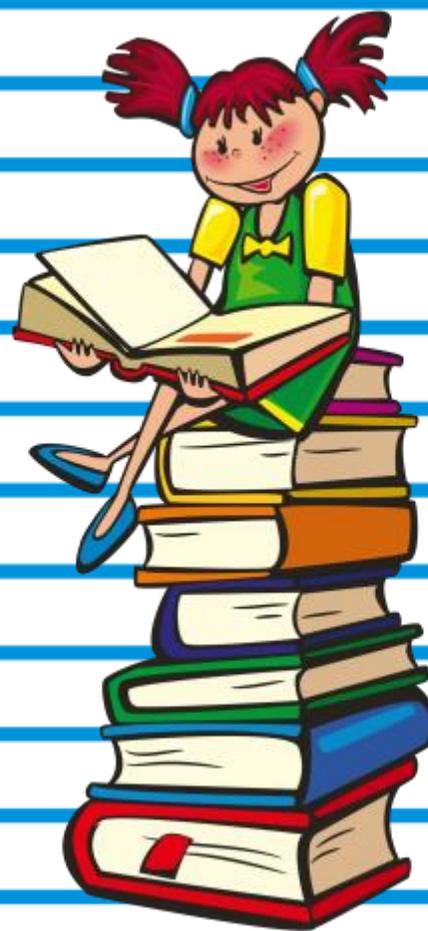


Kindergarten  
&  
First Grade

Unit Topic  
Standards  
2017-18



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

## *August 21 September 1: Geography- First Two Weeks*

- 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 21- September 1: Body Systems**  
**Additional Health Standards may be covered in this unit**

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

## **September 5-15: Archaeology & Geography / Ancient Mesopotamia**

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)
- b. 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.

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

Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.

Identify resources that are renewable, recyclable, and non-renewable.

Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.

## **September 18-29: Ecosystems & Grasslands**

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.

### **October 2-6: 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.

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 that people save money for future goods and services.

## **October 9-20: Arizona Native Peoples**

Identify some plants and animals that exist in the local environment.

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.

Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars).

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 23-27: Geology & Earth Science**

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

Classify objects by the following observable properties: shape, texture,

size, color, weight

Classify materials as solids or liquids.

Identify the basic properties of Earth materials.

Identify rocks, soil, and water as basic Earth materials.

Compare physical properties (e.g., color, texture, capacity to retain water) of basic Earth materials.

Classify a variety of objects as being natural or man-made.

Describe the following basic Earth materials: rocks, soil, water

Compare the following physical properties of basic Earth materials: color, texture capacity to retain water

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

## **October 30- November 3: U.S. Government & Symbols**

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

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

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

Identify 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.*

Practice examples of democracy in action (e.g., voting, making classroom rules).

Recognize how students work together to achieve common goals.

Discuss the significance of national holidays:

- a. Thanksgiving
- b. Presidents' Day
- c. Martin Luther King,

Jr. Day

d. Fourth of July

e. Constitution Day

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

### **November 6-17: Westward Expansion**

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).

## **November 27- December 1 Celebrations / Eastern Religions**

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

## **December 4-21: 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 8-12: School Olympics & Health**

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

## **January 16-February 2: Biographies & Careers and Workplace Skills**

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:

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.

Health-

Students demonstrate the ability to access accurate health information.

Identify resources and health helpers from home and school that provide health and emergency information

Name who are health helpers

Identify emergency medical service (e.g., dial 911)

Illustrate access to emergency medical service

## **February 5-21: Scientific Method & Energy & Magnets**

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*).

Scientific Testing (Investigating and Modeling)

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 (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 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], supports Strand 4) (e.g., *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.

Understand spatial relationships and the way objects move.

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).

Investigate different forms of energy.

Investigate how applied forces (push and pull) can make things move.

Investigate how forces can make things move without another thing touching them (e.g., magnets, static electricity).

Sort materials according to whether they are or are not attracted by a magnet.

Identify familiar everyday uses of magnets (e.g., in toys, cabinet locks, decoration).

### **February 26-March 2: Ecology**

Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).

PO 5. 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.

Identify resources that are renewable, recyclable, and non-renewable.

**. Identify elements of the environment (air, water, ground and pollutants) that affect personal health**

Identify different types of pollution

Describe something in the air, water, and ground that affect personal health

### **March 5- 16: Celebrating Diversity**

Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.

Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.

### **March 19-23**

**Ocean- See Ecosystem Standards in Fall**

### **March 26-28**

**Free**

### **April 3-20: 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 23- May 4: Asian Culture / Ancient India**

Students analyze the influence of culture, media, technology and other factors on health.

#### **.Identify the different foods of various cultures**

List different foods from various cultures

Use foods from various cultures to make a meal (using the food guide pyramid)

### **May 7-11: Creepy Crawlies**

Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.

## **May 14-25: Ancient 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.

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, maps) 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 the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).

Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/ architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.

Recognize that civilizations in the Americas had similar characteristics to the Egyptians.

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.

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

## **Covered During Meeting**

Name healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

Demonstrate healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

### **1CH-R7. Describe why the body needs nutrients for energy, growth and body maintenance**

Describe why the body needs food

Identify healthy snack choices

### **Identify safe and healthy eating habits**

Select foods that contribute to good health

State the importance of breakfast

List safe eating habits

Students demonstrate the ability to access accurate health information.

### **Identify resources and health helpers from home and school that provide health and emergency information**

Name who are health helpers

Identify emergency medical service (e.g., dial 911)

. Illustrate access to emergency medical service

**. Identify behaviors that are safe and those that are harmful**

List safe behaviors and harmful behaviors

. Name safety rules for walking, riding in a car and on a bike

**Identify stressful situations, feelings and physical responses**

.Recognize stressful situations

Recognize feelings and physical responses to stress

**Describe characteristics of responsible individuals, friends and family**

. List what makes a person responsible

Practice responsible health behavior

**. Identify how to communicate care, consideration, and respect of self and others**

Demonstrate (show) how to communicate care, consideration, and respect of self and

others

**Identify characteristics of attentive listening skills that build and maintain healthy relationships**

List characteristics of attentive listening skills

Illustrate behavior that demonstrates active listening

**Identify behaviors in conflict situations**

**Differentiate between negative and positive behaviors used in conflict**

Identify negative and positive behaviors in conflict situations

**Demonstrate nonviolent strategies to resolve conflict**

Same as concept