

Vertical Alignment of Arizona's History and Social Science Standards

SP1 Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.			
K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.	K.SP1.2 Explore how events of the past affect students' lives and community.	K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.	NOT TAUGHT IN KINDERGARTEN
1.SP1.1 Place important life events in chronological order on a timeline.	1.SP1.2 Understand how events of the past affect students' lives and communities.	1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.	NOT TAUGHT IN FIRST GRADE
2.SP1.1 Create a chronological sequence of multiple events.	2.SP1.2 Understand how events of the past affect students' lives and community.	2.SP1.3 Generate questions about individuals and groups who have impacted history.	NOT TAUGHT IN SECOND GRADE
3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	3.SP1.2 Compare life in specific historical time periods to life today.	3.SP1.3 Generate questions about individuals and groups who have impacted history.	NOT TAUGHT IN THIRD GRADE
4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	4.SP1.2 Compare life in specific historical time periods to life today.	4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.	NOT TAUGHT IN FOURTH GRADE
5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	5.SP1.2 Explain how events of the past effect students' lives and society.	5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.	NOT TAUGHT IN FIFTH GRADE
6.SP1.1 Examine ways that historians and social scientists know about the past.	6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.	6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.	6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.
7.SP1.1 Analyze connections among events and developments in broader historical contexts.	7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.	7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.	7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
8.SP1.1 Analyze connections among events and developments in broader historical contexts.	8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.	8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.	8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.	HS.SP1.2 Analyze change and continuity in historical eras.	HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.	HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

SP2 Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.		
K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and nonfiction.	2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies.	NOT TAUGHT IN SECOND GRADE
3.SP2.1 Explain why individuals and groups have different points of view on the same event.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.	4.SP2.2 Explain connections among historical contexts and people’s perspectives at the time.	NOT TAUGHT IN FOURTH GRADE
5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.	6.SP2.2 Analyze how people’s perspective influenced what information is available in the historical sources they created.	NOT TAUGHT IN SIXTH GRADE
7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.	7.SP2.2 Explain how and why perspectives of people have changed over time.	7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.	8.SP2.2 Explain how and why perspectives of people have changed over time.	8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
HS.SP2.1 Analyze how contexts shaped and continue to shape people’s perspectives.	HS.SP2.2 Analyze the ways in which perspective shapes recorded history.	HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.

SP3 Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

K.SP3.1 With prompting and support, ask questions and construct responses to content studied.	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.SP3.1 Generate questions about issues in your community past and present.	1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about issues in your community.	1.SP3.3 With support construct and communicate solutions to issues in your community.	1.SP3.4 Take group or individual action to help address community issues.
2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.	2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.	2.SP3.3 Determine and use various kinds of sources to answer compelling and supporting questions.	2.SP3.4 Generate questions about a source as it relates to an event or development.
3.SP3.1 Develop questions about Arizona history, geography, government, and economics.	3.SP3.2 Distinguish between primary and secondary sources.	3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.	3.SP3.4 Compare information provided by various sources about Arizona.
4.SP3.1 Develop questions about events and developments in the Americas.	4.SP3.2 Compare information provided by different sources about events and developments in the Americas.	4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.	4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.	5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.	5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.	5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.
6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.	6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.	6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.	6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.	7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.	7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.	8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.	8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.	HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.	HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.	HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.

CONTINUED SP3 Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.SP3.5 Ask and answer questions about explanations given.	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.SP3.5 Gather relevant information from one or two sources.	2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.SP3.5 Generate questions about multiple historical sources.	3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.	3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.	NOT TAUGHT IN THIRD GRADE
4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.	4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.	5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.	5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	NOT TAUGHT IN FIFTH GRADE
6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.	6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.	6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	NOT TAUGHT IN SIXTH GRADE
7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.	7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.	7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.	NOT TAUGHT IN SEVENTH GRADE
8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.	8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.	8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.	HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

SP4 Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.			
NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.SP4.1 Generate possible reasons for an event or development.	2.SP4.2 Select which reasons might be more likely than others to explain an event or development.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.SP4.1 Explain probable causes and effects of events.	3.SP4.2 Summarize the central claim in a secondary source.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
4.SP4.1 Explain probable causes and effects of events and developments.	4.SP4.2 Summarize the central claim in a secondary work of history.	4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.	NOT TAUGHT IN FOURTH GRADE
5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.	5.SP4.2 Use evidence to develop a claim about the past.	5.SP4.3 Summarize the central claim in a secondary source.	NOT TAUGHT IN FIFTH GRADE
6.SP4.1 Explain the multiple causes and effects of events and developments in the past.	6.SP4.2 Organize applicable evidence into a coherent argument about the past.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.	7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.	7.SP4.3 Organize applicable evidence into a coherent argument.	7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.
8.SP4.1 Explain the multiple causes and effects of events and developments in the past.	8.SP4.2 Evaluate the influence of various causes of events and developments in the past.	8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.	8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.
HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.	HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.	HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.	HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.

C1 Civic virtues and democratic principles are key components of the American political system.			
K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.	K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.	K.C1.3 Compare one's own thoughts and opinions with those of others.	NOT TAUGHT IN KINDERGARTEN
1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.	1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.	1.C1.3 Compare one's own thoughts and opinions with others' perspectives.	NOT TAUGHT IN FIRST GRADE
NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.	3.C1.2 Use listening, consensus building, and voting procedures to decide on and act in their classrooms.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
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.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE
8.C1.1 Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems.	8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.	8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.	8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.
HS.C1.1 Explain the significance of civic virtues to a well- functioning constitutional republic.	HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.	HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions.	HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

C2 Citizens have individual rights, roles, and responsibilities.

K.C2.1 Describe roles and responsibilities of people in authority.	K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.C2.1 Describe roles and responsibilities of people in authority within our country and world.	2.C2.2 Explain how all people, not just official leaders, play important roles in the world.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
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.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE
8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.	8.C2.2 Explain specific roles, rights and responsibilities of people in a society.	8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.	8.C2.4 Explain how immigrants become naturalized citizens.	HS.C2.5 Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
HS.C2.1 Explain the importance of individual participation in civic and political institutions.	HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.	HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.	HS.C2.4 Analyze the responsibilities of citizens.	HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

C3 An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship			
NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.C3.1 Explain the importance of rules and laws in our community.	1.C3.2 Explain the role and function of local governments.	1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.	NOT TAUGHT IN FIRST GRADE
NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.	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.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE
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.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements.	8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.	NOT TAUGHT IN EIGHTH GRADE
HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.	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.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

C4 Process, rules, and laws direct how individuals are governed and how society addresses problems.						
K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.	K.C4.2 Explain why rules are important within the classroom and school.	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.C4.1 Explain how people work together to identify and solve problems within our world.	2.C4.2 Explain how rules function in public settings.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.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.	5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.	6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.	7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.	7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.	7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE

CONTINUED C4 Process, rules, and laws direct how individuals are governed and how society addresses problems.						
8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.	8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.	8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.	8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE
HS.C4.1 Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.	HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.	HS.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels.	HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.	HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.	HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

E1 A financially literate individual understands how to manage income, spending, and investment.							
NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.	1.E1.2 Describe reasons to save or spend money.	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.E1.1 Identify different occupations and skills needed in a global economy.	2.E1.2 Describe reasons to save or spend money.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.	3.E1.2 Identify various forms of earning income in the state of Arizona.	3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
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.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE
8.E1.1 Analyze the relationship between education, income, and job opportunities.	8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.	8.E1.3 Analyze the relationship between investment and return.	8.E1.4 Examine the factors that influence spending decisions.	8.E1.5 Create a budget and examine the benefits of budgeting.	8.E1.6 Analyze the impact of debt on individuals.	8.E1.7 Understand several types of financial investments and calculate rates of return.	8.E1.8 Identify ways insurance may minimize personal financial risk.
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.E1.3 Evaluate the cost and benefits of using credit.	HS.E1.4 Compare the cost and benefits of several types of investments.	HS.E1.5 Evaluate the ways insurance may minimize personal financial risk.	NOT TAUGHT IN HIGH SCHOOL	NOT TAUGHT IN HIGH SCHOOL	NOT TAUGHT IN HIGH SCHOOL

E2 By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.		
K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.	K.E2.2 Identify what one gains and gives up when they make choices.	NOT TAUGHT IN KINDERGARTEN
1.E2.1 Explain how needs, wants, and availability of resources affect decision making.	1.E2.2 Identify the benefits and costs of making various personal decisions.	NOT TAUGHT IN FIRST GRADE
NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.	3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.	NOT TAUGHT IN THIRD GRADE
4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.	NOT TAUGHT IN SEVENTH GRADE
8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups.	NOT TAUGHT IN EIGHTH GRADE
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.

E3 Individuals and institutions are interdependent within market systems.			
NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.	1.E3.2 Explain how people in our community earn income.	1.E3.3 Explain how people can be producers and consumers in our community.	NOT TAUGHT IN FIRST GRADE
2.E3.1 Identify and describe the goods and services that are produced around the world.	2.E3.2 Explain how people around the world earn income.	2.E3.3 Explain how people can be producers and consumers in a global economy	NOT TAUGHT IN SECOND GRADE
NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.E3.1 Describe the relationship between various costs and benefits of economic production.	6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.	6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.	NOT TAUGHT IN SIXTH GRADE
7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.	7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.	7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.	7.E3.4 Explain ways in which money facilitates exchange.
8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.	8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.	8.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.	NOT TAUGHT IN EIGHTH GRADE
HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.	HS.E3.2 Evaluate how numerous factors and conditions influence market prices.	HS.E3.3 Evaluate the role of government in regulating marketplaces.	HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.

E4 The domestic economy is shaped by interactions between government, institutions, and the private sector.			
NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied	5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE
8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups.	8.E4.2 Explain the influence of changes in interest rates on borrowing and investing.	8.E4.3 Explain the effect of productivity on standard of living.	NOT TAUGHT IN EIGHTH GRADE
HS.E4.1 Use economic data to analyze the health of a national economy.	HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses.	HS.E4.3 Explain the roles of institutions in a market economy.	
			HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living.

E5 The interconnected global economy impacts all individuals and groups in significant and varied ways.			
NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.E5.1 Illustrate how a country’s resources determine what is produced and traded.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.E5.1 Describe the factors that influence trade between countries or cultures.	6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
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.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.	NOT TAUGHT IN SEVENTH GRADE
8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.	8.E5.2 Compare various economic systems such as command, mixed, and free market.	8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.	NOT TAUGHT IN EIGHTH GRADE
HS.E5.1 Evaluate the advantages and disadvantages of global trade.	HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies.	HS.E5.3 Explain why nations chose to trade and how it is regulated.	HS.E5.4 Explain how national economies influence trade.

G1 The use of geographic representations and tools help individuals understand their world.	
K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.	K.G1.2 Explore locations in stories shared.
1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus.	1.G1.2 Use a grid to locate places.
2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.	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.
3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.	NOT TAUGHT IN THIRD GRADE
4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.	NOT TAUGHT IN FOURTH GRADE
5.G1.1 Use and construct maps and graphs to represent changes in the United States.	NOT TAUGHT IN FIFTH GRADE
6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.	NOT TAUGHT IN SIXTH GRADE
7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.	7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.
8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.	NOT TAUGHT IN EIGHTH GRADE
HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.	HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships.

G2 Human-environment interactions are essential aspects of human life in all societies.			
K.G2.1 Explain how water and weather impacts humans.	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.G2.1 Compare how human activities affect culture and the environment now and in the past.	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.G2.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region being studied.	2.G2.2 Describe how human activities affect the communities and the environment of places or regions.	2.G2.3 Describe the positive and negative effects of using natural resources.	NOT TAUGHT IN SECOND GRADE
3.G2.1 Explain how people modify and adapt to the Arizona environment.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.	7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE
8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.	8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE
HS.G2.1 Analyze interactions within and between human and physical systems.	HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.	HS.G2.4 Evaluate the use and sustainability of natural resources.

G3 Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.				
NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.G3.1 Explain why and how people, goods, and ideas move from place to place.	1.G3.2 Compare places past and present as it relates to content focus.	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.G3.1 Explain why and how people, goods, and ideas move from place to place.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.G3.1 Describe the movement of people in and out of Arizona over time.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
4.G3.1 Explain how the location and use of resources affects human settlement and movement.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.	7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.	7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.	NOT TAUGHT IN SEVENTH GRADE
8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE
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.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.	HS.G3.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.	HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

G4 Global interconnections and spatial patterns are a necessary part of geographic reasoning.			
NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.G4.1 Identify different physical and cultural regions in the world.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.G4.1 Describe how Arizona has changed over time.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.G4.1 Explain why environmental characteristics vary among different world regions.	6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.	7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.	7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions.	7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global).
8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE
HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).	HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.	HS.G4.3 Analyze patterns of interdependence.	NOT TAUGHT IN HIGH SCHOOL

H1 The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.						
K.H1.1 Compare one’s own culture with the culture of others.	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
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).	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region 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.H1.3 Examine developments from the civilization and/or culture in place or region studied.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.	6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.	7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE
NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE
HS.H1.1 Explain the process of state-building, expansion, and dissolution.	HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.	HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions.	HS.H1.4 Analyze the impact of cultural diffusion.	HS.H1.5 Explain how religions and belief systems have affected the origins of societies.	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.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

H2 Cycles of conflict and cooperation have shaped relations among people, places, and environments.			
K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems.	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona’s history.	3.H2.2 Examine how individuals and groups have worked together throughout Arizona’s history.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
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.	4H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.	7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE
8.H2.1 Explain how different beliefs about the government’s role in social and economic life have affected political debates and policies in the United States.	8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.	8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.	NOT TAUGHT IN EIGHTH GRADE
HS.H2.1 Explain multiple causes of conflict.	HS.H2.2 Analyze approaches to conflict management and resolution.	HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.	HS.H2.4 Compare causes and effects of isolationism and globalism.

H3 Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.				
NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
2.H3.1 Generate questions about the institutions and belief systems of different societies.	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.	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.	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
6.H3.1 Analyze the impact of religious, government, and civic groups over time.	6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.	6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.	7.H3.2 Analyze how economic and political motivations impact people and events.	7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.	7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.	7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.
8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.	8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.	8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.	NOT TAUGHT IN EIGHTH GRADE
HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.	HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.	HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.	HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.	HS.H3.5 Explain how different labor systems developed and affected societies over time.

H4 Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.			
K.H4.1 Explain and explore origins of key American symbols, traditions and holidays.	K.H4.2 Explore the stories of key historical figures through informational text and biographies.	NOT TAUGHT IN KINDERGARTEN	NOT TAUGHT IN KINDERGARTEN
1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.	1.H4.2 Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.	NOT TAUGHT IN FIRST GRADE	NOT TAUGHT IN FIRST GRADE
NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE	NOT TAUGHT IN SECOND GRADE
NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE	NOT TAUGHT IN THIRD GRADE
NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE	NOT TAUGHT IN FOURTH GRADE
5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE	NOT TAUGHT IN FIFTH GRADE
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.	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE	NOT TAUGHT IN SIXTH GRADE
7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.	7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.	NOT TAUGHT IN SEVENTH GRADE	NOT TAUGHT IN SEVENTH GRADE
NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE	NOT TAUGHT IN EIGHTH GRADE
HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.	HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.	HS.H4.3 Examine how access to information and technology has been used to influence society.	HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.