

*2<sup>nd</sup> and 3<sup>rd</sup>  
Grade*

*Unit Topic  
Standards  
2016-17*



(Note: This document only lists Arizona  
Science and Social Studies standards.)

## ***August 22-26: Maps/Geography***

- Recognize different types of maps (e.g., political, physical) serve various purposes.
- Identify characteristics of maps and globes: Interpret political and physical maps using the following elements: compass rose, symbols, key/legend, alpha numeric grids, title, compass rose - cardinal directions, legend, scale
- Construct a map of a familiar place (e.g., classroom, bedroom, playground) that includes a title, compass rose, symbols, and key/legend.
- Locate Arizona on a map of the United States.
- *Locate and recognize physical and human features using maps, illustrations, images, or globes:*  
*Recognize characteristics of human and physical features:*
  - a. *physical* (i.e., four *oceans*, seven *continents*, *river*, *lake*, mountain range, coast, sea, desert gulf, bay, strait, plain, valley, volcano, peninsula)
  - b. *human* (i.e., *equator*, Northern and Southern, Hemispheres, *North and South Poles*, city, state, *country*, roads, railroads)
- Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes.
- Construct maps using symbols to represent human and physical features.
- Construct charts and graphs to display geographic information.
- Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.
- Discuss physical features (e.g., mountains, rivers, deserts) in the world.
- Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.
- Discuss the ways places change over time.
- Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.
- Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes.
- Describe how physical and human characteristics of places change from past to present.
- Discuss housing and land use in urban and rural communities.
- Describe the reasons-(e.g., jobs, climate, family) for human settlement patterns.
- Recognize the connections between city, state, country, and continent.

## ***August 29- September 2: Arizona Geography and Landmarks***

- Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).
- Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.

## *September 12-23: Ecosystems & Rainforest*

Understand how science is a process for generating knowledge.

- Identify components of familiar systems (e.g., organs of the digestive system, bicycle).
- Identify the following characteristics of a system: consists of multiple parts or subsystems parts work interdependently
- Identify parts of a system too small to be seen (e.g., plant and animal cells).
- Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another.
- Explain why a system may not work if a component is defective or missing.

Understand that basic structures in plants and animals serve a function.

- Identify the following as characteristics of living things:
  - growth and development
  - reproduction
  - response to stimulus
- Compare the following observable features of living things:
  - movement – legs, wings
  - protection – skin, feathers, tree bark
  - respiration – lungs, gills
  - support – plant stems, tree trunks
- Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.
- Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).
- Describe the function of the following plant structures:
  - roots – absorb nutrients
  - stems – provide support
  - leaves – synthesize food
  - flowers – attract pollinators and produce seeds for reproduction

Understand the life cycles of plants and animals.

- Identify stages of human life (e.g., infancy, adolescence, adulthood).
- Identify similarities and differences between animals and their parents.
- Describe the life cycles of various insects.
- Describe the life cycles of various mammals.

- Compare the life cycles of various organisms.
- Compare life cycles of various plants (e.g., conifers, flowering plants, ferns).
- Explain how growth, death, and decay are part of the plant life cycle.

Understand the relationships among various organisms and their environment.

- Identify some plants and animals that exist in the local environment.
- Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.
- Describe how plants and animals within a habitat are dependent on each other.
- Identify the living and nonliving components of an ecosystem.
- Examine an ecosystem to identify microscopic and macroscopic organisms.
- Explain the interrelationships among plants and animals in different environments:
  - producers – plants
  - consumers – animals
  - decomposers – fungi, insects, bacteria
- Describe how plants and animals cause change in their environment.
- Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive.

Identify plant and animal adaptations.

- Identify adaptations of plants and animals that allow them to live in specific environments.
- Describe ways that species adapt when introduced into new environments.
- Cite examples of how a species' inability to adapt to changing conditions in the ecosystem led to the extinction of that species.
- Identify, compare, and describe plants and animals in various habitats.
- Describe major factors that impact human populations and the environment.
- Explain the relationships among plants and animals in different environments.
- Describe ways species adapt to environments and what happens if they cannot adapt.

## *September 19- 30: Native Americans*

- Place important life events in chronological order on a timeline.
- Retell stories to describe past events, people, and places.
- Place historical events from content studied in chronological order on a timeline.
- Recognize how archaeological research adds to our understanding of the past.
- Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.
- Use timelines to identify the time sequence of historical data.
- Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan)
- Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.
- Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.
- Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).
- Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied
- Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.

## *October 3-7: Economics*

- Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.
- Describe how people earn a living in the community and the places they work.
- Discuss the difference between basic needs and wants.
- Recognize that people need to make choices because of limited resources.
- Recognize that some goods are made locally and some are made elsewhere.
- Recognize that people are buyers and sellers of goods and services.
- Recognize various forms of U.S. currency.
- Recognize that people save money for future goods and services.
- Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.
- Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park).
- Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).
- Recognize that people trade for goods and services.
- Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).
- Recognize that some goods are made in the local community and some are made in other parts of the world.
- Discuss how people can be both producers and consumers of goods and services.
- Identify how scarcity requires people to make choices due to their unlimited wants and needs.
- Identify opportunity costs in personal decision-making situations.
- Identify goods and services (e.g., fire and police protection, immunizations, library) provided by local government.
- Give examples of trade in the local community (e.g., farmers supply the grocer).
- Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world.
- Discuss how producers use natural, human, and capital resources to create goods and services.
- Discuss different ways individuals can earn money.
- Discuss reasons for personal savings.
- Discuss costs and benefits of personal savings.
- Discuss costs and benefits of personal spending and saving choices

## ***October 10-21: Middle Ages***

- Place important life events in chronological order on a timeline.
- Retell stories to describe past events, people, and places.
- Use primary source materials (e.g., photos, artifacts, maps interviews, documents) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.
- Place historical events from content studied in chronological order on a timeline.
- Recognize how archaeological research adds to our understanding of the past.
- Use timelines to identify the time sequence of historical data.
- Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied
- Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.



## *October 24- November 4: Civics and Government*

- Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights.
- Identify national symbols and monuments that represent American democracy and values. Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values.
  - American flag, Bald Eagle, Statue of Liberty, White House, Washington Monument, Pledge of Allegiance, National Anthem, America the Beautiful, the U.S. Capitol, Liberty Bell, Ellis Island, Lincoln Memorial,
- Recognize the Pledge of Allegiance and the National Anthem.
- Practice examples of democracy in action (e.g., voting, making classroom rules).
- Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).
- Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.
- Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.
- Recognize that the U.S. Constitution provides the American people with common laws and protects their rights.
- Describe how people in the community and state work together to achieve common goals.
- Identify the three branches of national government as represented by the President, Congress, and the Supreme Court.
- Identify current political leaders of the state and nation:
  - a. President of the United States b. Governor of Arizona c. local leaders (e.g., tribal council, mayor)
- Recognize how Arizona and the other states combine to make a nation.
- Discuss the three branches of state and national government:
  - Executive b. Legislative c. Judicial
- Recognize that there are different levels of government (e.g., local, tribal, county, state, national).
- Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).
- Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).

## ***November 7-18: Space***

Identify objects in the sky.

- Identify evidence that the Sun is the natural source of heat and light on the Earth (e.g., warm surfaces, shadows, shade).
- Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails).
- Describe observable changes that occur in the sky, (e.g., clouds forming and moving, the position of the Moon).

Identify objects in the sky (sun, moon, stars, clouds).

## ***November 28- December -2: Western Religions***

**SS4- Concept 4: Human Systems**

**PO 1.** Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied

## ***December 5-22: Theater & Winter Performance***

*No Arizona Social Studies or Science standards for this topic.  
Teacher may refer to Arizona's suggested Theater standards for guidance.*

## ***January 9-13: Sportsmanship & School Olympics***

*No Arizona Social Studies or Science standards for this topic.  
Teacher may refer to suggested Arizona Physical Education and Health standards for guidance.*

## ***January 17-27: Biographies***

*Refer to ELA standards for more information on informational text and writing standards.*

## ***January 30- February 3: Careers and Workplace Skills***

- Discuss different ways individuals can earn money.
- Students apply critical and creative thinking skills to make decisions and solve workplace problems.
- Practice a variety of creative thinking skills to identify potential solutions to workplace issues
- Identify ways of using creative thinking skills
- Apply creative thinking skills to solve workplace issues
- Students will demonstrate a set of marketable skills that enhance career options.
- Explore areas of interests and possible work choices
- Define “areas of interest”
- Describe work choices
- Discuss how interests can relate to work choices

## *February 6-10: Scientific Method*

Observe, ask questions, and make predictions.

- Compare common objects using multiple senses.
- Ask questions based on experiences with objects, organisms, and events in the environment.
- Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., animal life cycles, physical properties, Earth materials).
- Predict the results of an investigation based on observed patterns, not random guessing.
- Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge.

Participate in planning and conducting investigations, and recording data.

- Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.
- Participate in guided investigations in life, physical, and Earth and space sciences.
- Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units).
- Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).
- Plan a simple investigation (e.g., one plant receives adequate water, one receives too much water, and one receives too little water) based on the formulated questions.
- Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and Earth and space sciences.
- Use metric and U.S. customary units to measure objects.
- Record data in an organized and appropriate format (e.g., t-chart, table, list, written log).

Organize and analyze data; compare to predictions.

- Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.
- Compare the results of the investigation to predictions made prior to the investigation.
- Generate questions for possible future investigations based on the conclusions of the investigation.
- Organize data using graphs (i.e., pictograph, tally chart, bar graphs), tables, and journals with appropriate labels:
- Construct reasonable interpretations of the collected data based on formulated questions.
- Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?).
- Record questions for further inquiry based on the conclusions of the investigation.

Communicate results of investigations.

- Communicate the results of an investigation using pictures, graphs, models, and/or words.
- Communicate with other groups to describe the results of an investigation.
- Communicate investigations and explanations using evidence and appropriate terminology.
- Describe an investigation in ways that enable others to repeat it.

Identify individual and cultural contributions to scientific knowledge.

- Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.

- Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Sally Ride [scientist], supports Strand 6; Neil Armstrong [astronaut, engineer], supports Strand 6). (e.g., Daniel Hale Williams [physician], supports Strand 4; Charles Drew [physician], supports Strand 4; Elizabeth Blackwell [physician], supports Strand 4). ; Thomas Edison [inventor], supports Strand 5; Mae Jemison [engineer, physician, astronaut], supports Strand 6.; Edmund Halley [scientist], supports Strand 6).
- Identify science-related career opportunities.
- Describe science-related career opportunities.

Understand how science is a process for generating knowledge.

- Identify components of familiar systems (e.g., organs of the digestive system, bicycle).
- Identify the following characteristics of a system: consists of multiple parts or subsystems parts work interdependently
- Identify parts of a system too small to be seen (e.g., plant and animal cells).
- Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another.
- Explain why a system may not work if a component is defective or missing.

Understand the impact of technology.

- Identify various technologies (e.g., automobiles, radios, refrigerators) that people use.
- Describe how suitable tools (e.g., magnifiers, thermometers) help make better observations and measurements.
- Analyze how various technologies impact aspects of people's lives (e.g., entertainment, medicine, transportation, communication).
- Describe important technological contributions made by people, past and present:
  - automobile – Henry Ford
  - airplane – Wilbur and Orville Wright
  - telephone – Alexander G. Bell
- Identify a simple problem that could be solved by using a suitable tool.
- Identify ways that people use tools and techniques to solve problems.
- Describe the development of different technologies (e.g., communication, entertainment, transportation, medicine) in response to resources, needs, and values.
- Design and construct a technological solution to a common problem or need using common materials.

## *February 13-22: Matter and Chemistry*

Classify objects and materials by their observable properties.

- Classify objects by the following observable properties:  
    shape, texture, size, color, weight
- Classify materials as solids or liquids.
- Describe objects in terms of measurable properties (e.g., length, volume, weight, temperature) using scientific tools.
- Classify materials as solids, liquids, or gases.
- Demonstrate that water can exist as a:  
    gas – vapor    liquid – water    solid – ice
- Demonstrate that solids have a definite shape and that liquids and gases take the shape of their containers.

## *February 27-March 3: Ecology*

- Describe the interactions between human populations, natural hazards, and the environment.
  - Describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs).
  - Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides).
- Identify the basic properties of Earth materials.
  - Identify common uses (e.g., construction, decoration) of basic Earth materials (i.e., rocks, water, soil).
  - Identify the following as being natural resources:
    - air · water · soil · trees · wildlife
  - Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).
  - Describe ways humans use Earth materials (e.g., fuel, building materials, growing food).
- Identify the basic properties and uses of earth materials (rocks, soil, water, conservation)
- Describe major factors that impact human populations and the environment.
- Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.
- Identify resources that are renewable, recyclable, and non-renewable.
- Identify ways (e.g., agriculture, structures, roads farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth.
- Recognize & Describe ways of protecting natural resources.
- Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., trash, leaky faucets, bike paths, traffic patterns shortage or abundance of natural resources) in the local environment.
- Discuss geographic concepts related to current events

## *March 6-17: Explorers*

- Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods).
- Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.
- Recognize that European countries explored the New World for economic and political reasons.
- Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.
- Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).
- Recognize why England and Spain wanted to rule other areas of the world.
- Describe how expanding trade (e.g., Marco Polo's travels to Asia) led to the exchange of new goods (i.e., spices, silk) and ideas.
- Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada.
- Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).
- Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.



## ***March 20-24: School Dance***

*No Arizona Social Studies or Science standards for this topic.  
Teacher may refer to Arizona suggested Music and Dance standards for guidance.*

## ***March 27-31: Renaissance***

Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied

## ***April 3-21: Movies and Media***

*No Arizona Social Studies or Science standards for this topic.  
Teacher may refer to suggested Arizona Technology and Media Arts standards for guidance.*

## *April 24- May 5: Colonialism and Revolution*

- Place important life events in chronological order on a timeline.
- Retell stories to describe past events, people, and places.
- Place historical events from content studied in chronological order on a timeline.
- Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.
- Use timelines to identify the time sequence of historical data.**Strand 1- American History- Concept 3:**
- Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, the First Thanksgiving).
- Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.
- Recognize that the United States began as the Thirteen Colonies ruled by England.
- Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).
- Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England.
- Recognize dissatisfaction with England's rule was a key issue that led to the Revolutionary War.
- Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere's Ride, battles of Lexington and Concord).
- Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the Revolutionary War.
- Know that the United States became an independent country as a result of the Revolutionary War.
- Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights.
- Recognize that people in different places (e.g., American colonies – England, Mexico – Spain) challenged their form of government, which resulted in conflict and change.
- Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied.
- Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.

## *May 8-12: Wetlands /Swamps/ Ponds*

Understand how science is a process for generating knowledge.

- Identify components of familiar systems (e.g., organs of the digestive system, bicycle).
- Identify the following characteristics of a system: consists of multiple parts or subsystems parts work interdependently
- Identify parts of a system too small to be seen (e.g., plant and animal cells).
- Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another.
- Explain why a system may not work if a component is defective or missing.

Understand that basic structures in plants and animals serve a function.

- Identify the following as characteristics of living things:
  - growth and development
  - reproduction
  - response to stimulus
- Compare the following observable features of living things:
  - movement – legs, wings
  - protection – skin, feathers, tree bark
  - respiration – lungs, gills
  - support – plant stems, tree trunks
- Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.
- Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).
- Describe the function of the following plant structures:
  - roots – absorb nutrients
  - stems – provide support
  - leaves – synthesize food
  - flowers – attract pollinators and produce seeds for reproduction

Understand the life cycles of plants and animals.

- Identify stages of human life (e.g., infancy, adolescence, adulthood).
- Identify similarities and differences between animals and their parents.
- Describe the life cycles of various insects.
- Describe the life cycles of various mammals.

- Compare the life cycles of various organisms.
- Compare life cycles of various plants (e.g., conifers, flowering plants, ferns).
- Explain how growth, death, and decay are part of the plant life cycle.

Understand the relationships among various organisms and their environment.

- Identify some plants and animals that exist in the local environment.
- Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.
- Describe how plants and animals within a habitat are dependent on each other.
- Identify the living and nonliving components of an ecosystem.
- Examine an ecosystem to identify microscopic and macroscopic organisms.
- Explain the interrelationships among plants and animals in different environments:
  - producers – plants · consumers – animals · decomposers – fungi, insects, bacteria
- Describe how plants and animals cause change in their environment.
- Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive.

Identify plant and animal adaptations.

- Identify adaptations of plants and animals that allow them to live in specific environments.
- Describe ways that species adapt when introduced into new environments.
- Cite examples of how a species' inability to adapt to changing conditions in the ecosystem led to the extinction of that species.

Identify, compare, and describe plants and animals in various habitats.

Describe major factors that impact human populations and the environment.

Explain the relationships among plants and animals in different environments.

Describe ways species adapt to environments and what happens if they cannot adapt.

## ***May 15-19: Senses***

*No Arizona Social Studies or Science standards for this topic.  
Teacher may refer to suggested Arizona Physical Education and Health standards for guidance.*

## ***May 22-26: Build-It Bridges***

*See February 6-10 for some of the standards that may be covered*

# ***SCHOOL MEETINGS***

*Identify & Discuss examples of responsible citizenship in the school setting and in stories about the past and present.*

*Describe the rights and responsibilities of citizenship:*

- a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated*
- b. importance of participation and cooperation in a classroom and community*
- c. why there are rules and the consequences for violating them*
- d. responsibility of voting (every vote counts)*
- e. good sportsmanship*
- g. participation and cooperation*
- g. rules and consequences*
- h. voting*

*Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)*

*Describe the importance of students contributing to a community (e.g., helping others, working together, service projects volunteering, cooperating).*

*Identify traits of character (e.g., honesty, courage, cooperation and patriotism respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.*