

*Kindergarten  
&*

*First Grade*

*Unit Topic  
Standards*

*2016-17*



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

## ***August 22-26: Maps and Stanford 10 Testing***

- Recognize the differences between maps and globes.
- Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).
- Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down.
- Identify land and water on maps, illustrations, images, and globes.
- Locate continents and oceans on a map or globe.
- Recognize different types of maps (e.g., political, physical) serve various purposes.
- Identify characteristics of maps and globes:
  - compass rose
  - symbols
  - key/legend
- Construct a map of a familiar place (e.g., classroom, bedroom, playground) that includes a compass rose, symbols, and key/legend.
- Recognize characteristics of human and physical features:
  - physical (i.e., ocean continent, river, lake, mountains, islands)
  - human (i.e., equator, North and South Poles)
- Locate physical and human features using maps, illustrations, images, or globes:
  - physical (i.e., continent, ocean, river, lake, mountains, islands)
  - human (i.e., equator, North and South poles, country)
- Locate Arizona on a map of the United States.
- Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.

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

- Identify some plants and animals that exist in the local environment.
- Locate Arizona on a map of the United States.
- Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.
- Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).

## *September 5-16: Ecosystems & Rainforest*

Distinguish between living things and nonliving things.

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.

Understand the life cycles of plants and animals.

- Describe that most plants and animals will grow to physically resemble their parents.
- Identify stages of human life (e.g., infancy, adolescence, adulthood).
- Identify similarities and differences between animals and their parents.

Understand the relationships among various organisms and their environment.

- Identify some plants and animals that exist in the local environment.
- Identify that plants and animals need the following to grow and survive: food, water, air, space
- Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium).
- 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.

## *September 19- 30: Native Americans*

- Retell personal events to show an understanding of how history is the story of events, people, and places in the past.
- Listen to recounts of historical events and people and discuss how they relate to present day.
- Sequence recounts of historical events and people using the concepts of before and after.
- Use primary source materials (e.g., photos, artifacts) to study people and events from the past.
- Place important life events in chronological order on a timeline.
- Retell stories to describe past events, people, and places.
- Recognize that Native Americans are the original inhabitants of North America.
- 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 groups of people in early civilizations (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food.
- Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars).
- Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).
- Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).

## ***October 3-7: Economics***

- Discuss different types of jobs that people do.
- Match simple descriptions of work with the names of those jobs.
- Give examples of work activities that people do at home.
- Discuss differences between needs and wants.
- Recognize various forms of U.S. currency.
- Recognize that people use money to purchase goods and services.
- Recognize that people are buyers and sellers of goods and services.
- 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 save money for future goods and services

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

- Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).
- Retell personal events to show an understanding of how history is the story of events, people, and places in the past.
- Listen to recounts of historical events and people and discuss how they relate to present day.
- Sequence recounts of historical events and people using the concepts of before and after.
- Use primary source materials (e.g., photos, artifacts) to study people and events from the past.
- Place important life events in chronological order on a timeline.
- Retell stories to describe past events, people, and places.
- Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).

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

- Recognize that George Washington was our first president.
- Recognize that the Fourth of July is our nation's birthday.
- Recognize national symbols and monuments that represent American democracy and values:
  - a. American flag
  - b. Bald Eagle
  - c. Statue of Liberty
  - d. White House
  - e. Washington Monument
- Recognize the Pledge of Allegiance and the National Anthem.
- Recognize the significance of national holidays: Thanksgiving, Presidents' Day, Martin Luther King, Jr. Day, Constitution Day, 4<sup>th</sup> of July, Constitution Day
- Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy:
- Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.
- Practice examples of democracy in action (e.g., voting, making classroom rules).
- Recognize how students work together to achieve common goals.
- 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.
- Identify the current President of the United States and Governor of Arizona.
- Identify examples of responsible citizenship in the school setting and in stories about the past and present.
- Recognize 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)
- Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).
- Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).



## ***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).
- Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space.
- Participate in guided investigations in life, physical, and Earth and space sciences.

## ***November 28 -December 2: Celebrations***

Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.

## ***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: Health & 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.***

- Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space.
- Recognize that Rosa Parks, Martin Luther King Jr., and César Chavez worked for and supported the rights and freedoms of others.
- Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy.

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

- Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).
- Describe how people earn a living in the community and the places they work.
- Discuss different types of jobs that people do.
- Match simple descriptions of work with the names of those jobs.
- Give examples of work activities that people do at home.

## *February 6-10: Scientific Method*

Observe, ask questions, and make predictions.

- Observe 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., the five senses, changes in weather, *animal life cycles*, *physical properties*, *Earth materials*).

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. Perform simple measurements using non-standard units of measure to collect data.
- 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).

Organize and analyze data; compare to predictions.

- Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.
- Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier).
- Compare the results of the investigation to predictions made prior to the investigation.

Communicate results of investigations.

- Communicate observations with pictographs, pictures, models, and/or words.
- Communicate the results of an investigation using pictures, graphs, models, and/or words.
- Communicate with other groups to describe the results of an investigation.

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., Jane Goodall [scientist], supports Strand 4; Louis Braille [inventor], *Sally Ride [scientist]*; *Neil Armstrong [astronaut, engineer]*).

Understand the impact of technology.

- Describe how simple tools (e.g., scissors, pencils, paper clips, hammers) can make tasks easier.
- 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

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

Classify objects and materials by their observable properties.

- Identify the following observable properties of objects using the senses: shape, texture, size, color
- Compare objects by the following observable properties: size, color, type of material, shape, texture, size, color, weight
- Classify materials as solids or liquids.

## ***February 27-March 3: Ecology***

- Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).
- Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).
- Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).
- Recognize that resources are renewable, recyclable, and non-renewable.
- Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.

## *March 6-17: Explorers*

- Recognize that explorers (e.g., Columbus, Leif Ericson, Marco Polo, Magellan) traveled to places in the world that were new to them.
- Recognize why England and Spain wanted to rule other areas of the world.
- Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).
- 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).
- Retell personal events to show an understanding of how history is the story of events, people, and places in the past.
- Listen to recounts of historical events and people and discuss how they relate to present day.
- Retell stories to describe past events, people, and places.
- Sequence recounts of historical events and people using the concepts of before and after.
- Place important life events in chronological order on a timeline.
- Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.
- Recognize through images how people live differently in other places and times.
- 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.

## ***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***

- 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 George Washington was our first president.
- Recognize that the Fourth of July is our nation's birthday.

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

## ***May 8-19: Wetlands /Swamps/ Ponds***

Distinguish between living things and nonliving things.

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.

Understand the life cycles of plants and animals.

- Describe that most plants and animals will grow to physically resemble their parents.
- Identify stages of human life (e.g., infancy, adolescence, adulthood).
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Understand the relationships among various organisms and their environment.

- Identify some plants and animals that exist in the local environment.
- Identify that plants and animals need the following to grow and survive: food, water, air, space
- Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium).

- 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.

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

Name the following human body parts:

Head, shoulders, arms, elbows, wrists, hands, fingers, legs, hips , knees, ankles, feet, heels , toes

Identify the five senses and their related body parts:

👁️ sight – eyes

👂 hearing – ears

👃 smell – nose

👅 taste – tongue

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

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



# General Topics

(Often covered in circle time and school meeting)

- Use information from written documents, oral presentations, and the media to discuss current local and state events.
- Describe spatial relationships (i.e., above, below, next to, left, right, middle, center) of objects.
- Demonstrate the various ways that objects can move (e.g., straight line, zigzag, back-and-forth, round-and-round, fast, slow).
- Identify the following aspects of weather: temperature, wind, precipitation, storms
- Describe observable changes in weather.
- Give examples of how the weather affects people's daily activities.
- Identify the following characteristics of seasonal weather patterns:
  - ☀️ temperature   ☁️ type of precipitation   🌪️ wind
- Analyze how the weather affects daily activities.
- Use information from written documents, oral presentations, and the media to discuss current events.
- Recognize the significance of national holidays: Thanksgiving , Presidents' Day, Martin Luther King, Jr. Day, Constitution Day, 4<sup>th</sup> of July