culture, their nature, and distribution affect societies and the Earth.</p>				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.</p>	<p>PO 1. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt). Connect with: Reading Strand 2 Concept 2</p>	<p>PO 1. Discuss housing and land use in urban and rural communities.</p>	<p>PO 1. Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).</p>	<p>PO 1. Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.</p>

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

Concept 4: Human Systems Human culture, their nature, and distribution affect societies and the Earth.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 2. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.	PO 2. <i>Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.</i>	PO 2. Describe the reasons-(e.g., jobs, climate, family) for human settlement patterns.	PO 2. Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).	PO 2. Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas.
PO 3. Describe how people earn a living in the community and the places they work. Connect with: Strand 5 Concept 1	PO 3. <i>Describe how people earn a living in the community and the places they work.</i>	PO 3. Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.	PO 3. Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).	PO 3. Describe how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona.
		PO 4. Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied. Connect with: Reading Strand 2 Concept 2	PO 4. Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied. Connect with: Reading Strand 2 Concept 2	PO 4. Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population.
		PO 5. Discuss that Asian civilizations have changed from past to present.	PO 5. Discuss that Ancient Civilizations have changed from past to present.	PO 5. Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

Concept 4: Human Systems Human culture, their nature, and distribution affect societies and the Earth.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				natural resources) of regions studied.
		PO 6. Recognize the connections between city, state, country, and continent.	PO 6. Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.	PO 6. Describe elements of culture in areas studied (e.g., Mexico, Central and South America).

Concept 4: Human Systems Human culture, their nature, and distribution affect societies and the Earth.			
Grade 5	Grade 6	Grade 7	Grade 8
PO 1. Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War). Connect with: Strand 1 Concept 5, 6	PO 1. Interpret the demographic structure of places and regions using a population pyramid.	PO 1. Discuss the implications of the demographic structure of places and regions.	PO 1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.

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Social Studies Standard Articulated by Grade Level

Strand 4: Geography

Concept 4: Human Systems Human culture, their nature, and distribution affect societies and the Earth.			
Grade 5	Grade 6	Grade 7	Grade 8
PO 2. Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places. Connect with: Strand 1 Concept 5 Strand 2 Concept 5 Strand 5 Concept 1	PO 2. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions.	PO 2. Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.	PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.
	PO 3. Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2	PO 3. Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.	PO 3. Describe the characteristics and locations of various cultures throughout the world.
	PO 4. Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions. Connect with: Strand 2 Concept 2, 3, 4	PO 4. Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.	PO 4. Identify the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions.

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

Concept 4: Human Systems Human culture, their nature, and distribution affect societies and the Earth.			
Grade 5	Grade 6	Grade 7	Grade 8
	PO 5. Identify cultural norms that influence different social, political, and economic activities of men and women. Connect with: Strand 2 Concept 2	PO 5. Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.	PO 5. Explain how cooperation contributes to political, economic, and social organization (e.g., United Nations, European Union, NAFTA).
		PO 6. Describe the distributions and patterns of cultural characteristics (e.g., religions, language, standards of living) over time.	PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.
		PO 7. Describe the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.	PO 7. Describe how changes in technology, transportation, communication, and resources affect economic development.
		PO 8. Explain how cooperation and conflict contribute to political, economic, and social activities.	
		PO 9. Identify cultural aspects	

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

Concept 4: Human Systems Human culture, their nature, and distribution affect societies and the Earth.			
Grade 5	Grade 6	Grade 7	Grade 8
		(e.g., literacy rates, occupations, property rights) based on social and political factors.	
		PO 10. Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.	

Concept 4: Human Systems Human culture, their nature, and distribution affect societies and the Earth.	
High School	
PO 1. Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).	
PO 2. Analyze push/pull factors that contribute to human migration.	
PO 3. Analyze the effects of migration on places of origin and destination, including border areas.	
PO 4. Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism”, trade, outsourcing).	

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

<p>Concept 4: Human Systems Human culture, their nature, and distribution affect societies and the Earth.</p>
<p>High School</p>
<p>PO 5. Analyze the development, growth, and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).</p>
<p>PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations.</p>
<p>PO 7. Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.</p>
<p>PO 8. Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.</p>

<p>Concept 5: Environment and Society Human and environmental interactions are interdependent upon one another. 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.</p>				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>PO 1. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).</p>	<p>PO 1. Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.</p>	<p>PO 1. Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.</p>	<p>PO 1. <i>Identify ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth.</i></p>	<p>PO 1. Describe human dependence on the physical environment and natural resources to satisfy basic needs.</p>

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

<p>Concept 5: Environment and Society Human and environmental interactions are interdependent upon one another. 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.</p>				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 2. Recognize that resources are renewable, recyclable, and non-renewable.	PO 2. Identify resources that are renewable, recyclable, and non-renewable.	PO 2. Recognize ways of protecting natural resources.	PO 2. Describe ways of protecting natural resources.	PO 2. Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.
			PO 3. Identify resources that are renewable, recyclable, and non-renewable.	PO 3. Describe the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agricultural) on the physical environment and ecosystems.

<p>Concept 5: Environment and Society Human and environmental interactions are interdependent upon one another. 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.</p>			
Grade 5	Grade 6	Grade 7	Grade 8
PO 1. Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.	PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade,	PO 1. Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that	PO 1. Describe how (e.g., deforestation, desertification) humans modify ecosystems.

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Social Studies Standard Articulated by Grade Level

Strand 4: Geography

Concept 5: Environment and Society			
Human and environmental interactions are interdependent upon one another. 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.			
Grade 5	Grade 6	Grade 7	Grade 8
Connect with: Strand 1 Concept 3, 6	and migration.	influence the formation and location of resources.	
PO 2. Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.	PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment. Connect with: Strand 2 Concept 2	PO 2. Describe the consequences of natural hazards (e.g., Dust Bowl hurricanes, droughts, earthquakes).	PO 2. Describe why (e.g., resources, economic livelihood) humans modify ecosystems.
	PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities. Connect with: Strand 2 Concept 2	PO 3. Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.	PO 3. Explain how changes in the natural environment can increase or diminish its capacity to support human activities.
	PO 4. Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.	PO 4. Describe the positive and negative outcomes of human modification on the environment.	PO 4. Explain how technology positively and negatively affects the environment.
		PO 5. Explain how modification	PO 5. Analyze changing ideas

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

Concept 5: Environment and Society			
Human and environmental interactions are interdependent upon one another. 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.			
Grade 5	Grade 6	Grade 7	Grade 8
		in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.	and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).
		PO 6. Describe the ways human population growth can affect environments and the capacity of environments to support populations.	PO 6. Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).
		PO 7. Compare different points of view and research on environmental issues (e.g., land use, natural resources, wildlife, biomes).	

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<p>Concept 5: Environment and Society Human and environmental interactions are interdependent upon one another. 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.</p>
<p>High School</p>
<p>PO 1. Analyze how the Earth’s natural systems (e.g., Gulf Stream permitting habitation of northern Europe, earthquakes, tsunamis, periodic droughts, river civilizations) affect humans.</p>
<p>PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between developed and developing nations, why people continue to build in disaster-prone places).</p>
<p>PO 3. Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).</p>
<p>PO 4. Analyze the environmental effects of human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management) on the environment.</p>
<p>PO 5. Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals).</p>
<p>PO 6. Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century).</p>
<p>PO 7. Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.</p>

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

Concept 6: Geographic Applications				
Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Discuss geographic concepts related to current events.	PO 1. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.	PO 1. <i>Discuss geographic concepts related to current events.</i>	PO 1. <i>Discuss geographic concepts related to current events.</i>	PO 1. Describe the impact of geographic features (e.g., rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).
	PO 2. <i>Discuss geographic concepts related to current events.</i>	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.	PO 2. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).	PO 2. <i>Discuss geographic knowledge and skills related to current events.</i>
				PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

Concept 6: Geographic Applications Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4

Concept 6: Geographic Applications Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.			
Grade 5	Grade 6	Grade 7	Grade 8
PO 1. Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West. Connect with: Strand 1 Concept 3, 5, 6	PO 1. Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions. Connect with: Strand 2 Concept 2	PO 1. Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)	PO 1. Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)
PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.	PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.	PO 2. Describe how environments (e.g., Sun Belt, urban areas) influence living conditions.	PO 2. Describe ways different groups of people (i.e., Native Americans, Hispanics, retirees) create and shape the same environment.
PO 3. Use geography concepts		PO 3. Use geographic	PO 3. Use geographic

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Social Studies Standard Articulated by Grade Level Strand 4: Geography

<p>Concept 6: Geographic Applications Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</p>			
Grade 5	Grade 6	Grade 7	Grade 8
<i>and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</i>		<i>knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</i>	<i>knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</i>

<p>Concept 6: Geographic Applications Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</p>	
High School	
<p>PO 1. Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.</p>	
<p>PO 2. Analyze how changing perceptions of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.</p>	
<p>PO 3. Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).</p>	

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