

KINDERGARTEN: CHILDREN AS CITIZENS

Students will be able to... (Disciplinary Skills and Process Standards)

- Use words to explain time
- Understand cause and effect from past to present
- Generate questions
- Compare diverse cultures
- Use primary/secondary sources
- Compare fiction and non-fiction
- Answer historical questions

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Grade Level Compelling Question

Who am I as a citizen?

Priority Standards

- K.C1.1** Apply values of respect, responsibility, equality, and fairness within schools and communities.
- K.C1.3** Compare one's own thoughts and opinions with those of others.
- K.C4.2** Explain why rules are important within the classroom and school.
- K.C2.1** Describe roles and responsibilities of people in authority.
- K.E2.1** Explain how needs, wants, and the availability of resources affect decision making.
- KG1.1** Use, explore, and construct maps, graphs and other geographical representations to support content focus.
- K.H1.1** Compare one's own culture with the culture of others.

Students must learn... (Essential Content Knowledge Standards)

- Rules and Responsibilities
- The Community and Me
- Making Personal Decisions
- Our Cultures
- We are America: Symbols, Traditions, Holidays, and People
- How Weather and Water Affects Us
- Geography Skills

ACADEMIC VOCABULARY

author, choice, compare, contrast, fact, graph, map, opinion, paragraph, passage, story,

[Academic Words for Kinder Article](#)

CONTENT SPECIFIC VOCABULARY

authority, biography, choices, community, compromise, cooperation, culture, equality, facts, fairness, graph, holiday, Indian Nations, map, needs, opinion, resources, respect, responsibility, rules, symbol, tradition, values, wants

KINDERGARTEN: CHILDREN AS CITIZENS

Skills and instructional strategies:

Use words to explain time

- Timeline Graphic Organizer
- Sequencing Worksheets

Understand cause and effect from past to present

- K-5 Literacy Worksheets

Generate questions

- Question Formulation Technique (QFT)
- See Think Wonder

Compare diverse cultures

- Venn Diagram
- Think Pair Share

Use primary/secondary sources

- National Archives Elementary

Compare fiction and non-fiction

- Fiction or Nonfiction T Chart

Answer historical questions

- Sentence Stems

Social Studies and ELA Connections

With prompting and support, identify and retell key details of a historical text including time (K.RI.2, K.SP1.1)

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3, K.SP1.2)

With prompting and support, ask and answer questions about key details in a text. (K.RI.1, K.SP1.3, K.SP3.1)

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K.RI.7, K.RL.7, K.SP2.1)

Essential Sources



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!
Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.430/0>

FIRST GRADE: COMMUNITIES: LIVING AND WORKING TOGETHER

Students will be able to...
(Disciplinary Skills and Process Standards)

- Create a timeline of important life events
- Understand cause and effect
- Ask questions about historical individuals and groups
- Compare diverse cultures
- Use primary sources
- Identify problems in your community past and present
- Collect evidence from multiple sources
- Answer questions about problems using evidence
- Construct and communicate solutions to problems
- Take group or individual action to help solve community problems
- Use evidence to support you answer

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Grade Level Compelling Question

How do people in a community work together to make it a better place?

Priority Standards

- 1.G2.1 Compare how human activities affect culture and the environment now and in the past.
- 1.G3.2 Compare places past and present as it relates to content focus.
- 1.G3.1 Explain why and how people, goods, and ideas move from place to place.
- 1.E2.1 Explain how needs, wants, and availability of resources affect decision making.
- 1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.
- 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).
- 1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.

Students must learn...
(Essential Content Knowledge Standards)

- Understanding Perspectives of Others
- Functions of Government: School and Community
- Financial Literacy: Earning, Spending, and Saving Money
- Geography Skills
- Effects of Human Movement*
- Compromise and Conflict Resolution
- Origins and Importance of American Symbols and Traditions

ACADEMIC VOCABULARY

author, cause, choice, chronological, compare, contrast, effect, evidence, fact, graph, map, opinion, paragraph, passage, primary source, secondary source, solution

CONTENT SPECIFIC VOCABULARY

agriculture, choice, citizen, community, compromise, conflict, consumer, culture, earn, equality, fairness, goods, government, holiday, income, invention, key/legend, monument, needs/wants, occupation, perspective, physical and human characteristics, place, president, producer, resolution, resources, respect, responsibility, route, rural, save, services, spend, suburban, symbol, tradition, urban

FIRST GRADE: COMMUNITIES: LIVING AND WORKING TOGETHER

Skills and Instructional Strategies:

Create a timeline of important life events

- Creating Timelines

Understand cause and effect

- I Used to Think...Now I Think...

Ask questions about historical individuals and groups

- Seek to See

Compare diverse cultures

- Same, Different, Connect, Engage

Use primary sources

- See, Think, Me, We

Identify problems in your community past and present

- Analyze a Written Document

Collect evidence from multiple sources

- Text Evidence Supports

Answer questions about problems using evidence

- The Explanation Game Thinking Routine

Construct and communicate solutions to problems

- Imagine If (for younger children)... Thinking Routine

Take group or individual action to help solve community problems

- Take a Stand

Use evidence to support your answer

- Claim, Support, Question

Social Studies and ELA Connections

Create a timeline of sequenced events; include details regarding what happened and use words to signal chronological order (1.W.3, 1.SP1.1)

Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details. (1.RI.3, 1.SP1.2)

Ask and answer questions such as who, what, where, why, when, and how about key details in a text. (1.RI.1, 1.SP1.3, 1.SP3.1, 1.SP3.5)

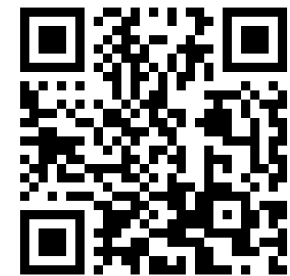
Use the illustrations and details in a text to describe its key ideas (ex. cultures) (1.RI.7, 1.RL.7, 1.SP2.1)

Write informative/explanatory texts to construct and communicate solutions to problems in your community, supply facts about the topic, and provide a conclusion. (1.W.2, 1.SP3.3)

Essential Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL! Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.431/0>

SECOND GRADE: THE WORLD AROUND ME

Students will be able to...
(Disciplinary Skills and Process Standards)

- Create a sequence of events
- Understand similarities and differences of past and present
- Analyze past events effect on student’s life
- Ask questions about historical individuals and groups
- Compare diverse cultures
- Compare perspectives
- Identify facts by answering questions
- Use multiple sources to answer multiple questions
- Collect evidence from multiple sources
- Generate questions about events, sources, and people
- Create a summary
- Present a summary using print, oral, or digital technology
- Generate reasons for things and events
- Use biographies, stories, fiction, non-fiction, primary sources (photographs, artifacts, music)

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How am I connected to other communities, cultures, and civilizations?

Priority Standards

- 2.C2.2 Explain how all people, not just official leaders, play important roles in the world.
- 2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.
- 2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.
- 2.G2.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region being studied.
- 2.H1.2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.
- 2.H3.1 Generate questions about the institutions and belief systems of different societies.

Students must learn...
(Essential Content Knowledge Standards)

- Regions and Cultures of the World
- Who is in charge? Looking at Leaders and Governments
- Weather and Climate Around the World
- We Can Do It! Solving Problems Across Culture and Regions
- Role of Money Around the World

ACADEMIC VOCABULARY

author, cause, choice, chronological, compare, contrast, effect, evidence, fact, graph, map, opinion, paragraph, passage, primary source, secondary source, solution

CONTENT SPECIFIC VOCABULARY

authority, belief systems, cities, climate, communication, community, contributions, consumers, country, education systems, function, globe, global economy, goods and services, government, hemisphere, immigration, income, institution, migration, money, needs, occupation, producers, public setting, public service, resources (natural and economic), responsibility, role, rules, seven continents, society, trade, transportation, wants, world

SECOND GRADE: THE WORLD AROUND ME

Skills and instructional strategies:

- Create a sequence of events
 - Beginning, Middle, End
- Understand similarities and differences of past and present
 - Connect, Extend, Challenge
- Analyze past events effect on student's life
 - Same Difference Connect Engage
- Ask questions about historical individuals/groups
 - Creative Question Starts
- Compare diverse cultures
 - Parts, People, Interactions (for younger children)
- Compare perspectives
 - Circle of Viewpoints
- Identify facts by answering questions
 - Unveiling Stories
- Use multiple sources to answer multiple questions
 - See Feel Think Wonder
- Collect evidence from multiple sources
 - What Makes You Say That?
- Generate questions about events, sources, and people
 - Generate-Sort-Connect-Elaborate
- Create a summary
 - Take Note
- Generate reasons for things and events
 - The Explanation Game

Social Studies and ELA Connections

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a source. (2.SP1.3, 2.SP3.3, 2.SP3.5, 2.RI.1)

With prompting and support, describe the connection between a series of historical events. (2.SP1.1, 2.SP1.2, 2.RI.3)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2.SP3.1, 2.RI.5)

Describe how reasons support specific points the author makes in a text. (2.SP4.1, 2.SP4.2, 2.RI.8)

Compare and contrast the most important points presented by two texts on the same topic. (2.SP3.4, 2.RI.9)

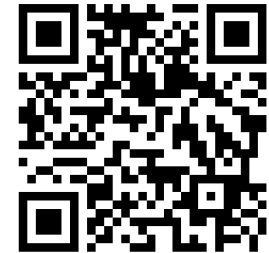
Summarize or describe key ideas or details from a text read aloud or information presented orally or through other media. (2.SP3.6, 2.SL.2)

Ask and answer questions about what a speaker says or writes in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SP1.3, 2.SP2.2, 2.SL.3)

Essential resources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!
Sources are organized by Students Must Learn categories.



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Third Grade - Arizona Studies

Prehistoric to Present Day

Students will be able to...
(Disciplinary Skills and Process Standard)

- Use Chronological Sequencing
- Compare history to today
- Generate questions
- Explain Multiple Points of View
- Use Primary and Secondary Sources
- Compare Sources
- Construct Arguments and Explanations
- Use Evidence
- Present Summaries
- Explain Cause and Effect

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How does where we live shape who we are?

Priority Content Standards

Students must learn...
(Essential Content Knowledge Standards)

- Geographic Elements of Arizona
- Population of Arizona: Paleo to Today
- 22 Indian Nations of Arizona
- Growth and Expansion of Arizona
- Statehood and Government
- Role and Responsibilities of Arizona citizens
- Arizona Resources and Industries

- 3.C3.2** Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.
- 3.E2.2** Describe how Arizona is connected to other states, Mexico, and other nations by the movement of people, goods, and ideas.
- 3.G4.1** Describe how Arizona has changed over time.
- 3.H1.1** Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations.
- 3.H2.2** Examine how individuals and groups have worked together throughout Arizona’s history.
- 3.H3.2** Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.

ACADEMIC VOCABULARY

affect, best support, connection, details, differences, evidence, generate, identify, information, main idea, opinion, ordering, passage, point of view, response, similarities, source, statement, summarize, turning point

CONTENT SPECIFIC VOCABULARY

agriculture, citizenship, civic virtues, civilization, colonize, conflict, consensus, cultures, democratic, explorer, government, human features, immigrants, indigenous, industries, innovations, migrant, missionaries, nation, natural resources, paleo, physical features, resolution, responsibilities, rights, settlement, tribal

Third Grade - Arizona Studies

Prehistoric to Present Day

Skills and instructional strategies:

- Create a sequence of events
 - Beginning, Middle, End
- Understand similarities and differences of past and present
 - Connect, Extend, Challenge
- Analyze past events effect on student's life
 - Same Difference Connect Engage
- Ask questions about historical individuals/groups
 - Creative Question Starts
- Compare diverse cultures
 - Parts, People, Interactions (for younger children)
- Compare perspectives
 - Circle of Viewpoints
- Identify facts by answering questions
 - Unveiling Stories
- Use multiple sources to answer multiple questions
 - See Feel Think Wonder
- Collect evidence from multiple sources
 - What Makes You Say That?
- Generate questions about events, sources, and people
 - Generate-Sort-Connect-Elaborate
- Create a summary
 - Take Note
- Generate reasons for things and events
 - The Explanation Game

Social Studies and ELA Connections

Analyze primary and secondary sources using the inquiry process to develop questions that drive inquiry into the past.(3.SP1.3, 3.RI.1)

Determine the main idea of a passage/ source; explain how key details support the main idea. (3.SP3.7, 3.SP4.2, 3.RI.2)

Describe the relationship (time, sequence, and cause/effect) between a series of historical events and concepts using content-specific language (3.SP1.1, 3.RI.3)

Explicitly teach the text features of an informational text (*table of contents, headings, subheadings, captions, keys, maps, graphs, and charts and search tools- key words, sidebars, hyperlinks*) to locate information. (3.SP3.3, 3.RI.5)

Distinguish multiple points of view, including one's own, from that of the author of a passage/source (3.SP2.1, 3.RI.6)

Analyze primary/ secondary sources which can include illustrations, maps, images, and documents to determine where, when, why, and how key events occur. (3.SP3.3, 3.RI.7)

Compare and contrast multiple points of view as presented in two passages on the same topic. (3.SP3.4, 3.RI.9)

Write opinion pieces on social science topics or passages/sources, using reasons that best support one's point of view. (3.SP3.3, 3.SP3.6, 3.W.1)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social science topics and/or passages/sources, building on others' ideas and expressing their own clearly. (3.C1.2, 3.SL.1)

Essential Sources:



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Check out Arizona Geographic Alliance for Arizona lessons created by Arizona teachers

FOURTH GRADE: REGIONS AND CULTURES OF THE AMERICAS

Pre-contact Americas to European settlements (up 1763)

Students will be able to...
(Disciplinary Skills and Processes Standards)

- Use chronological sequencing
- Compare history to today
- Generate questions
- Explain multiple points of view and connect to historical context
- Compare developments using primary and secondary sources
- Analyze and evaluate sources
- Construct arguments and explanations
- Present arguments in print, oral, and digital
- Explain causes and effects, main idea, and use evidence

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

What impact did European exploration/ colonization have on the Indigenous peoples of the Americas?

Priority Content Standards

- 4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
- 4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.
- 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.
- 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
- 4.G3.1 Explain how the location and use of resources affects human settlement and movement.
- 4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration
- 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

Students must learn...

(Essential Content Knowledge Standards)

- Theories of the first peopling of the Americas
- Mesoamerican and South American Civilizations
- Life of Indigenous people of the Americas by region
- European exploration and colonization
- Developing the Americas through Interactions and Contributions
- Religious Influence on Peoples of America
- Life and Development of the Colonies
- Indigenous vs Colonial Land Relationships

ACADEMIC VOCABULARY

as is, based on, best support, claim, connection, differences, emphasize, evidence, identify, increased, inference, illustration, information, main idea, most likely, opinion, outcome, passage, phrase, point of view, reason, response, source, statement, structure, summarize, support the answer

CONTENT SPECIFIC VOCABULARY

civic virtues, civilization, Colombian Exchange, colonies, enslavement, equality, exploration, explorers, fundamental rights, indentured servitude, indigenous, industries, interdependence, justice, liberty, mercantilism, Mesoamerican, nomadic, opportunity cost, oppression, scarcity, sedentary, settlement, settlers, The Americas, triangular trade

FOURTH GRADE: REGIONS AND CULTURES OF THE AMERICAS

Pre-contact Americas to European settlements (up 1763)

Skills and Instructional strategies:

Use chronological sequencing

- Human Timeline

Compare history to today

- Here Now/There Then

Generate questions

- Question Formulation Technique (QFT)

Explain multiple points of view and connect to the historical context

- Discussion Diamond*
- Circle of Viewpoints

Compare developments using primary and secondary sources

- Library of Congress Primary Source Analysis
- CyberSandwich EduProtocol

Analyze and evaluate sources

- Historical Thinking Chart

Construct arguments and explanations

- Debate-It EduProtocol
- Claim, Support, Question

Present arguments in print, oral, and digital

- Mini-Report EduProtocol Remix
- 8 pARTS
- Worst Preso Ever

Explain causes and effects, main idea, and use evidence

- Connect, Extend, Challenge

Social Studies and ELA Connections

Refer to details and examples in a primary or secondary source text when explaining what the text says explicitly and when drawing inferences from the text (4.RI.1, 4.SP3.5).

Determine the main idea of a text and explain how it is supported by key details; summarize the text (4.RI.2, 4.SP4.2, 4.SP4.3).

Explain events and ideas in a historical text, including what happened and why, based on specific information in the text (4.RI.3, 4.SP1.3, 4.SP4.1, 4.SP3.1, 4.SP3.3).

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to Social Science (4.RI.4, 4.SP2.1).

Describe the overall structure of events, ideas, concepts, or information in a text or part of a text (4.RI.5, 4.SP1.1, 4.SP3.2, 4.SP4.1).

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided (4.RI.6, 4.SP1.2, 4.SP3.2, 4.SP3.4).

Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears (4.RI.7, 4.SP4.3, 4.SP3.6).

Explain how an author uses reasons and evidence to support particular points in a text (4.RI.8, 4.SP3.4, 4.SP4.3, 4.SP2.2).

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (4.RI.9, 4.SP2.1, 4.SP3.2, 4.SP3.4, 4.SP4.3).

By the end of the year, proficiently and independently read and comprehend informational texts in history/social studies in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4 (4.RI.10).

Essential Sources:



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Fifth Grade: United States Studies

American Revolution to Industrialism (1763 to 1900s)

Students will be able to...
(Disciplinary Skills and Process Standards)

- Create and use chronological sequencing
- Explain history's impact on personal lives & society
- Generate questions
- Explain multiple perspectives
- Analyze primary and secondary sources incl. credibility and perspective
- Construct arguments using claims & evidence
- Construct explanations
- Summarize central claims
- Explain probable causes and effects

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How did historical events and ideas contribute to the development of the United States' unique identity?

Priority Content Standards

Students must learn...
(Essential Content Knowledge Standards)

- American Revolution
- Constitutional Convention
- Westward Expansion
- Civil War
- Reconstruction
- American Industrialization
- Immigration
- Evolution of Civil Liberties

- C2.1** Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
- C4.1** Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
- E2.1** Compare the benefits and costs of individual choices within the context of key historical events.
- E4.1** Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- G1.1** Use and construct maps and graphs to represent changes in the United States.
- H2.1** Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
- H4.1** Use primary and secondary sources to describe how diverse groups shaped the United States' multicultural society within the historical timeframe.

ACADEMIC VOCABULARY

affect, as is, best support, claim, connection, correct order, diagram, differences, evidence, express, identify, information, illustration, most likely, opinion, passage, phrase, point of view, response, sequence, similarities, source, statement, structure, summarize, theme

CONTENT SPECIFIC VOCABULARY

abolition, Anti-Federalist, Bill of Rights, checks and balances, enslavement, federalism, Federalist, immigration, industrialism, innovations, Jim Crow Laws, loyalist, market economy, migration, patriot, push/pull factors, ratification, removal/displacement, revolution, secede, segregation, suffrage, tenements, territorial expansion, unions, urbanization

Fifth Grade: United States Studies

American Revolution to Industrialism (1763 to 1900s)

Skills and Instructional Strategies:

Use chronological sequencing

- Human Timeline

Compare history to today

- Here Now/There Then

Generate questions

- Question Formulation Technique (QFT)

Explain multiple perspectives and connect to the historical context

- Circle of Viewpoints

Determine the credibility of primary/secondary sources

- Historical Thinking Chart

Analyze primary and secondary sources

- Library of Congress Primary Source Analysis

Analyze and evaluate sources

- Historical Thinking Chart

Summarize central claims

- Summarizing strategies

Construct arguments using claims and evidence

- What makes you say that?

Present explanations in print, oral, and digital

- 8 pARTS

Explain causes and effects, main idea, & use evidence

- Connect, Extend, Challenge

Social Studies and ELA Connections

Analyze Primary and Secondary sources to understand the text and make inferences about the information presented in the text. (5.RI.1, 5.SP3.5)

Determine main ideas/central claims in a text/source and explain how the information in the text/source supports that main idea/claim. (5.RI.2, 5.SP3.3, 5.SP4.3)

Explain the relationships (cause and effect) or interactions between individuals, events, ideas or concepts in a historical text/source (5.RI.3, 5.SP4.1)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (5.RI.5, 5.SP1.1)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (5.RI.6, 5.SP2.1)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5.RI.7, 5.SP3.3)

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5.RI.8, 5.SP4.2)

Integrate information from several texts on the same topic to write or speak about the subject knowledgeably. (5.RI.9, 5.SP3.7)

Essential Sources:



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SIXTH GRADE: GLOBAL STUDIES

World Regions and Cultures of the Eastern Hemisphere

Students will be able to...
(Disciplinary Skills and Processes)

- Examine change and continuity over time.
- Analyze perspectives
- Use information about a source to determine relevance and credibility.
- Explain the cause and effect of events and perspectives of the past
- Construct an argument with a strong claim, using supporting evidence and addressing a counterclaim
- Construct explanations using reasoning, correct sequence, and evidence.
- Utilize and analyze multiple primary & and secondary sources
- Construct questions about the past to support understanding and further research.

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How do civilizations change yet stay the same over time?

Priority Standards

- 6.C2.1** Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1** Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.E1.1** Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2** Give examples of financial risks that individuals and households face within the context of the time period and region studied.
- 6.G1.1** Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions
- 6.G3.1** Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.H2.1** Evaluate the causes and effects of conflict and resolution among different societies and cultures.
- 6.H4.1** Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Students will learn...
(Essential Content Knowledge)

- Beginnings of Human Society
- Early River Civilizations
- World religions
- Rise and Fall of Civilizations
- Growth of Trade Networks
- Middle Ages from Europe to Japan
- Renaissance and Reformation
- Ancient and Modern Geography

ACADEMIC VOCABULARY

central message, compare/contrast, details, elaborate, explicit, fluency, identify language, implicit, inference, main idea, point of view, sequence, support, recount, rrevise, text-based evidence, transitions

CONTENT SPECIFIC VOCABULARY

agriculture, archeology, BCE, caste system, CE, civilization, democracy, domestication, dynasty, emperor, empire, feudalism, guild, Hominin, humanism, irrigation, manorialism, migration, monotheism, Neolithic, nomadic, Paleolithic, polytheism, republic, Silk Road, specialization, technology

SIXTH GRADE: GLOBAL STUDIES

World Regions and Cultures of the Eastern Hemisphere

Skills and instructional strategies:

Examine change and continuity over time

- Connect, Extend, Challenge
- Projecting Across Time

Analyze perspectives

- Stories

Use information about a source to determine relevance and credibility

- Evaluating Sources (Digital Inquiry Group)

Explain the cause and effect of events and perspectives of the past

- Beginning, Middle, End
- Same Different Connect Engage

Construct an argument with a strong claim, using supporting evidence and addressing a counterclaim

- Claim, Support, Question

Construct explanations using reasoning, correct sequence, and evidence.

- How Else and Why?

Utilize and analyze multiple primary & and secondary sources

- Document Analysis

Construct questions about the past to support understanding and further research

- QFT - Question Formulation Technique

Social Studies and ELA Connections

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed over time. (6.SP1.3, 6.RI.3)

Compare and contrast one author's perspectives of events with that of another author/person/perspective. (6.SP2.2, 6.RI.9)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including the relevance and credibility. (6.SP3.4, 6.RI.1)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text through claim analysis. (6.SP2.2, 6.RI.6)

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text. (6.SP3.7, 6.RI.2)

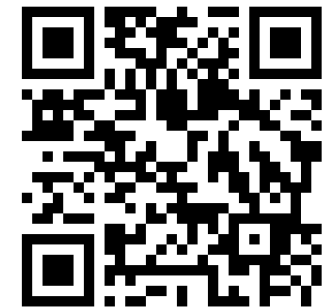
Integrate information presented in different primary and secondary source formats as well as in words to develop a coherent understanding of a topic or issue. (6.SP3.5, 6.RI.7)

Analyze how a particular source contributes to the development of the historical ideas and events. (6.SP4.2, 6.RI.5)

Suggested Primary and Secondary Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!
Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.436/0>

SEVENTH GRADE: INTEGRATED GLOBAL STUDIES

Scientific Revolution and Enlightenment- Present

Students will be able to...
(Disciplinary Skills and Process Standards)

- Analyze change and continuity over time
- Evaluate the significance and impact of historical events on students' lives and society
- Generate questions to drive historical inquiry
- Analyze multiple perspectives and their impact
- Utilize multiple primary and secondary sources
- Construct, present, and explain the strengths and weaknesses of arguments
- Use relevant evidence to support claims and explanations
- Analyze various causes and effects of events and developments

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How has history been shaped by the global movement of ideas, and interactions with diverse societies and cultures, from the 16th century to the present day?

Priority Standards

7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.

7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.

7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.

7.E5.2 Compare the various economic systems.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.

7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.

Students must learn...
(Essential Content Knowledge Standards)

- Government and economic systems
- Scientific Revolution and Enlightenment
- Revolutions around the world
- Industrialization: Immigration and Progressivism
- Imperialism
- World War I
- Global Depression & the Rise of Dictatorships
- World War II
- Cold War
- Modern Global Conflicts

ACADEMIC VOCABULARY

central idea, claim, contribute, contrast, convey, evidence, implies, indicate, infer, most likely, point of view, quality, structure, suggest, support

CONTENT SPECIFIC VOCABULARY

alliances, antisemitism, authoritarian, capitalism, Cold War, communism, coup, democracy, Enlightenment, fascism, genocide, Great Depression, Holocaust, ideology, immigration, imperialism, industrialization, militarism, nationalism, progressivism, propaganda, revolution, scientific method, self-government, socialism, sovereignty, superpower

SEVENTH GRADE: INTEGRATED GLOBAL STUDIES

Scientific Revolution and Enlightenment- Present

Skills and instructional strategies:

Analyze change and continuity over time

- Projecting Across Time
- Here, Now/ There, Then
- Human Timeline

Evaluate the significance and impact of historical events on students' lives and society

- I Used to Think... Now I Think...
- Projecting Across Time

Generate questions to drive historical inquiry

- Claim, Support, Question
- Question Formulation Technique (QFT)

Analyze multiple perspectives and their impact

- Discussion Diamond*
- Circle of Viewpoints

Utilize multiple primary and secondary sources

- Library of Congress Primary Source Analysis
- Evaluating a Photograph

Construct, present, and explain the strengths and weaknesses of arguments

- SPAR (Spontaneous Argumentation)
- Barometer: Take a Stand

Use relevant evidence to support claims and explanations

- Evaluating Sources (Discovery Ed)

Analyze various causes and effects of events and developments

- Cause/Effect Graphic Organizers

Social Studies and ELA Connections

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences. (7.RI.1, 7.SP3.2)

Determine two or more central ideas in a text and analyze their development over the course of the text; objectively summarize. (7.RI.2-7.SP1.1, 7.SP4.4)

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas or individuals influence ideas or events). (7.RI.3, 7.SP1.4)

Determine an author's point of view/purpose in a text and analyze how the author distinguishes their position from others. (7.RI.6, 7.SP2.2, 7.SP2.3, 7.SP3.5)

Compare and contrast a text to other multimedia versions of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (7.RI.7, 7.SP2.1)

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (7.RI.8, 7.SP3.2-7)

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (7.RI.9, 7.SP2.1-3)

Suggested Primary and Secondary Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!
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<https://adel.azed.gov/collection/AZ54.437/0>

EIGHTH GRADE: CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY’S SOCIETY

Students will be able to...
(Disciplinary Skills and Processes)

- Analyze change and continuity over time
- Evaluate the significance of events to lives and society
- Use questions as a foundation for driving learning toward inquiry
- Analyze multiple perspectives and their impact
- Utilize multiple primary and secondary sources
- Construct and present arguments and explanations while acknowledging strengths and weaknesses
- Use relevant textual and visual evidence to support claims and explanations
- Analyze various causes and effects of events and developments
- Present arguments and explanations to diverse audiences in and out of the classroom.

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question
How do citizens influence change in society?

- Priority Standards**
- 8.C1.1 Analyze ideas and principles contained in the founding documents of the United States and explain how they influence society and political systems.
 - 8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
 - 8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy
 - 8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.
 - 8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
 - 8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.
 - 8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.
 - 8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.

Students will learn...
(Essential Content Knowledge)

- Information and Media Literacy
- Foundation of American Government
- The Constitution
- Amendments & the Amendment Process
- Branches of Government
- Political Parties & Interest Groups
- Elections & Voting
- Supreme Court Cases
- Various Civil Rights Movements
- Immigration Policy
- Human Rights & Genocide
- Terrorism
- Environmental Policy
- Economics and Personal Finance
- *Civic Action Throughout*

ACADEMIC VOCABULARY

affect, analyze, argument, central idea, claim, compare, contrast, contribute, counterclaim, different, effect, evidence, purpose, revise, similar, source, summarize

CONTENT SPECIFIC VOCABULARY

amendment, checks and balances, civic duty, civic engagement, civil dissent, civil rights, federalism, genocide, globalization, human rights, interest group, investment, limited government, majority/minority rights, naturalization, opportunity cost, platform, political party, popular sovereignty, public policy, rule of law, social contract, suffrage, supply and demand, terrorism

EIGHTH GRADE: CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY

Skills and instructional strategies:

Analyze change and continuity over time

- Projecting Across Time
- Human Timeline

Evaluate the significance of events to lives and society

- I Used to Think... Now I Think...
- Projecting Across Time

Use questions

- Claim, Support, Question
- Question Formulation Technique (QFT)

Analyze multiple perspectives and their impact

- Discussion Diamond*
- Circle of Viewpoints

Utilize multiple primary and secondary sources

- Library of Congress Primary Source Analysis

Construct & present arguments/explanations while acknowledging strengths and weaknesses

- SPAR (Spontaneous Argumentation)
- Barometer: Take a Stand

Use relevant textual and visual evidence to support claims and explanations

- Evaluating Sources (Discovery Ed)

Analyze various causes and effects of events and developments

- Cause/Effect Graphic Organizers

Present arguments and explanations to diverse audiences in and out of the classroom.

- Barometer: Taking a Stand on a Continuum

Social Studies and ELA Connections

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences. (8.RI.1, 8.SP3.2)

Determine a central idea of a text and analyze its development over the course of the text; objectively summarize. (8.RI.2, 8.SP1.1, 8.SP4.4)

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas or individuals influence ideas or events). (8.RI.3, 8.SP1.4)

Determine an author's point of view/purpose in a text and analyze how the author distinguishes their position from others. (8.RI.6, 8.SP2.2, 8.SP2.3, 8.SP3.5)

Compare and contrast a text to other multimedia versions of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (8.RI.7, 8.SP2.1, 8.SP3.2)

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (8.RI.8, 8.SP3.2-7)

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (8.RI.9, 8.SP2.1-3)

Write arguments to support claims with clear reasons and relevant evidence. (8.W.1, 8.SP4.3)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (8.W.2, 8.SP3.7)

Suggested Primary and Secondary Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!

Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.438/0>



<https://tinyurl.com/AZCivics>

World History and Geography

High School

Students will be able to...
(Disciplinary Skills and Processes)

- Analyze continuity and change over time
- Develop and use questions
- Evaluate the significance of past events
- Relate past events to the present
- Evaluate multiple perspectives
- Analyze and evaluate multiple sources
- Construct and present arguments and explanations using multiple sources
- Analyze counterclaims and evidentiary strengths/weaknesses
- Analyze relationships among causes and effects
- Identify and critique central arguments in multiple media sources

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How have interactions between different civilizations throughout history contributed to the development of the modern world?

Priority Standards

- H1.3** Evaluate the consequences that resulted from civilizational and cultural interactions.
- H1.6** Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.
- H2.3** Evaluate the short- and long- term impacts of conflicts and their resolutions.
- H3.1** Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes
- H3.4** Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
- C3.4** Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- E4.4** Explain the effect of advancements in technology and training on economic growth and standards of living.
- G3.1** Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Students will learn...
(Essential Content Knowledge)

- World Belief Systems: Religions, Governments, Worldviews, and Ideologies
- Exploration: Trade of People, Land, and Ideas
- Revolutions: Thought, Industrial, Political
- Rise of Nation-States: Political and Human Effects
- The Great War
- Inter-War Period and the rise of Totalitarianism, Communism, and Nationalism
- World War II: Political and Human Effects
- Holocaust and Genocide
- The Cold War
- Imperialism, Decolonization, and Democratization of Asia Africa and Latin America
- The United Nations: Human Rights, Globalization, Technology, and Environment
- Contemporary Global Issues: Conflict and Compromise

ACADEMIC VOCABULARY

assess, attribute, complement, contradict, correlate, differentiate, discrepancies, evolve, generalize, imminent, infer, integrate, justify, main point, passage, precede, primary purpose, unprecedented

CONTENT SPECIFIC VOCABULARY

alliance, annexation, apartheid, aristocracy/Nobility, civilization, colony, decolonization, dynasty, divine Right, empire, feudalism, genocide, holocaust, imperialism, industrialization, innovation, isolationism, militarism, mercantilism, monarchy, monotheism, natural rights, propaganda, reformation, revolution, sovereignty, state, terrorism, totalitarianism, trade, treaty

World History and Geography

High School

Social Studies and ELA Connections

Skills and instructional strategies:

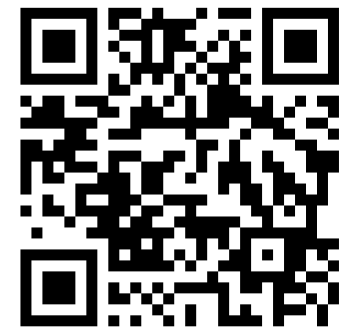
- Analyze continuity and change over time
 - Projecting Across Time
- Develop and use questions
 - Question Formulation Technique
- Evaluate the significance of past events
 - World Cafe Conversations
- Relate past events to the present
 - Same, Different, Connect, Engage
 - The Three Whys
- Evaluate multiple perspectives
 - OUT: Opening the Textbook
 - Circle of Viewpoints
- Analyze and evaluate multiple sources
 - National Archives Document Analysis
 - Socratic Seminar
- Construct and present arguments and explanations using multiple sources
 - See, Think, Wonder
 - Barometer: Taking a Stand on a Continuum
 - Philosophical Chairs
- Analyze counterclaims and evidentiary strengths/weaknesses
 - SAC: Structured Academic Controversy
- Analyze relationships among causes and effects
 - Connect, Extend, Challenge
- Identify and critique central arguments in multiple media sources
 - Surprising, Interesting, and Troubling
 - Pro-Se Court

- Determine central ideas or themes of a text and analyze their development. (R.2, SP3.6)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R.3, SP3.7, SP2.1)
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R.4, SP2.3, SP3.2, SP3.3)
- Assess how point of view or purpose shapes the content and style of a text. (R.6, SP1.3, SP2.1-3, SP3.2)
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (R.7, SP3.2-3, SP3.6, SP3.8, SP4.3-4)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (R.8, SP3.4-6, SP3.8, SP4.3-4)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (R.9, SP3.2-4, SP3.6, SP4.3, SP2.1)
- Read and comprehend complex literary and informational texts independently and proficiently. (R.10, SP.3, SP3.6, SP4.4)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1, SP3.6-8)
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.1, SP3.6-8)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4, SP3.1-8)
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.7, SP3.1-3, SP1.4)
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.8, SP3.2, SP3.4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9, SP3.2)

Suggested Primary and Secondary Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!
Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ04.052/0>

United States + Arizona History

High School

Students will be able to...
(Disciplinary Skills and Process Standards)

- Analyze continuity and change over time
- Develop and use questions
- Evaluate the significance of past events
- Relate past events to the present
- Evaluate multiple perspectives
- Analyze and evaluate multiple sources
- Construct and present arguments and explanations using multiple sources
- Analyze counterclaims and evidentiary strengths/weaknesses
- Analyze relationships among causes and effects
- Identify and critique central arguments in multiple media sources

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How has the historical journey of the United States contributed to the complex and ever evolving identity of the nation?

Priority Standards

- HS.H1.6** Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.
- HS.H2.3** Evaluate the short- and long- term impacts of conflicts and their resolutions.
- HS.H3.1** Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes
- HS.H4.1** Examine how historically marginalized groups have affected change on political and social institutions.
- HS.C2.3** Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases
- HS.E1.1** Evaluate how and why people make choices to improve their economic well-being
- HS.E4.4** Explain the effect of advancements in technology and training on economic growth and standards of living.
- HS.G3.1** Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Students must learn...
(Essential Content Knowledge)

- Revolution & new nation
- Nation building & sectionalism
- Civil War & Reconstruction
- Closing the frontier & the Gilded Age
- Progressivism, Imperialism, and WWI
- Social, political, & economic changes during the 1920s
- Great Depression
- WWII & postwar domestic United States
- Cold War
- Rights & protest movements
- Contemporary United States up to 9/11

ACADEMIC VOCABULARY

assess, attribute, complement, contradict, correlate, differentiate, discrepancies, evolve, generalize, imminent, infer, integrate, justify, main point, passage, precede, primary purpose, unprecedented

CONTENT SPECIFIC VOCABULARY

capitalism, civil disobedience, civil rights, communism, containment, democracy, emancipation, globalism, industrialization, labor unions, laissez-faire, migration, nativism, nullification, neutrality, popular sovereignty, Red Scare, representation, secession, segregation, socialism, social welfare, suffrage, superpower, terrorism, totalitarianism, urbanization

United States + Arizona History

High School

Skills and instructional strategies:

- Analyze continuity and change over time
 - Projecting Across Time
- Develop and use questions
 - Question Formulation Technique
- Evaluate the significance of past events
 - World Cafe Conversations
- Relate past events to the present
 - Same, Different, Connect, Engage
 - The Three Whys
- Evaluate multiple perspectives
 - OUT: Opening the Textbook
 - Circle of Viewpoints
- Analyze and evaluate multiple sources
 - National Archives Document Analysis
 - Socratic Seminar
- Construct and present arguments and explanations using multiple sources
 - See, Think, Wonder
 - Barometer: Taking a Stand on a Continuum
 - Philosophical Chairs
- Analyze counterclaims and evidentiary strengths/weaknesses
 - SAC: Structured Academic Controversy
- Analyze relationships among causes and effects
 - Connect, Extend, Challenge
- Identify and critique central arguments in multiple media sources
 - Surprising, Interesting, and Troubling
 - Pro-Se Court

Social Studies and ELA Connections

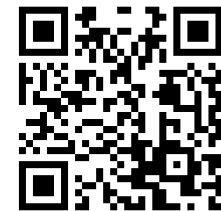
- Determine central ideas or themes of a text and analyze their development. (R.2, SP3.6)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R.3, SP3.7, SP2.1)
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R.4, SP2.3, SP3.2, SP3.3)
- Assess how point of view or purpose shapes the content and style of a text. (R.6, SP1.3, SP2.1-3, SP3.2)
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (R.7, SP3.2-3, SP3.6, SP3.8, SP4.3-4)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (R.8, SP3.4-6, SP3.8, SP4.3-4)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (R.9, SP3.2-4, SP3.6, SP4.3, SP2.1)
- Read and comprehend complex literary and informational texts independently and proficiently. (R.10, SP.3, SP3.6, SP4.4)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1, SP3.6-8)
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.1, SP3.6-8)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4, SP3.1-8)
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.7, SP3.1-3, SP1.4)
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.8, SP3.2, SP3.4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9, SP3.2)

Suggested Primary and Secondary Sources:



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<https://adel.azed.gov/collection/AZ04.101/0>



<https://tinyurl.com/AZCivics>

Government

High School

Students will be able to...
(Disciplinary Skills and Processes)

- Analyze continuity and change over time
- Develop and use questions
- Evaluate past events
- Relate past events to the present
- Evaluate multiple perspectives
- Analyze and evaluate multiple sources
- Construct and present arguments and explanations using multiple sources
- Analyze counterclaims and evidentiary strengths/weaknesses
- Analyze relationships among causes and effects
- Identify and critique central arguments in multiple media sources

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

What is the balance between government intervention and individual freedoms to make society better in an ever-changing world?

Priority Standards

- HS.C1.4** Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights
- HS.C3.2** Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government
- HS.C3.3** Analyze the impact of political parties, interest groups, elections, and the media on political institutions
- HS.C4.1** Evaluate multiple procedures for making governmental decisions
- HS.C4.4** Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels
- HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time
- HS.H1.1** Explain the process of state-building, expansion, and dissolution
- HS.H3.2** Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time
- HS.H3.4** Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
- HS.H4.4** Examine how a diverse society can be a force for unity and/or disunity.

Students must learn...
(Essential Content Knowledge)

- Foundations of federal, state, tribal, and local government
- Structures and functions of federal, state, tribal, and local government
- Tribal Nations and Sovereignty
- Law-making process at all levels
- Linkage institutions, including media, interest groups, and political parties
- Individual rights, roles, and responsibilities of citizens
- Elections, voting, and voting behaviors
- Civil liberties and civil rights
- American culture, values, principles
- Public and foreign policy

ACADEMIC VOCABULARY

infer, assess, complement, differentiate, contradict, discrepancies, evolve, imminent, integrate, justify, precede, attribute, correlate, generalize, analysis
FAFSA: asset, expenditure, compliance, default, ratio, lender, borrower, principle, transfer payments, defer,
ACT & Civics Exam: afford, boost, diminish, pragmatic, quantitative, static, federal, income tax

CONTENT SPECIFIC VOCABULARY

amendment, bill, caucus, checks and balances, civic virtue, cloture, constitutional republic, due process clause, efficacy, equal protection, executive order, federalism, filibuster, gerrymandering, impeachment, incorporation, incumbent, interest groups, judicial review, naturalization, oversight, override, political party, political socialization, primary, separation of powers, social contract, veto

Government

High School

Social Studies and ELA Connections

Skills and instructional strategies:

- Analyze continuity and change over time
 - Projecting Across Time
- Develop and use questions
 - Question Formulation Technique
- Evaluate the significance of past events
 - World Cafe Conversations
- Relate past events to the present
 - Same, Different, Connect, Engage
 - The Three Whys
- Evaluate multiple perspectives
 - OUT: Opening the Textbook
 - Circle of Viewpoints
- Analyze and evaluate multiple sources
 - National Archives Document Analysis
 - Socratic Seminar
- Construct and present arguments and explanations using multiple sources
 - See, Think, Wonder
 - Barometer: Taking a Stand on a Continuum
 - Philosophical Chairs
- Analyze counterclaims and evidentiary strengths/weaknesses
 - SAC: Structured Academic Controversy
- Analyze relationships among causes and effects
 - Connect, Extend, Challenge
- Identify and critique central arguments in multiple media sources
 - Surprising, Interesting, and Troubling
 - Pro-Se Court

- Determine central ideas or themes of a text and analyze their development. (R.2, SP3.6)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R.3, SP3.7, SP2.1)
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R.4, SP2.3, SP3.2, SP3.3)
- Assess how point of view or purpose shapes the content and style of a text. (R.6, SP1.3, SP2.1-3, SP3.2)
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (R.7, SP3.2-3, SP3.6, SP3.8, SP4.3-4)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (R.8, SP3.4-6, SP3.8, SP4.3-4)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (R.9, SP3.2-4, SP3.6, SP4.3, SP2.1)
- Read and comprehend complex literary and informational texts independently and proficiently. (R.10, SP3, SP3.6, SP4.4)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1, SP3.6-8)
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.1, SP3.6-8)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4, SP3.1-8)
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.7, SP3.1-3, SP1.4)
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.8, SP3.2, SP3.4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9, SP3.2)

Suggested Primary and Secondary Sources:



Find Essential Sources and
Standards-Aligned Lesson
Plans on ADEL!
Sources are organized by
Students Must Learn
categories.



<https://adel.azed.gov/collection/AZ04.161/0>

ECONOMICS

High School

Students will be able to...
(Disciplinary Skills and Processes)

- Analyze continuity and change over time
- Develop and use questions
- Evaluate the significance of past events
- Relate past events to the present
- Evaluate multiple perspectives
- Analyze and evaluate multiple sources
- Construct and present arguments and explanations using multiple sources
- Analyze counterclaims and evidentiary strengths/weaknesses
- Analyze relationships among causes and effects
- Identify and critique central arguments in multiple media sources

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How do economic decisions impact both individual lives and the economic prosperity of entire nations?

Priority Standards

- HS.E1.1** Evaluate how and why people make choices to improve their economic well-being
- HS.E1.2** Analyze the factors that influence how and why people make budgeting and saving choices.
- HS.E2.1** Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
- HS.E2.2** Analyze how incentives influence economic choices for individuals, institutions, and societies.
- HS.E2.3** Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.
- HS.E3.1** Explain how buyers and sellers interact to create markets and market structures.
- HS.E4.1** Use economic data to analyze the health of a national economy.
- HS.E5.1** Evaluate the advantages and disadvantages of global trade.
- HS.G2.2** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- HS.G3.2** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- HS.G3.4** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.

Students must learn...
(Essential Content Knowledge)

- Personal Finance
- Economic Systems
- Economic Decision Making
- Market Systems
- Government and Private Institutions
- Global Trade

ACADEMIC VOCABULARY

infer, assess, complement, differentiate, contradict, discrepancies, evolve, imminent, integrate, justify, precede, attribute, correlate, generalize, analysis
FAFSA: asset, expenditure, compliance, default, ratio, lender, borrower, principle, transfer payments, defer,
ACT & Civics Exam: afford, boost, diminish, pragmatic, quantitative, static, federal, income tax

CONTENT SPECIFIC VOCABULARY

circular flow, credit, debt, demand, equilibrium, exports, factors of production, fiscal policy, gross domestic-product, imports, incentives, inflation, interest rates, investments, market economy, monetary policy, opportunity cost, quotas, scarcity, stock, subsidies, supply, tariffs, unemployment

Social Studies and ELA Connections

Skills and instructional strategies:

- Analyze continuity and change over time
 - Projecting Across Time
- Develop and use questions
 - Question Formulation Technique
- Evaluate the significance of past events
 - World Cafe Conversations
- Relate past events to the present
 - Same, Different, Connect, Engage
 - The Three Whys
- Evaluate multiple perspectives
 - OUT: Opening the Textbook
 - Circle of Viewpoints
- Analyze and evaluate multiple sources
 - National Archives Document Analysis
 - Socratic Seminar
- Construct and present arguments and explanations using multiple sources
 - See, Think, Wonder
 - Barometer: Taking a Stand on a Continuum
 - Philosophical Chairs
- Analyze counterclaims and evidentiary strengths/weaknesses
 - SAC: Structured Academic Controversy
- Analyze relationships among causes and effects
 - Connect, Extend, Challenge
- Identify and critique central arguments in multiple media sources
 - Surprising, Interesting, and Troubling
 - Pro-Se Court

- Determine central ideas or themes of a text and analyze their development. (R.2, SP3.6)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R.3, SP3.7, SP2.1)
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R.4, SP2.3, SP3.2, SP3.3)
- Assess how point of view or purpose shapes the content and style of a text. (R.6, SP1.3, SP2.1-3, SP3.2)
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (R.7, SP3.2-3, SP3.6, SP3.8, SP4.3-4)
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