

GRADE K: CHILDREN AS CITIZENS HISTORY AND SOCIAL SCIENCE STANDARDS



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically




- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

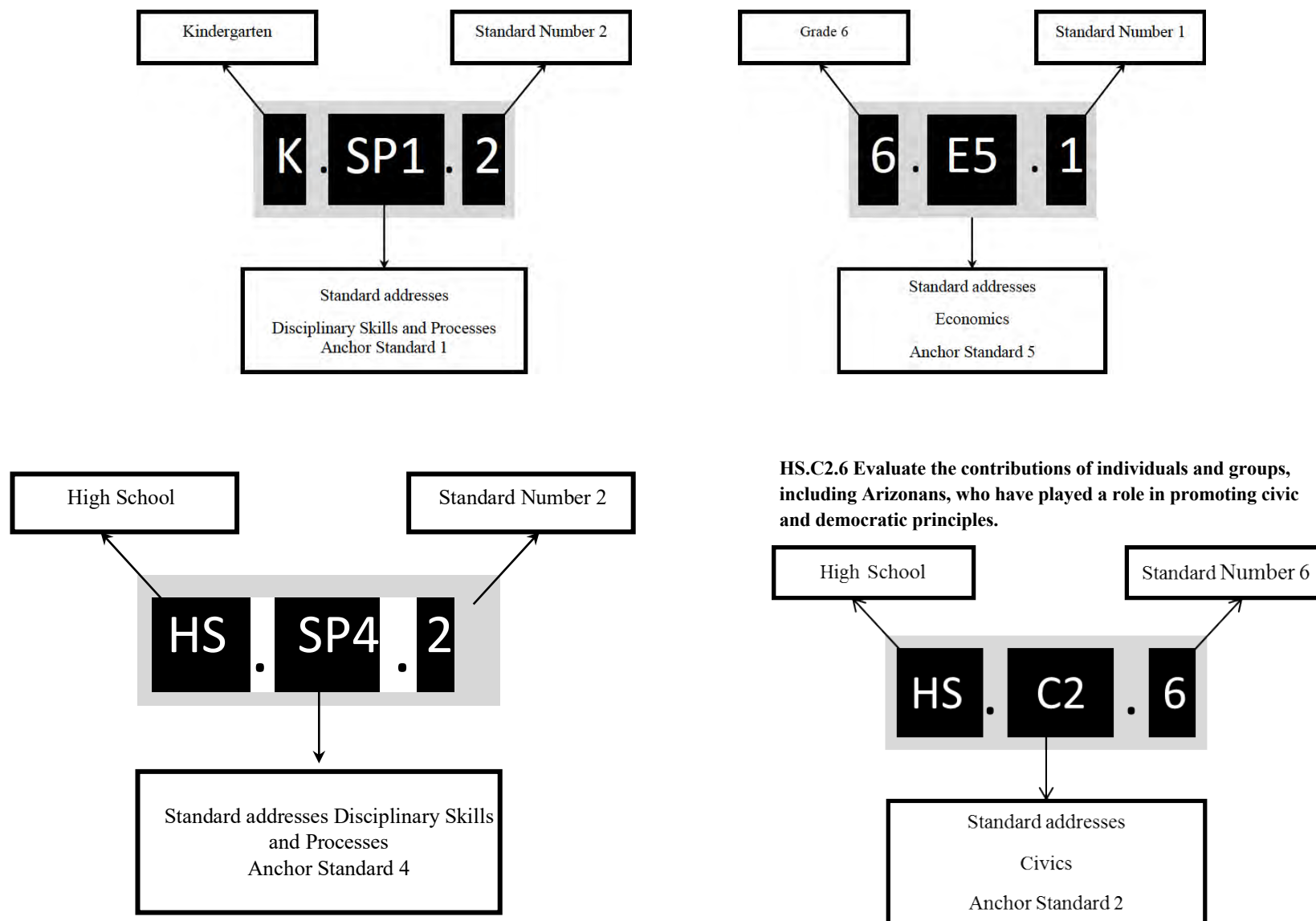
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through an inquiry and integrated approach, students will be introduced to civics, geography, economics, and history and will learn but their roles and responsibilities as citizens within their own context. Students will also learn about their own culture in the home, school, and community and how it impacts understanding of oneself and others, as well as be introduced to aspects of our national culture such as American symbols, holidays, and traditions.

CATALINA FOOTHILLS SCHOOL DISTRICT	
KINDERGARTEN HISTORY AND SOCIAL SCIENCE STANDARDS	
CHILDREN AS CITIZENS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 2: Constructing Supporting Questions:</i> Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response. • <i>Inquiry Element 6: Taking Informed Action:</i> To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Choose precise, contextually appropriate words to reference time in the past, present, and future (e.g., <i>distinguish between the near past and distant past, the near future and distant future, etc.</i>). • Describe the role of events in the past on own life and community. • Generate questions about individuals and groups from stories shared.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ◦ Give examples of historical events past, present and future. • K.SP1.2 Explore how events of the past affect students' lives and community. <ul style="list-style-type: none"> ◦ Explain cause and effect. ◦ Identify and give examples of how events can affect one's life and community • K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as:

	<ul style="list-style-type: none"> ○ Identifying an event or multiple events in historical stories. ○ Identifying events from yesterday, today, and tomorrow. ○ Making statements about individuals and groups from stories shared.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • A statement is a question. • Time units are the same (e.g., "yesterday is the same as 5 minutes ago"). • Everyone's experiences are the same • One question is sufficient for inquiry. • Answers are more important than questions. • Time exists only within their own lifespan.
Academic Vocabulary	cause and effect, sequence, past, present, future, historical story, community

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 3: Gathering and Evaluating Sources</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Describe similarities and differences across diverse cultures from around the world (e.g., food, family, clothing, education, arts, language, technology, traditions, etc.). ○ Use evidence from primary and secondary sources to compare diverse cultures from around the world.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying components of diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • A single source can provide all the information necessary to understand a topic or situation. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • If it's in a book, it's true. • I can find all the information I need through Google. • Everyone belongs to the same culture.

Academic Vocabulary	cultures, primary sources, secondary sources, artifacts, compare, photographs, fiction, nonfiction, similar, different
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CATALINA FOOTHILLS SCHOOL DISTRICT
KINDERGARTEN HISTORY AND SOCIAL SCIENCE STANDARDS

CHILDREN AS CITIZENS

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard 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.

Inquiry Elements:

- ***Inquiry Element 1: Developing Compelling Questions***
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- ***Inquiry Element 2: Constructing Supporting Questions***
Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- ***Inquiry Element 4: Developing Claims***
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Independently ask questions and construct responses to content studied.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • K.SP3.1 With prompting and support, ask questions and construct responses to content studied. <ul style="list-style-type: none"> ○ Use question frames (e.g., “When did...?” “Why did...?” “Who is...?” etc.) to ask about individuals, events, and topics studied. ○ Use sentence frames (e.g., “I think this means...,” “This makes me think of...,” “I want to know more about...,” etc.) to respond to content studied (e.g., <i>make an inference, state a personal reaction, make a connection, make a prediction, etc.</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>With prompting and support, recognizing relevant questions.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • A statement is a question • One question is sufficient for inquiry. • Answers are more important than questions.

	<ul style="list-style-type: none"> • There is only one right answer. • All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of limited information or misconceptions).
Academic Vocabulary	questions, statements, ask, response

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- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

CIVICS

Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Adjust behavior in response to different contexts or situations (with regard to respect, responsibility, equality, and fairness). • Describe differences in the meaning of respect, responsibility, equality, and fairness in different contexts (<i>e.g., home vs. school</i>). • Assess the degree to which individuals and/or groups (including self) followed agreed upon rules. • Explain why people have different thoughts, opinions, and/or perspectives.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities. <ul style="list-style-type: none"> ○ Fulfill the responsibilities of classroom roles (<i>e.g., line leader, door holder, etc.</i>). ○ Explain how students' own behaviors demonstrate respect, responsibility, equality, and fairness (<i>e.g., "I was responsible when I helped my classmate clean up her supplies." "I showed respect when I was a first-time listener"</i>). • 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. <ul style="list-style-type: none"> ○ Identify similarities and differences between one's own thoughts and opinions of others.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Explaining how classroom and community members show respect, responsibility, equality, and fairness. ○ Identifying rules for discussions and decision-making processes. ○ Explaining why groups have rules for discussions and decision making. ○ Explaining what it means to be a member of a group. ○ Describing one's own thoughts and opinions. ○ Describing others' opinions.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Respect, responsibility, equality and fairness mean the same thing to everyone. • We don't need rules for discussions or decision making if we all get along. • My opinion is the only one that counts.

	<ul style="list-style-type: none"> Everyone has the same perspective as I do.
Academic Vocabulary	respect, responsibility, equality, fairness, community, perspectives, opinions, discussions, decisions, compare

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CIVICS	
Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare roles and responsibilities of different people in authority. • Analyze the consequences of individuals unwilling or unable to serve their roles or the absence of a role (e.g., <i>predict consequences of not having a custodian at the school or of someone resigning from their job unexpectedly</i>). • Describe the ways individual citizens can enhance their community.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • K.C2.1 Describe roles and responsibilities of people in authority (e.g., <i>school personnel, family members, and community members</i>). • K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community. <ul style="list-style-type: none"> ◦ Explain how I play an important role in my school and community. ◦ Explain why different roles are important in our school and community.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying people in authority in the school and community. ◦ Identifying individuals who play important roles in our school (e.g., <i>counselor, school nurse, custodian, teachers, students, volunteers, etc.</i>). ◦ Identifying individuals who play important roles in our community (e.g., <i>firefighters, police, healthcare workers, sanitation workers, librarians, bus drivers, neighbors, etc.</i>).
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Only people with a title or official job can be community helpers. • I do not play an important role in my school or community.
Academic Vocabulary	roles, responsibilities, authority, leader, community

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CHILDREN AS CITIZENS

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- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

CIVICS

Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain why a particular strategy is best for a given situation. • Analyze the consequences of breaking rules within the classroom or school. • Analyze the consequences of own actions on the community or school.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • K.C4.1 Explain how people work together to identify and solve problems within the classroom and school. <ul style="list-style-type: none"> ○ Describe different (official and unofficial) roles people take on when working together to identify and solve problems (<i>e.g., leader, supply helper, table monitor, bathroom partner, etc.</i>). ○ Explain strategies to solve problems within the classroom and school (<i>e.g., use "I" messages, "ask 3 before me," take turns, use classroom structures for problem solving</i>). • K.C4.2 Explain why rules are important within the classroom and school. <ul style="list-style-type: none"> ○ Explain how rules keep us safe. ○ Explain how rules support fairness. ○ Explain how rules help us interact with each other appropriately. ○ Explain how rules help create a supportive classroom and/or school community.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying problems that need to be solved in the classroom or school. ○ Identifying rules in the classroom and school.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Rules are not for everyone. • If I don't like a rule, I don't have to follow it. • It is okay to break rules when I'm upset. • If someone else breaks a rule, it is okay for me to break one. • My actions do not affect other people or the classroom / school.

	<ul style="list-style-type: none"> I can always / never solve problems on my own.
Academic Vocabulary	rules, fairness, problem solving

CATALINA FOOTHILLS SCHOOL DISTRICT	
KINDERGARTEN HISTORY AND SOCIAL SCIENCE STANDARDS	
CHILDREN AS CITIZENS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
ECONOMICS	
Anchor Standard E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the consequences of various decisions.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • K.E2.1 Explain how needs, wants, and the availability of resources affect decision making (in school and home-based contexts). • K.E2.2 Identify what one gains and gives up when they make choices. <ul style="list-style-type: none"> ◦ Identify the consequences of making decisions that prioritize wants over needs.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying needs and wants. ◦ Distinguishing between needs and wants.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Needs and wants are the same thing. • I can have whatever I want whenever I want it. • There are no consequences for the decisions I make.
Academic Vocabulary	needs, wants, resources, decision

CATALINA FOOTHILLS SCHOOL DISTRICT	
KINDERGARTEN HISTORY AND SOCIAL SCIENCE STANDARDS	
CHILDREN AS CITIZENS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G1: The use of geographic representations and tools help individuals understand their world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how different maps represent location in different ways. • Use maps to compare locations. • Use graphs to compare information about locations. • Make connections between the location in a story and the story's events, characters, and/or main ideas.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus. <ul style="list-style-type: none"> ○ Ask questions about maps, graphs, and locations. ○ Describe how maps represent places. ○ Describe how graphs represent information. ○ Explain when I would use a map. ○ Explain when I would use a graph. ○ Describe how map keys / legends represent information about places. ○ Use simple map keys / legends to interpret maps. ○ Use relative directions (<i>e.g., left, right, top, bottom, above, below</i>) and landmarks to interpret maps and locate places in the classroom and school. ○ Use simple maps and graphs to identify information about and locations within the classroom and school. ○ Create simple maps of locations in their home, classroom, and/or school. • K.G1.2 Explore locations in stories shared. <ul style="list-style-type: none"> ○ Ask questions about locations in stories shared. ○ Use simple maps and graphs to identify information about and locations within stories read, heard, and/or seen. ○ Describe details about locations within stories read, heard, and/or seen.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying maps and graphs. ○ Identifying keys / legends and symbols on maps. ○ Using general descriptions of location (<i>e.g., close, near, far, over by</i>). ○ Identifying general locations (<i>e.g., inside, outside, in the woods, near a landmark</i>) within stories.

Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • <i>When</i> something happens is the same thing as <i>where</i> it happens (e.g., <i>When asked about a location, student replies with a season or time of day</i>). • Maps and graphs are the same thing / provide the same information. • A map is not useful to me. • All maps use the same symbols, scale, pictures, etc. • Every location has the same features.
Academic Vocabulary	map, graph, map key/legend, left, right, top, bottom, close, far, near, over by, location

CATALINA FOOTHILLS SCHOOL DISTRICT	
KINDERGARTEN HISTORY AND SOCIAL SCIENCE STANDARDS	
CHILDREN AS CITIZENS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G2: Human-environment interactions are essential aspects of human life in all societies	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Predict the consequences of a depleted water supply. • Explain long-term effects of weather events on humans. • Explain how water and weather can affect people in different ways.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • K.G2.1 Explain how water and weather impacts humans. <ul style="list-style-type: none"> ○ Explain how humans use water. ○ Explain how weather affects human behavior (<i>e.g., clothing, shelter, recreation, etc.</i>). ○ Explain how water affects human behavior (<i>e.g., lack of water, unsanitary water, distribution of water, etc.</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying and describing different types of weather. ○ Identifying uses of water.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Water is unlimited. • Weather doesn't fluctuate. • Weather doesn't have an impact on me. • If something doesn't affect me, it doesn't matter (or doesn't exist).
Academic Vocabulary	weather

CATALINA FOOTHILLS SCHOOL DISTRICT	
KINDERGARTEN HISTORY AND SOCIAL SCIENCE STANDARDS	
CHILDREN AS CITIZENS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the role of culture in the lives of self and others. • Describe how aspects of own culture could be shared across cultures to benefit many communities.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • K.H1.1 Compare one's own culture with the culture of others (e.g., those in the classroom, community, and one of Arizona's 22 Indian Nations).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Describing attributes of one's own culture. ◦ Identifying other cultures.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • My culture is the only culture. • Other cultures are less valuable than my own.
Academic Vocabulary	culture, community

CATALINA FOOTHILLS SCHOOL DISTRICT	
KINDERGARTEN HISTORY AND SOCIAL SCIENCE STANDARDS	
CHILDREN AS CITIZENS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Describe how compromise impacts the community (both positively and negatively) as a whole rather than just the wants / needs of specific individuals.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	Standards / Learning Goals <ul style="list-style-type: none"> • K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems (i.e., in school and home contexts).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying ways to cooperate to solve a problem.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Compromise is me getting my way. • There is only one way to solve a problem.
Academic Vocabulary	cooperation, compromise

CATALINA FOOTHILLS SCHOOL DISTRICT	
KINDERGARTEN HISTORY AND SOCIAL SCIENCE STANDARDS	
CHILDREN AS CITIZENS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Generate open-ended questions after reading about historical figures/events. • After reading, evaluate pros and cons of historical figures/events.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • K.H4.1 Explain and explore origins of key American symbols and holidays (<i>e.g., symbols—American flag, bald eagle, Statue of Liberty, and Mount Rushmore; traditions—Pledge of Allegiance and National Anthem; holidays—Columbus Day/Indigenous Peoples Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day</i>). <ul style="list-style-type: none"> ○ Ask questions about American symbols. ○ Describe the historical context of the creation of American symbols. ○ Ask questions about how/why holidays are celebrated in certain cultures. • K.H4.2 Explore the stories of key historical figures through informational text and biographies. <ul style="list-style-type: none"> ○ Ask and answer questions about the text (<i>e.g., ask open-ended questions about the text, make text /self- connections</i>). ○ Identify key historical figures and their contributions.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying American symbols and holidays. ○ Identifying historical figures or events in stories.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • American symbols and holidays exist in isolation from historical events. • All stories about historical figures or symbols are non-fiction. • All American symbols represent the same idea.
Academic Vocabulary	symbols, holidays, biographies



GRADE 1: COMMUNITIES: LIVING AND WORKING TOGETHER HISTORY AND SOCIAL SCIENCE STANDARDS



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically






- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

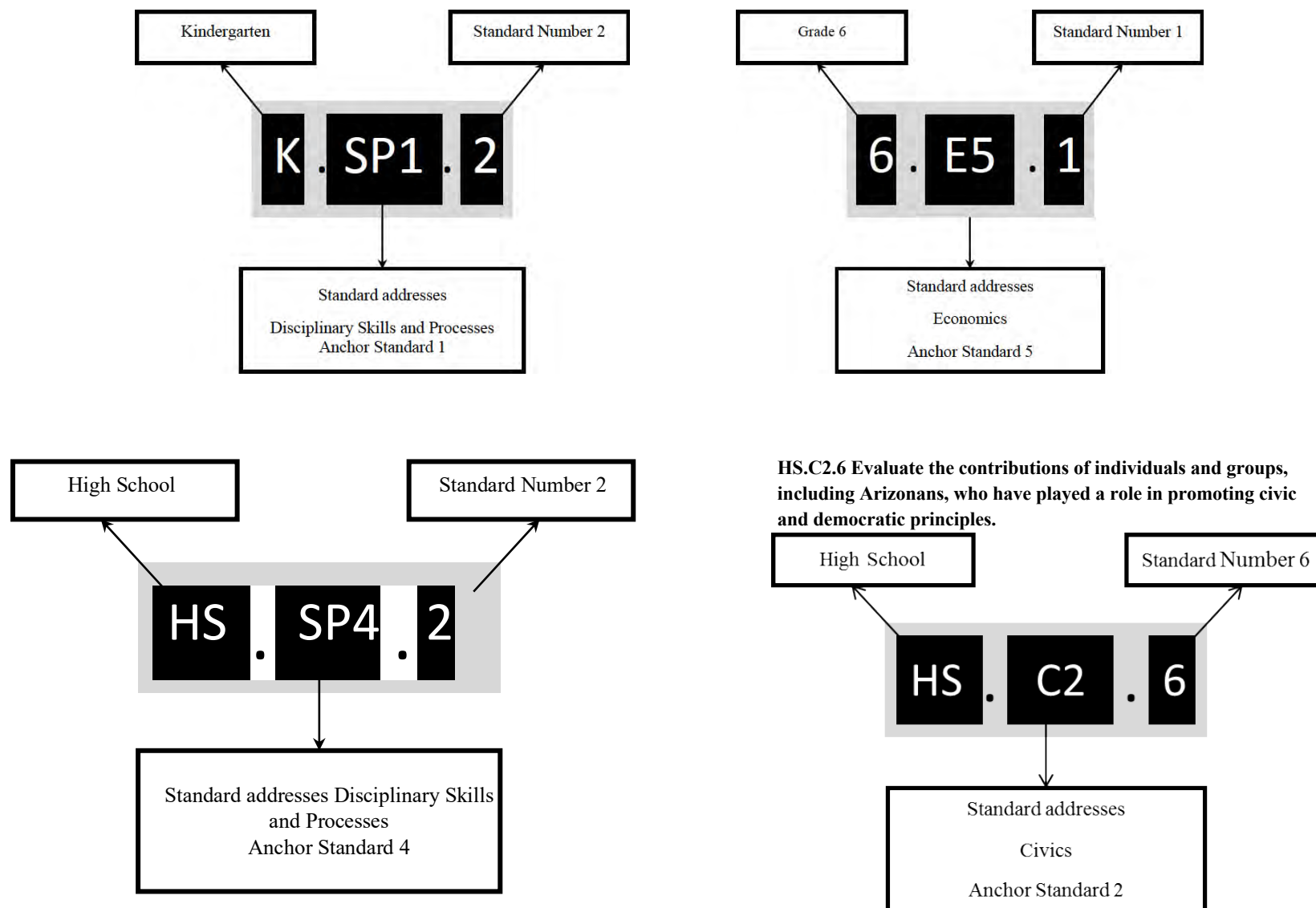
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through an inquiry and integrated approach, students will study civics, geography, economics, and history and will learn how a community functions and how each member contributes to the community for the common good. Students will also study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 1 HISTORY AND SOCIAL SCIENCE STANDARDS	
COMMUNITIES: LIVING AND WORKING TOGETHER	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 2: Constructing Supporting Questions:</i> Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response. • <i>Inquiry Element 6: Taking Informed Action:</i> To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Use chronological sequence of life events to compare and/or evaluate the significance of the events. • Generate questions to determine the significance of individuals' and groups' actions and behavior.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Explain cause and effect. ○ Describe the role of events in the past on own life and community. • 1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Organizing life events in order of significance. ○ Identifying events from yesterday, today, and tomorrow. ○ Identifying significant historical events. ○ Identifying individuals and groups who have shaped a significant historical change.

Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Past events are unrelated to their lives and communities. • Things just happen. • There is only one cause or one effect for each event. • A statement is a question. • Time units are the same (e.g., “yesterday is the same as 5 minutes ago”). • One question is sufficient for inquiry. • Answers are more important than questions.
Academic Vocabulary	cause and effect, chronological, timeline, community

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 1 HISTORY AND SOCIAL SCIENCE STANDARDS	
COMMUNITIES: LIVING AND WORKING TOGETHER	
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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 3: Gathering and Evaluating Sources:</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Combine evidence from multiple primary and secondary sources to compare diverse cultures from around the world.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction. <ul style="list-style-type: none"> ○ Describe similarities and differences across diverse cultures from around the world (e.g., food, family, clothing, education, arts, language, technology, traditions, etc.). ○ Use evidence from primary and secondary sources to compare diverse cultures from around the world.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying components of diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • A single source can provide all the information necessary to understand a topic or situation. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • If it's in a book, it's true. • I can find all the information I need through Google.
Academic Vocabulary	diverse, cultures, primary sources, secondary sources, artifacts, photographs, compare

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GRADE 1 HISTORY AND SOCIAL SCIENCE STANDARDS

COMMUNITIES: LIVING AND WORKING TOGETHER

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard 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.

Inquiry Elements:

- ***Inquiry Element 1: Developing Compelling Questions***
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- ***Inquiry Element 2: Constructing Supporting Questions***
Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- ***Inquiry Element 3: Gathering and Evaluating Sources***
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- ***Inquiry Element 4: Developing Claims***
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- ***Inquiry Element 5: Communicating Conclusions***
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- ***Inquiry Element 6: Taking Informed Action***
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> Independently identify evidence from multiple sources to answer questions about issues in your community. Independently construct and communicate solutions to issues in your community. Evaluate potential solutions to address community issues.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals:</u> <ul style="list-style-type: none"> 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. 1.SP3.5 Ask and answer questions about explanations given.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> The student will perform basic processes, such as: <ul style="list-style-type: none"> Identifying issues in the community past and present. Identifying evidence relevant to a topic. Choosing from provided solutions to issues in the community. Describing a group or individual action to help address community issues. Making statements about explanations given.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> Everyone belongs to the same community. If something does not affect me, then it is not a problem for my community. I'm too small to make a difference. A statement is a question. One question and/or one source is sufficient for inquiry. Answers are more important than questions. There is only one valid answer. If it's in a book, it's true. All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of limited information or misconceptions).
Academic Vocabulary	past, present, evidence, sources, community, issues, solutions

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CIVICS	
Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Adjust behavior in response to different contexts or situations (with regard to respect, responsibility, equality, and fairness). • Describe how views of respect, responsibility, equality, and fairness vary across communities, contexts, and/or cultures. • Assess the degree to which individuals and/or groups (including self) followed agreed upon rules. • Explain why people have different thoughts, opinions, and/or perspectives.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community. <ul style="list-style-type: none"> ○ Explain how your own behaviors demonstrate respect, responsibility, equality, and fairness (e.g., <i>"I was responsible when I helped my little brother with his homework because I am older and it's my job to help him."</i> <i>"I showed fairness when I shared my toys with my friends because then we all got a chance to play."</i>). • 1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures. <ul style="list-style-type: none"> ○ Use strategies for discussion, such as accountable talk statements (e.g., <i>"I heard you say..."</i> <i>"I would like to add..."</i> <i>"What evidence do you have for...?"</i> etc.) to respond to others. ○ Use procedures (e.g., <i>decision-making wheel</i>, <i>rock/paper/scissors</i>, <i>"I" statement structured conversations</i>) within the group or classroom to make decisions. • 1.C1.3 Compare one's own thoughts and opinions with others' perspectives. <ul style="list-style-type: none"> ○ Identify similarities and differences between one's own thoughts and opinions and the perspectives of others.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Explaining how community members show respect, responsibility, equality, and fairness. ○ Identifying rules for discussions and decision-making processes. ○ Explaining why groups have rules for discussions and consensus building. ○ Explaining what it means to be a member of a group. ○ Describing one's own thoughts and opinions. ○ Describing the perspectives of others.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

	<p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Respect, responsibility, equality and fairness mean the same thing to everyone. • We don't need rules for discussions or consensus building if we all get along. • My perspective is the only one that counts. • Everyone has the same perspective as I do.
Academic Vocabulary	consensus building, respect, responsibility, equality, fairness, community, perspectives, opinions

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CIVICS	
Anchor Standard 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.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the fairness of rules and laws in our community. • Distinguish between rules and laws. • Compare infrastructure in Tucson to that of other locations. • Predict the impact of disruptions to roles and functions of the local government (<i>e.g., What would happen if we didn't have a way to distribute water?</i>).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.C3.1 Explain the importance of rules and laws in our community (<i>i.e., to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority</i>). • 1.C3.2 Explain the role and function of local governments to make laws, carry out laws, enforce laws, manage conflicts, and protect the community (<i>i.e.; city council, the current Mayor and Governor</i>). <ul style="list-style-type: none"> ○ Describe basic information and processes about how the local government carries out and enforces laws (<i>i.e., through the police/sheriffs, judges, and lawyers</i>). ○ Describe how the local government protects the community through public safety (<i>i.e., police/sheriffs, firefighters</i>) and infrastructure (<i>e.g., waste management, water supply, power, public transportation, road maintenance, parks and recreation, housing, etc.</i>). • 1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities (<i>i.e., voting, volunteering, and becoming informed on community issues</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying rules and laws in the community. ○ Identifying the role and functions of local governments. ○ Identifying the tasks and responsibilities of community groups.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Government is only federal and not local. • My vote doesn't count.

	<ul style="list-style-type: none"> • Voting only matters at the national level. • Resources and community upkeep just “happen.”
Academic Vocabulary	laws, rules, volunteer, conflict, local, government, Mayor, Governor, city council, rights, authority

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ECONOMICS	
Anchor Standard E1: A financially literate individual understands how to manage income, spending, and investment.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how one's education impacts their skills and options for employment. • Describe interdependencies among various occupations in our community. • Explain how to balance the needs of saving and spending money.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community. <ul style="list-style-type: none"> ○ Identify occupations needed in our community (<i>i.e., producers of goods, providers of services</i>). ○ Identify skills needed for jobs in our community (<i>e.g., critical thinking, problem solving, creativity and innovation, systems thinking, communication, collaboration</i>). ○ Identify education needed for jobs in our community (<i>e.g., college, high school, technical / trade school, training, etc.</i>). • 1.E1.2 Describe reasons to save or spend money. <ul style="list-style-type: none"> ○ Describe reasons to save money (<i>e.g., survival needs, in case of emergency, leisure, helping others, future expenses</i>). ○ Describe reasons to spend money (<i>e.g., survival needs, in response to emergencies, helping others, leisure, for enjoyment, to reward oneself</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying various jobs that require different skills. ○ Identifying things people spend money on and / or save money for. ○ Distinguishing between saving and spending.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • I can get any job I want to have. • There are no consequences for choosing to save or spend money. • Money is readily available. • I don't need to save money.
Academic Vocabulary	occupation, skills, education, community, save, spend, goods, services, producers, consumers

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ECONOMICS	
Anchor Standard E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the costs and benefits of various decisions.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.E2.1 Explain how needs, wants, and availability of resources affect decision making (in community contexts). • 1.E2.2 Identify the benefits and costs of making various personal decisions. <ul style="list-style-type: none"> ○ Identify the consequences of spending money based on wants versus needs. ○ Identify the consequences of choosing to save versus choosing to spend. ○ Identify the consequences of non-financial decisions (e.g., choice of friend groups, activities to participate in at recess, etc.).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying needs and wants. ○ Distinguishing between needs and wants.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Needs and wants are the same thing. • I can have whatever I want whenever I want it. • There are no consequences for the decisions I make. • Economics is only about money.
Academic Vocabulary	needs, wants, resources, benefits, costs, personal decisions

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ECONOMICS	
Anchor Standard E3: Individuals and institutions are interdependent within market systems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare the production process of different goods and services. • Compare jobs in our community. • Analyze the relationship between producers and consumers in our community.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community. <ul style="list-style-type: none"> ○ Describe how goods are produced, packaged, and distributed in our community. ○ Describe the skills and knowledge necessary for producing goods and services. ○ Describe the skills and knowledge necessary for packaging goods for purchase or for services. ○ Describe the skills and knowledge necessary for distributing goods for purchase or for services. • 1.E3.2 Explain how people in our community earn income. <ul style="list-style-type: none"> ○ Explain different ways people earn income (e.g., <i>going to work, making goods at home, providing services, etc.</i>). ○ Explain the relationship between work and compensation. • 1.E3.3 Explain how people can be producers and consumers in our community.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Distinguishing between goods and services.</u> ○ <u>Distinguishing between producers and consumers.</u> ○ <u>Identifying local examples of producers and consumers.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • If I buy something in a store, it was made in that store. • Goods just “appear” – there is no process behind it. • People all earn income the same way. • People are either producers or consumers; they can’t be both. • Economics is only about money.

Academic Vocabulary	producer, consumer, income, goods, services, earn, community
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GRADE 1 HISTORY AND SOCIAL SCIENCE STANDARDS	
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GEOGRAPHY	
Anchor Standard G1: The use of geographic representations and tools help individuals understand their world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain location and/or give directions in multiple ways (e.g., using a grid, cardinal directions, ordinal directions, relative location, etc.). • Construct and/or adapt maps to be appropriate for specific audiences and purposes. • Synthesize information within and/or across maps and graphs to draw conclusions about a community. • Use a grid to compare locations and/or give directions.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus, including physical features and human features. <ul style="list-style-type: none"> ○ Explain the kinds of information one can get from a map. ○ Identify the purpose of a map. ○ Ask questions about maps, graphs, physical features, and human features. ○ Use cardinal directions and compass rose to interpret maps and locate places in a community. ○ Use map keys / legends and scales to interpret maps. ○ Find my community on a map. ○ Use and create a variety of maps (e.g., population, political, topographic, climate, economic, thematic) and graphs (e.g., alphanumeric grids, pictographs, line graphs, bar graphs, etc.) to represent physical and human features within communities. ○ Construct maps and graphs to represent physical features (i.e., rivers, lakes, mountains, landforms, desert) within communities. ○ Construct maps and graphs to represent human features (i.e., dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses) within communities. • 1.G1.2 Use a grid to locate places. <ul style="list-style-type: none"> ○ Coordinate letters and numbers on a grid to locate specific places within a community.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying and locating physical features on a map. ○ Identifying and locating human features on a map. ○ Identifying examples of physical and human features. ○ Using general aspects of a grid (e.g., "It's in the top corner box," "It's taking up three boxes," "It's in the B area.") to identify locations.

	<ul style="list-style-type: none"> ○ Identifying cardinal directions.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Maps are neutral representations of physical space. • Scale is not important in maps. • Maps only represent physical features. • It is not necessary to read the key / legend or compass rose to understand a map. • It is not necessary to create a key / legend or compass rose when making a map. • One type of map is sufficient to understand an area. • North is whichever direction I'm facing. / North changes based on my position. / The top of a map is always north.
Academic Vocabulary	human feature, physical feature, rivers, lakes, mountains, landforms, desert, dams, key, legend, compass rose, grid, cardinal directions (students need to know: north, south, east, west)

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 1 HISTORY AND SOCIAL SCIENCE STANDARDS	
COMMUNITIES: LIVING AND WORKING TOGETHER	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G2: Human-environment interactions are essential aspects of human life in all societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how changing environments have had both positive and negative effects on communities over time. • Predict how environmental factors might influence a change in cultural norms.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.G2.1 Compare how human activities affect culture and the environment now and in the past (<i>e.g. agriculture, industrialization, urbanization, and human migration</i>). <ul style="list-style-type: none"> ○ Describe how human activities (<i>e.g., agriculture, industrialization, urbanization, human migration</i>) have affected culture over time (<i>e.g., urban sprawl, rodeo, All Souls Procession in Tucson</i>). ○ Describe how human activities have changed environments over time. ○ Explain ways humans have changed their communities over time.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying changes in human activities that affect culture. ○ Identifying human activities that affect the environment. ○ Explaining how communities have changed over time.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Humans do not have an impact on the environment. • Humans only have a negative effect on the environment • People's actions do not affect the community at large. • Culture is the same everywhere.
Academic Vocabulary	culture, community

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 1 HISTORY AND SOCIAL SCIENCE STANDARDS	
COMMUNITIES: LIVING AND WORKING TOGETHER	
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GEOGRAPHY	
Anchor Standard G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Predict how people, goods, and ideas might move from place to place across communities based on past events. • Evaluate the effects of the movement of people, goods, and ideas across communities.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.G3.1 Explain why and how people, goods, and ideas move from place to place. <ul style="list-style-type: none"> ○ Describe reasons for movement of people, goods, and ideas within and across communities (<i>e.g., transportation, trade, migration, and communication</i>). ○ Explain how people, goods, and ideas move from place to place within and across communities. • 1.G3.2 Compare places past and present as it relates to content focus. <ul style="list-style-type: none"> ○ Compare places from the past with those in the present (<i>e.g., population growth in the Tucson / metro area, housing and urban development, roads, etc.</i>). ○ Describes changes in our community over time.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying examples of movement of people, goods and ideas across communities. ○ Identifying examples of community movement in the past.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • People, goods and ideas don't move or change, but remain constant. • Current events are not affected by past events.
Academic Vocabulary	trade, migration

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 1 HISTORY AND SOCIAL SCIENCE STANDARDS	
COMMUNITIES: LIVING AND WORKING TOGETHER	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how ideas and innovations enhance and influence a community. • Evaluate how ideas and innovations have shaped communities.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.H1.1 Explain how ideas and innovation (e.g., <i>farming by irrigation, architecture, writing and inventions as they support content focus</i>) can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Identifying attributes of a society and/or innovations within primary and secondary sources.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All features in a society qualify as an innovation. • Innovations only have positive outcomes within a society. • Innovations are only technology-based.
Academic Vocabulary	Innovation, community, artifacts

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 1 HISTORY AND SOCIAL SCIENCE STANDARDS	
COMMUNITIES: LIVING AND WORKING TOGETHER	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Predict possible conflicts and solutions based on patterns and trends in history. • Evaluate the effectiveness of cooperation and compromise as a conflict resolution strategy.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying ways to resolve conflict. ○ Identifying conflicts, cooperation, and compromises in the past and present.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • There is only one way to resolve a conflict. • I can do things my own way; I don't need to cooperate. • Compromising means losing.
Academic Vocabulary	cooperation, compromise, conflict

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 1 HISTORY AND SOCIAL SCIENCE STANDARDS	
COMMUNITIES: LIVING AND WORKING TOGETHER	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze the significance of symbols, documents, landmarks, holidays, and historical figures and their impact (both positive and negative) on our community and/or country.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 1.H4.1 Explain and explore origins of key American symbols (e.g., <i>American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols</i>), documents, landmarks, holidays (e.g., <i>Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day</i>), and leaders (e.g., <i>local and/or Tribal leaders, state leaders, and national leaders</i>) as well as their importance from the past to the present in our country. <ul style="list-style-type: none"> ○ Ask questions about American symbols and landmarks. ○ Describe the significance of leaders and their importance to our country. ○ Describe the historical context of the creation of American symbols. ○ Draw conclusions about how holidays have been influenced by historical events. • 1.H4.2 Draw upon fictional stories, biographies, and nonfiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day. <ul style="list-style-type: none"> ○ Ask and answer questions about the text. ○ Identify key historical figures and their contributions.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying American symbols, holidays and leaders. ○ Describing historical figures and what they did.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • American symbols and holidays are not connected to culture. • All stories about historical figures or symbols are non-fiction.
Academic Vocabulary	symbols, documents, landmarks, leaders, biographies

GRADE 2: THE WORLD AROUND ME

HISTORY AND SOCIAL SCIENCE STANDARDS



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically




- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

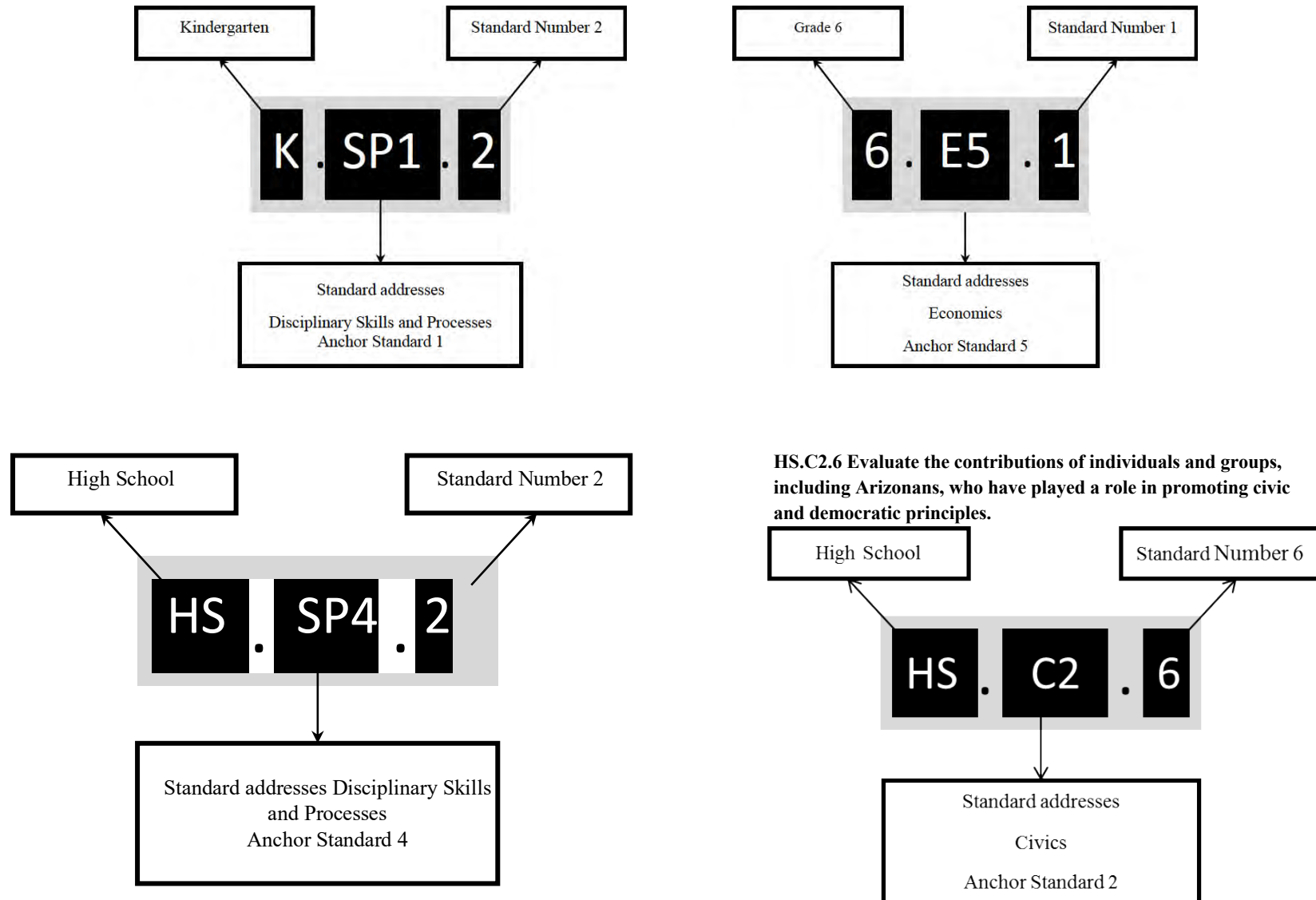
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through an inquiry and integrated approach, students will study geography and economics to learn how their world is interconnected globally. Students will learn how other cultures and civilizations are interconnected and have influenced who we are as a community, state, and nation. United States history, world history, and civics will also be taught in a comparative context.

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS	
THE WORLD AROUND ME	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 2: Constructing Supporting Questions:</i> Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response. • <i>Inquiry Element 3: Gathering and Evaluating Sources:</i> Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source. • <i>Inquiry Element 6: Taking Informed Action:</i> To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Use a chronological sequence of related events to compare developments that happened at the same time. • Identify patterns and trends in the interaction or development of specific individuals, ideas, and/or historical events. • Generate questions to determine the significance of individuals' and groups' actions and behavior.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • <u>2.SP1.1 Create a chronological sequence of multiple events.</u> • <u>2.SP1.2 Understand how events of the past affect students' lives and community.</u> <ul style="list-style-type: none"> ○ Explain cause and effect.

	<ul style="list-style-type: none"> ○ Describe the role of events in the past on own life and community. ● 2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> ● The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying events that occurred before or after a given event. ○ Identifying significant historical events. ○ Identifying individuals and groups who have shaped a significant historical change.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> ● Past events are unrelated to their lives and communities. ● There is only one cause or one effect for each event. ● A statement is a question. ● Everyone's experiences are the same. ● Answers are more important than questions. ● Everyone belongs to the same community.
Academic Vocabulary	significant, community, chronological, cause and effect

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS

THE WORLD AROUND ME

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

Inquiry Elements:

- ***Inquiry Element 2: Constructing Supporting Questions***
Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in
- ***Inquiry Element 3: Gathering and Evaluating Sources***
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Combine evidence from multiple primary and secondary sources to compare diverse cultures from around the world. • Explain why individuals and groups have different perspectives.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 non-fiction. <ul style="list-style-type: none"> ○ Describe similarities and differences across diverse cultures from around the world (e.g., food, family, clothing, education, arts, language, technology, traditions, etc.). ○ Use evidence from primary and secondary sources to compare diverse cultures from around the world. • 2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies. <ul style="list-style-type: none"> ○ Describe similarities and differences between perspectives of people in the past and present. ○ Use evidence from stories and biographies to compare perspectives from the past and present.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying components of diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction. ○ Describing the perspectives of people in the past and present.

Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • A single source can provide all the information necessary to understand a topic or situation. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • If a source is published, it is a credible source. • One question is sufficient for inquiry. • Answers are more important than questions.
Academic Vocabulary	perspectives, diverse, cultures, primary sources, secondary sources, artifacts

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS	
THE WORLD AROUND ME	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 1: Developing Compelling Questions</i> <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i> • <i>Inquiry Element 2: Constructing Supporting Questions</i> <i>Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.</i> • <i>Inquiry Element 3: Gathering and Evaluating Sources</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • <i>Inquiry Element 4: Developing Claims</i> <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i> • <i>Inquiry Element 5: Communicating Conclusions</i> <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Define the topic under investigation by examining it through various lenses or perspectives. • Gather information from multiple, relevant, timely, and credible sources. • Compare information from various sources.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success

Score 3.0	<p>The student will:</p> <p><u>Standards / Learning Goals</u></p> <ul style="list-style-type: none"> • 2.SP3.1 Generate questions about issues and events in the world, past and present. • 2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions. • 2.SP3.3 Generate questions about a source as it relates to an event or development. • 2.SP3.4 Gather relevant information from one or two sources. • 2.SP3.5 Ask and answer questions about explanations and arguments. • 2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Recognizing facts and concepts (from a list) associated with compelling and supporting questions. ○ With provided sources, answering compelling and supporting questions. ○ Summarizing a source as it relates to an event or development. ○ Naming relevant information from one or two sources. ○ Making statements about explanations and arguments. ○ Summarizing an argument or explanation using print, oral, or digital technology.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • All questions are the same. • Facts and opinions are the same. • All information/sources have equal value. • Explanations and arguments are the same thing. • An argument is a negative action.
Academic Vocabulary	compelling questions, supporting questions, sources, arguments, explanations, relevant information, summary, print, oral, digital technology

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS

THE WORLD AROUND ME

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

Inquiry Elements:

- ***Inquiry Element 3: Gathering and Evaluating Sources*** Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- ***Inquiry Element 4: Developing Claims*** Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate possible reasons for an event or development to determine which is most likely. • Make connections and identify patterns between events.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Generating a single reason for an event or development. ○ Selecting a reason to explain an event or development.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of limited information or misconceptions). • A conclusion can be formed from a cursory examination of information. • I should form my opinion first and then seek evidence to support it. • There is only one possible reason for an event or development. • All causes of events have the same impact.

Academic Vocabulary	development, reasons
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CIVICS	
Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare roles and responsibilities of people in authority within the United States and/or around the world.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 2.C2.1 Describe roles and responsibilities of people in authority within our country and world. <ul style="list-style-type: none"> ○ Describe basic roles and responsibilities of the President and Vice President. ○ Describe basic roles and responsibilities of global leaders past and present (e.g., <i>heads of state, queens and/or kings, humanitarians</i>). • 2.C2.2 Explain how all people, not just official leaders, play important roles in the world. <ul style="list-style-type: none"> ○ Explain how citizens demonstrate respect, responsibility, and/or fairness to make a difference in the world.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying positions of authority within our country (i.e., <i>President, Vice President</i>) and the world (i.e., <i>heads of state, queens and/or kings, humanitarians</i>). ○ Identifying roles and responsibilities for specific positions of authority. ○ Identifying important roles official leaders play in the world. ○ Distinguishing between country and world. ○ Describing the characteristics of a citizen (i.e., <i>respectful, responsible, fair</i>). ○ Identifying important roles citizens play in the world.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • If someone isn't an official leader, they are not important. • All countries have the same leadership roles and responsibilities. • All people in authority have the same roles and responsibilities.
Academic Vocabulary	roles, responsibilities, authority

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GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS	
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CIVICS	
Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate how well a group works together when trying to solve a problem. • Distinguish between official and unofficial rules in public settings (e.g., <i>running in the grocery store or being quiet in the movie theater = unofficial</i>). • Compare rules in different cultures. • Evaluate the fairness of rules in public settings.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 2.C4.1 Explain how people work together to identify and solve problems within our world. <ul style="list-style-type: none"> ◦ Describe different (official and unofficial) roles people take on when working together to identify and solve problems (e.g., <i>note-taker/secretary, leader, spokesperson, monitor/evaluator, peacekeeper, laborer, negotiator, etc.</i>). • 2.C4.2 Explain how rules function in public settings (e.g., <i>public library, park, airport, restaurant, theater</i>). <ul style="list-style-type: none"> ◦ Explain how rules affect our behavior. ◦ Explain how rules protect people, property, and the environment. ◦ Explain the consequences for breaking rules in public settings.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying examples of people working together to identify and solve problems. ◦ Explaining the benefits of working in a group. ◦ Identifying rules in public settings.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All rules are laws. • Laws and rules are the same everywhere. • When people work together, there is always a positive outcome. • Punishment and consequences are the same thing.
Academic Vocabulary	rules, public settings, consequences

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ECONOMICS	
Anchor Standard E1: A financially literate individual understands how to manage income, spending, and investment.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Describe interdependencies among various occupations in a global economy. • Explain how to balance needs of saving and spending money.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • <u>2.E.1.1 Identify different occupations and skills needed in a global economy.</u> <ul style="list-style-type: none"> ○ <u>Identify occupations needed in a global economy (i.e., producers of goods, providers of services).</u> ○ <u>Identify skills needed in a global economy (e.g., critical thinking, problem solving, creativity and innovation, systems thinking, communication, collaboration).</u> • <u>2.E.1.2 Describe reasons to save or spend money.</u> <ul style="list-style-type: none"> ○ <u>Describe reasons to save money (e.g., survival needs, in case of emergency, leisure, helping others, future expenses).</u> ○ <u>Describe reasons to spend money (e.g., survival needs, in response to emergencies, helping others, leisure, for enjoyment, to reward oneself).</u>
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Identifying different occupations and skills needed in a global economy.</u> ○ <u>Identifying things people spend money on and / or save money for.</u> ○ <u>Distinguishing between saving and spending.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • There are no consequences for choosing to save or spend money. • Money is readily available. • I don't need to save money.
Academic Vocabulary	global economy, producers, consumers, goods, services

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ECONOMICS	
Anchor Standard E3: Individuals and institutions are interdependent within market systems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare goods and services in different parts of the world. • Compare jobs in different parts of the world. • Analyze the relationship between producers and consumers in a global economy.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 2.E3.1 Identify and describe the goods and services that are produced around the world. <ul style="list-style-type: none"> ○ Identify the origins of various goods produced around the world. ○ Identify reasons why certain foods are produced in specific regions of the world. • 2.E3.2 Explain how people around the world earn income. <ul style="list-style-type: none"> ○ Explain how some jobs are universal and others are region-specific. ○ Explain different ways people earn income (e.g., <i>going to work, making goods at home, providing services, etc.</i>). ○ Explain the relationship between work and compensation. • 2.E3.3 Explain how people can be producers and consumers in a global economy.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Distinguishing between goods and services. ○ Distinguishing between producers and consumers. ○ Identifying global examples of producers and consumers.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • If I buy the item locally, it was produced locally. • Goods that are available in one place will also be available in another place. • People all earn income the same way. • People are either producers or consumers; they can't be both. • Economics is only about money.
Academic Vocabulary	producer, consumer, income, goods, services, global economy

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ECONOMICS	
Anchor Standard E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Predict the impact of disruptions to public services (e.g., <i>What would happen if the trash didn't get picked up?</i>). • Evaluate the degree to which a public service meets the needs of individuals.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • <u>2.E4.1 Describe the public services that governments provide (e.g., education, emergency services, healthcare, military, public transportation, waste management, etc.) and how they meet the needs of individuals.</u>
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Identifying public services.</u> ○ <u>Identifying the needs met by public services.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Public services just “happen.” • Public services should accommodate my every need. • Public services are the same everywhere. • Economics is only about money.
Academic Vocabulary	public service, government

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ECONOMICS	
Anchor Standard E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze the impact of disruptions to resources on the country's production of goods and/or capacity for trade (e.g., how natural disasters, pandemics, war, etc. affect production and trade.). • Describe the effects of a country's resources on its economy.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 2.E5.1 Explain how a country's resources determine what is produced and traded. <ul style="list-style-type: none"> ◦ Describe how a country's climate, culture, geography, and/or technology affect(s) the goods it produces and trades.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying a country's resources. ◦ Identifying goods and services produced and traded by a country.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Resources are unlimited. • Resources do not fluctuate over time. • Everyone has access to the same resources. • Any country can produce any goods. • Economics is only about money.
Academic Vocabulary	resources, produce, trade

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GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS	
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GEOGRAPHY	
Anchor Standard G1: The use of geographic representations and tools help individuals understand their world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Construct and/or adapt maps to be appropriate for specific audiences and purposes. • Synthesize information within and/or across maps, globes, and/or simple geographic models to draw conclusions about places in the world. • Use maps to analyze the impact of human interactions with the environment. • Make connections between the location in a story and the story's events, characters, and/or main ideas.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Use and create a variety of maps (e.g., <i>population, political, topographic, climate, economic, thematic</i>) and graphs (e.g., <i>alphanumeric grids, pictographs, line graphs, bar graphs, etc.</i>) to represent physical and human features. ○ Construct maps and graphs to represent physical features (i.e., <i>seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts</i>) in familiar and unfamiliar places. ○ Construct maps and graphs to represent human features (i.e., <i>equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks</i>) in familiar and unfamiliar places. ○ Use a map to locate familiar and unfamiliar places in the world. ○ Use cardinal and ordinal directions and compass rose to interpret maps and locate places in the world. ○ Use map keys / legends and scales to interpret maps. • 2.G1.2 Use maps, globes, and other simple geographic models (e.g., <i>population growth simulation, elevation in regions around the world, etc.</i>) to identify and explain cultural and environmental characteristics of places in the world based on stories shared. <ul style="list-style-type: none"> ○ Use maps, globes, and models to explain cultural (e.g., <i>diverse ethnic, racial, and religious cultures; language, art, music, architecture, food, etc.</i>) and environmental characteristics (e.g., <i>animals, plants, weather, climate, soil erosion, pollution, etc.</i>) of places around the world based on stories I read, see, and/or hear. ○ Use maps, globes, or other geographic models to help me understand the setting of stories that I read, see, and/or hear. ○ Explain when to use a globe and when to use a map.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as:

	<ul style="list-style-type: none"> ○ Identifying and locating physical features. ○ Identifying and locating human features. ○ Explaining the difference between a physical feature and a human feature. ○ Identifying cultural characteristics using maps and globes. ○ Identifying environmental characteristics using maps and globes. ○ Identifying cardinal and ordinal directions.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Maps are neutral representations of physical space. • Scale is not important in maps. • Maps only represent physical features. • It is not necessary to read the key / legend or compass rose to understand a map. • It is not necessary to create a key / legend or compass rose when making a map. • One type of map is sufficient to understand an area. • North is whichever direction I'm facing. / North changes based on my position. / The top of a map is always north.
Academic Vocabulary	human feature, physical feature, continents, hemisphere, equator, key, legend, compass rose, cultural characteristics, environmental characteristics, globe, ordinal directions (students need to know: northwest, southwest, northeast, southeast)

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS

THE WORLD AROUND ME

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

GEOGRAPHY

Anchor Standard G2: Human-environment interactions are essential aspects of human life in all societies.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the impact of human activities on the community or the environment. • Compare/contrast weather events and/or human actions that are purposeful vs. naturally occurring (<i>e.g., rain in a drought area vs. rain in a flood zone; controlled burns vs. forest fires; public murals vs. graffiti</i>). • Predict the consequences of the depletion of natural resources.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.* <ul style="list-style-type: none"> ○ Explain how climate and weather affect people in different parts of the world. ○ Explain how weather, climate, and the environment affect people's choices and actions. • 2.G2.2 Describe how human activities affect the communities and the environment of places or regions. <ul style="list-style-type: none"> ○ Describe how human activities (<i>e.g., murals, music, food, education, community centers, national parks, museums, etc.</i>) can enrich communities around the world. ○ Describe how human activities can harm communities (<i>e.g., graffiti, stealing, littering, bullying, vandalism</i>). ○ Describe how human activities affect the environment positively and negatively (<i>e.g., housing developments, deforestation, roads, nature preserves, water reclamation, recycling, controlled burns</i>). • 2.G2.3 Describe the positive and negative effects of using natural resources. <ul style="list-style-type: none"> ○ Explain the negative effects of using natural resources (<i>e.g., inability to grow crops, water rationing, landscaping changes, limited leisure activities, etc.</i>). ○ Explain the positive effects of using natural resources (<i>e.g., energy production, economic benefits, enjoyment / entertainment, aesthetics, preservation, etc.</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying different climates and / or types of weather. ○ Identifying human activities that affect communities and the environment. ○ Identifying examples of natural resources.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content

Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Humans do not have an impact on the environment. • Humans only have a negative effect on the environment. • Natural resources are unlimited. • Weather is the same everywhere. • People's actions do not affect the community at large.
Academic Vocabulary	<p>weather, climate, natural resources *Note: At grade 2, it is not necessary for students to distinguish between weather and climate.</p>

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS	
THE WORLD AROUND ME	
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GEOGRAPHY	
Anchor Standard G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Predict how people, goods, and ideas might move from place to place around the world based on past events. • Evaluate the effects of the movement of people, goods, and ideas around the world.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 2.G3.1 Explain why and how people, goods, and ideas move from place to place. <ul style="list-style-type: none"> ○ Describe reasons for movement of people, goods, and ideas around the world (e.g., transportation, trade, immigration, migration, and communication). ○ Explain how people, goods, and ideas move from place to place around the world.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying examples of movement of people, goods and ideas around the world.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • People, goods, and ideas don't move, but remain constant.
Academic Vocabulary	immigration, migration, trade

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS	
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GEOGRAPHY	
Anchor Standard G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain ways that geographic features contribute to the development of culture. • Explain how changes in geographic features affect culture (preserving or weakening a culture).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 2.G4.1 Identify different physical and cultural regions in the world. <ul style="list-style-type: none"> ○ Provide examples of different physical regions (e.g., <i>mountainous, coastal, desert, plains, tundra, jungle, etc.</i>). ○ Provide examples of a variety of cultures within a geographic area.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Describing attributes of culture (e.g., <i>food, belief system, tradition, language, etc.</i>). ○ Distinguishing between physical and cultural regions.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Geography and culture are independent of each other • Culture remains unchanged over time
Academic Vocabulary	physical features (e.g., ocean, mountains, desert, etc.)

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS	
THE WORLD AROUND ME	
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HISTORY	
Anchor Standard H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how contributions made can affect a civilization/culture both positively and negatively. • Make predictions about how civilizations/cultures might change in the future based on past events.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied (<i>e.g. through art, activism, inventions, etc.</i>). • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying individuals who have made contributions to a civilization and/or culture. ○ Identifying ways individuals have contributed to civilization and/or culture. ○ Identifying different cultures and civilizations. ○ Identifying changes of civilizations and/or cultures in a specific region.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Individuals have little or no effect on culture. • Cultures don't change over time. • My culture is the only important culture. • People in earlier civilizations weren't as intelligent as we are now.
Academic Vocabulary	civilization, influence, culture

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 2 HISTORY AND SOCIAL SCIENCE STANDARDS	
THE WORLD AROUND ME	
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HISTORY	
Anchor Standard H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Ask questions regarding the impact (positive and negative) of institutions and belief systems of different societies.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 2.H3.1 Generate questions about the institutions and belief systems of different societies (i.e., religion, governments, economic systems, and education).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying attributes / characteristics of institutions and belief systems within various societies.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All institutions have the same belief system. • One belief system is “truer” or more valid than another.
Academic Vocabulary	institution, society



GRADE 4: REGIONS AND CULTURES OF THE AMERICAS HISTORY AND SOCIAL SCIENCE STANDARDS



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically






- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

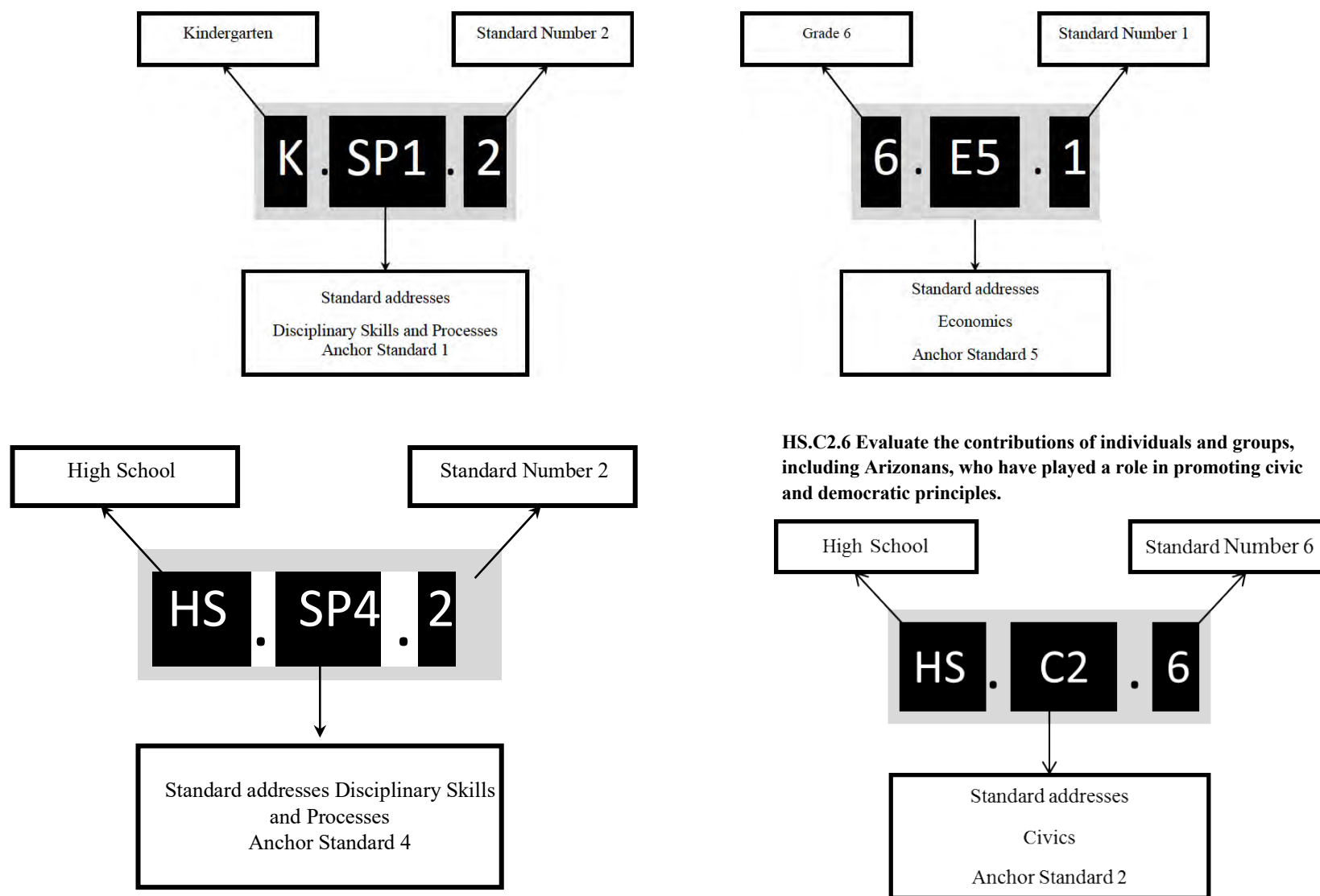
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through an inquiry and integrated approach, students will study the Americas (North, Central, and South American along with the Caribbean Islands). In addition, students will learn about the development of Mesoamerican and South American civilizations as well as the causes and consequences of European exploration and colonization.

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 4 HISTORY AND SOCIAL SCIENCE STANDARDS	
REGIONS AND CULTURES OF THE AMERICAS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • Inquiry Element 2: Constructing Supporting Questions <i>Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.</i> • Inquiry Element 3: Gathering and Evaluating Sources <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze different perspectives of events and developments. • Analyze patterns and trends in the interaction or development of specific individuals, ideas, and/or historical events. • Apply multiple lenses (e.g., <i>political, economic, social</i>) to an event in order to interpret its significance. • Generate questions to determine the significance of individuals' and groups' actions and behavior. • Explain how the historical context shapes individual and group reactions over time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (e.g., <i>explorers, leaders -- Mesoamerican, American Indian, and political --, settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Sequencing events in chronological order.</u>

	<ul style="list-style-type: none"> ○ Describing what life was like in historical time periods. ○ Generating questions about individuals and groups.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Past events are unrelated to life today. • That people from the past are completely different from themselves. • That there is only one cause or one effect for each event. • That historical eras are same. • That everyone's experiences are the same. • One question is sufficient for inquiry. • Answers are more important than questions.
Academic Vocabulary	chronological sequence, historical time period, significant

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 4 HISTORY AND SOCIAL SCIENCE STANDARDS	
REGIONS AND CULTURES OF THE AMERICAS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.	Inquiry Elements: <ul style="list-style-type: none"> • Inquiry Element 5: Communicating Conclusions <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate why and how different perspectives affected and/or were affected by an issue or event.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events (e.g., slavery, exploration, property rights, and colonization). <ul style="list-style-type: none"> ○ Compare the perspectives of different individuals and groups. ○ Describe reasons why individuals and groups have different points of view on the same event. • 4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying and describing individuals and groups during the same historical period that had different perspectives. ○ Describing the perspectives of different individuals and groups during the same historical period. ○ Identifying aspects of the historical context (e.g., social, political, economic, environmental, etc.) during a particular time period.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • A single source can provide all the information necessary to understand a topic or situation. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • I should form my opinion first and then seek evidence to support it. • If a source is published, it is a credible source. • All people from a given time period had the same perspective.

Academic Vocabulary	historical contexts, point of view, artifacts, perspectives, primary sources/secondary sources, artifacts, compare
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CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 4 HISTORY AND SOCIAL SCIENCE STANDARDS	
REGIONS AND CULTURES OF THE AMERICAS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • Inquiry Element 1: Developing Compelling Questions <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i> • Inquiry Element 2: Constructing Supporting Questions <i>Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.</i> • Inquiry Element 3: Gathering and Evaluating Sources <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • Inquiry Element 4: Developing Claims <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i> • Inquiry Element 5: Communicating Conclusions <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Gather information from multiple relevant, timely, and credible sources, using a variety of collection methods (<i>for example: internet searches, surveys, databases, interviews, library catalog, etc.</i>). • Define the topic under investigation by examining it through various lenses or perspectives.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success

Score 3.0	<p>The student will:</p> <p><u>Standards / Learning Goals</u></p> <ul style="list-style-type: none"> • 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. • 4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources. <ul style="list-style-type: none"> ○ Develop an evidence-based claim. ○ Interpret evidence from multiple sources to support the claim. • 4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying relevant topics about events and developments in the Americas. ○ Summarizing information provided by different sources about events and developments in the Americas. ○ Generating questions about events and individuals in the Americas. ○ Identifying information about a source including the author, date, place of origin, intended audience, and purpose. ○ Making a general claim and supporting it with evidence. ○ Summarizing arguments and explanations.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Facts and opinions are the same. • Primary sources are the best to use. • Secondary sources are not as reliable as primary sources. • All evidence has equal value. • Explanations and arguments are the same thing.
Academic Vocabulary	primary/secondary source, geography, government, economics, evidence, sources, reasoning, arguments, explanation, compelling questions

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	Inquiry Elements: <ul style="list-style-type: none"> • Inquiry Element 4: Developing Claims <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i> • Inquiry Element 5: Communicating Conclusions <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Prioritize which cause(s) and effect(s) of events are most impactful. • Compare the central claim in one secondary source to that of another secondary source on the same subject. • Compare evidence from multiple sources to develop and communicate claims about the causes and effects of events.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying causes and effects in historical events and developments. ○ Summarizing details from a secondary source. ○ Selecting evidence related to a claim.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Research is framed around topics and answers rather than questions. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of

	<p>limited information or misconceptions).</p> <ul style="list-style-type: none"> • A conclusion can be formed from a cursory examination of information. • I should form my opinion first and then seek evidence to support it. • I can find all the information I need through Google. • If a source is published, it is a credible source. • All news stories are true and unbiased. • There is only one possible cause for an event or development. • All causes of events have the same impact. • Events from the past are not connected to the events of the present or future. • Lists of evidence are a coherent argument. • Any two similar events across time periods are inherently related. • Written text is a better source of valid information than other types of sources.
Academic Vocabulary	probable causes, impactful, central claim, causes and effects

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GRADE 4 HISTORY AND SOCIAL SCIENCE STANDARDS	
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CIVICS	
Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Determine why certain civic virtues and democratic principles were valued in a variety of government structures, societies, and/or communities within the Americas. • Compare civic virtues and democratic principles across structures, societies, and/or communities.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (i.e., governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied). <ul style="list-style-type: none"> ○ Describe different governments / government structures of the American colonies. ○ Describe which civic virtues and democratic principles are present and/or absent from various governmental, societal, and community structures. ○ Explain the benefits of a democratic society.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying civic virtues. ○ Identifying democratic government structures of the colonies. ○ Identifying evidence of civic virtues and democratic principles within a variety of government structures, societies, and/or communities within the Americas.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All civic virtues and democratic principles are the same across government structures, societies, and/or communities. • Civic virtues and democratic principles remain the same across time periods. • The virtues and principles that are held by a society/community are held by all stakeholders in that society/community. • All groups have the same civic virtues.
Academic Vocabulary	government structure, civic virtue, property ownership, representative assemblies, colonial legislature, democratic principles

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CIVICS	
Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Ask questions about how the concepts of liberty, justice, equality, and individual rights compare across groups within the communities studied (<i>i.e., African, Native American, European</i>).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights (<i>i.e., oppression, slavery and the slave trade, indentured servitude, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas</i>). <ul style="list-style-type: none"> ○ Ask questions about what liberty, justice, equality, and individual rights meant in the era studied? (<i>e.g., Who was free? Why did they have slavery? Who were the indentured servants?</i>) ○ Explain how the Mayflower Compact influenced the colonial government. ○ Describe the difference between indentured servitude and slavery. ○ Explain the importance of the religious freedoms for the Pilgrims.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Distinguishing between primary and secondary sources. ○ Identifying types of primary and secondary sources. ○ Using teacher-generated questions to discuss concepts and ideas. ○ Defining/giving examples of liberty, justice, equality, and individual rights.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • People had the power to change their circumstances but they chose not to. • The concepts of liberty, justice, equality, and individual rights are constant across time/communities. • Primary sources are always the best to use. • Secondary sources are not as reliable as primary sources. • All evidence has equal value.

	<ul style="list-style-type: none"> All questions can be answered with yes or no.
Academic Vocabulary	oppression, indentured servitude, slavery, liberty, justice, equality, individual rights, Mayflower Compact, religious freedom

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ECONOMICS	
Anchor Standard E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze the role of scarcity, choice, opportunity costs, and risk within and across various historical contexts and/or time periods.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk (e.g., <i>nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies</i>). <ul style="list-style-type: none"> ◦ Describe the role and impact of scarcity, choice, opportunity cost, and risk on groups and societies within the historical period studied.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying examples of scarcity, choice, opportunity cost, and risk for various groups within the historical period studied.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Choices have only benefits and no associated costs. • Opportunities are always positive. • Everyone approaches economic decisions the same way. • There are enough resources for everyone.
Academic Vocabulary	scarcity, opportunity cost, risk

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ECONOMICS	
Anchor Standard E3: Individuals and institutions are interdependent within market systems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Critique the relationship among different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 4.E3.1 Compare different industries that have shaped the Americas (i.e., <i>Southern: tobacco, rice, indigo (dye) furs and farm products; Middle: Grain, flour, livestock, iron and furs; and New England Colonies: fish, timber, furs, ships and livestock</i>). <ul style="list-style-type: none"> ○ Compare different occupations that have shaped the Americas (i.e., <i>societal roles of the individual in Mesoamerican civilizations, emerging labor force in the colonies - cash crop farming, slavery, indentured servitude, looking at way of life in western Africa before the 16th Century</i>). ○ Compare different resources as well as different forms of income earned or received that have shaped the Americas (i.e., <i>apprentices, property ownership, land use of European settlers and American Indians</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Identifying different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Income earned or received did not have an impact in shaping the Americas. • The relationship between the different forms of income is not interdependent. • Industries/occupations do not change throughout history.
Academic Vocabulary	interdependence

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GEOGRAPHY	
Anchor Standard G1: The use of geographic representations and tools help individuals understand their world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Interpret trends across multiple maps and graphs. • Use maps to analyze the impact of human interactions with the environment over time. • Synthesize information within and/or across maps to draw conclusions about changes in the Americas over time. • Construct and/or adapt maps to be appropriate for specific audiences and purposes.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. <ul style="list-style-type: none"> ○ Use and construct maps to represent human and physical features of the Americas. ○ Use and construct maps to represent trade and exploration routes. ○ Use and construct maps to represent the location and movement of civilizations and societies in the Americas including indigenous peoples. ○ Use and construct maps to represent settlement patterns (<i>i.e., New England, Middle, and Southern Colonies</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying reference points. ○ Identifying key physical and human features on a map. ○ Locating trade and exploration routes. ○ Locating civilizations and societies in the Americas including indigenous peoples. ○ Locating settlement patterns (<i>i.e., New England, Middle, and Southern Colonies</i>).
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Maps are neutral representations of physical space. • Scale is not important in maps. • Maps only represent physical features. • America's geography has always been as it is now. • It is not necessary to read the key / legend to understand a map.

	<ul style="list-style-type: none"> • One type of map is sufficient to understand an area.
Academic Vocabulary	compass rose, scale, latitude, longitude, map key or legend, physical features, human features

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GEOGRAPHY	
Anchor Standard G2: Human-environment interactions are essential aspects of human life in all societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the short- and long-term impact of adaptations and modifications people have made to live in the Americas. • Analyze how the values of different groups affect their decisions to adapt and/or modify the Americas environment. • Analyze how historical, cultural, social, and/or political context impacts the choices people have to modify or adapt to the environment.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. <ul style="list-style-type: none"> ○ Compare the diverse ways people or groups of people have impacted the environment of the Americas (e.g., cultural assimilation, family structure, utilization of renewable and non-renewable natural resources). ○ Compare the diverse ways people or groups of people have modified the environment of the Americas (i.e., family housing, transportation, transportation, domestication of animals). ○ Compare the diverse ways people or groups of people have adapted the environment of the Americas (i.e., diseases, climate, clothing, recreation; how the American Indians used resources from their environment to survive).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying the diverse ways people or groups of people have impacted the environment of the Americas (i.e., family structure, cultural assimilation, utilization of renewable and non-renewable natural resources). ○ Identifying the diverse ways people or groups of people have modified the environment of the Americas (i.e., family structure, cultural assimilation, utilization of renewable and non-renewable natural resources). ○ Identifying the diverse ways people or groups of people have adapted the environment of the Americas (i.e., family structure, cultural assimilation, utilization of renewable and non-renewable natural resources).
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • People do not affect the environment.
Academic Vocabulary	renewable and non-renewable natural resources, domestication

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GEOGRAPHY	
Anchor Standard G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare the contributing factors and consequences. • Analyze shifts in how location and use of resources affects human settlement and movement during the time periods.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 4.G3.1 Explain how the location affects human settlement and movement (<i>i.e., theories about the peopling of the Americas, searches for trade routes to Asia that led to exploration and settlement of the Americas</i>). • 4.G3.1 Explain how the use of resources affects human settlement and movement (<i>i.e., the Columbian Exchange, triangular trade</i>). <ul style="list-style-type: none"> ◦ Explain why some indigenous tribes settled and why others were nomadic.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying the location where groups of people settled and moved. ◦ Identifying the resources where groups of people settled and moved.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • The movement of people does not have an impact on the economy, resources, or environment. • People's decisions to move in and out of the Americas are not affected by external factors. • The population of the Americas has remained static throughout history.
Academic Vocabulary	settled vs. nomadic tribes

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GRADE 4 HISTORY AND SOCIAL SCIENCE STANDARDS	
REGIONS AND CULTURES OF THE AMERICAS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the impact of increasing economic interdependence on particular groups, countries, and/or new settlements.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements (i.e., trade, mercantilism, the development of new technologies, and the use of natural resources).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying effects of economic interdependence on distinctive groups, countries and new settlements.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • There is no interdependence amongst the groups, settlements, countries.
Academic Vocabulary	economic interdependence, mercantilism

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 4 HISTORY AND SOCIAL SCIENCE STANDARDS	
REGIONS AND CULTURES OF THE AMERICAS	
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HISTORY	
Anchor Standard H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Predict ways that society and culture will be influenced based on past trends.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. <ul style="list-style-type: none"> ○ Explain the reasons for the European exploration and colonization of North America. ○ Describe the roles and historical impact of groups (e.g., <i>prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world</i>) on art, language, architecture, mining, agriculture, and innovations. ○ Describe the lasting impact of peoples (e.g., <i>prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world</i>) on art, language, architecture, mining, agriculture, and innovations. ○ Describe the roles and impact of explorers, settlers, trappers, missionaries, and colonizers.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying the roles and impact of explorers, settlers, trappers, missionaries, and colonizers. ○ Identifying art, language, and technology that help represent various periods of history.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Innovations and art are created independent of cultural influence. • Dates and events are the only way to get information about history.
Academic Vocabulary	historical narratives, innovations, culture, civilizations

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 4 HISTORY AND SOCIAL SCIENCE STANDARDS	
REGIONS AND CULTURES OF THE AMERICAS	
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HISTORY	
Anchor Standard H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Critique the cost and benefits of the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians (e.g., <i>Father Kino did not try to assimilate American Indians into his culture - how did he benefit from their reciprocal treatment of him</i>). • Analyze ways in which cultural differences between European and American Indians affected conflict and compromise (e.g., <i>gender roles, ideas about land ownership</i>).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Explain why explorers came to Mesoamerica and how their motivations affected their interactions with American Indians. ○ Explain the role of African slave trade in the Americas. ○ Describe ways in which different groups of people worked together to achieve common goals. ○ Describe the changes caused by European exploration in North and South America. • 4.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians (e.g., <i>religious conversion, land ownership, slavery, transfer of goods and services</i>). <ul style="list-style-type: none"> ○ Describe how the Spanish, Portuguese, British, and French interacted with American Indians. ○ Explain how different European countries approached colonization.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying the different approaches used by the Spanish, Portuguese, British and the French. ○ Identifying the interactions that the Spanish, Portuguese, British, and French had with the American Indians. ○ Identifying the cycles of conflict and compromise that occurred in the Americas during this time period.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • There is always a negative relationship when looking at conflict and compromise of two or more groups in history. • Europeans were welcomed in the Americas with open arms.

	<ul style="list-style-type: none"> European philosophy and way of life was more complex and “civilized” and therefore more valid.
Academic Vocabulary	convergence, conflict, compromise, exploration, interactions, slavery

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 4 HISTORY AND SOCIAL SCIENCE STANDARDS	
REGIONS AND CULTURES OF THE AMERICAS	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the influence of different economic ideas and institutions on the development of rights, freedoms, and responsibilities in the Americas. • Compare economic, political, and religious ideas and institutions held by different groups in the Americas.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Describe how economic ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas (e.g., <i>trade, commerce, slavery, land ownership</i>). ○ Describe how political ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas (e.g., <i>Influence of European exploration on indigenous tribes, influence of colonial governments on constitutional government, fundamental rights, rule of law, representative government, voting rights, separation of powers</i>). ○ Describe how religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas (e.g., <i>Influence of European exploration on indigenous tribes, how religious tensions in the New England Colonies established colonies founded on religious tolerance, how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying ideas and institutions that have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Current rights, freedoms, and responsibilities have always been available. • Individual rights are independent of outside events and historical influence. • All people living in the Americas held the same values and beliefs. • One set of values and beliefs is inherently superior to another.
Academic Vocabulary	slavery, institutions



GRADE 5

HISTORY AND SOCIAL SCIENCE STANDARDS

United States Studies (American Revolution 1763 to Industrialism 1900s)



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically



- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

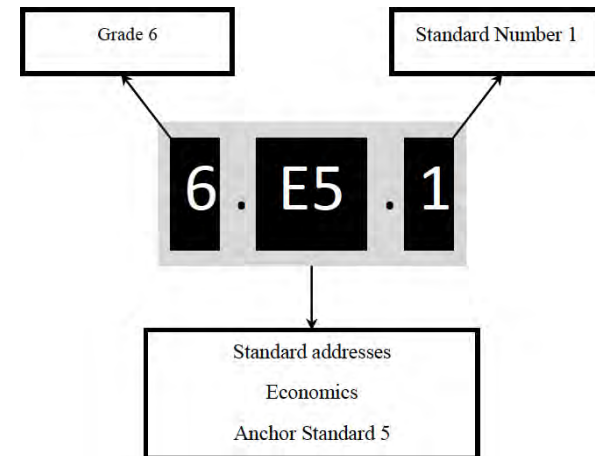
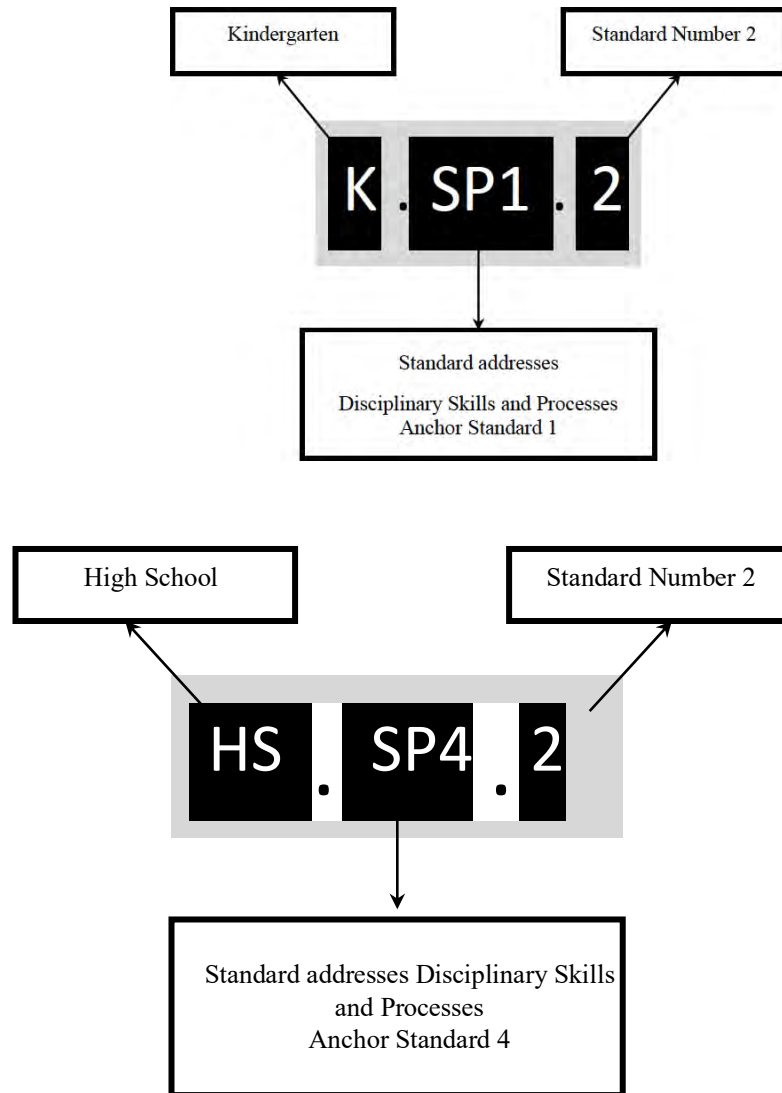
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

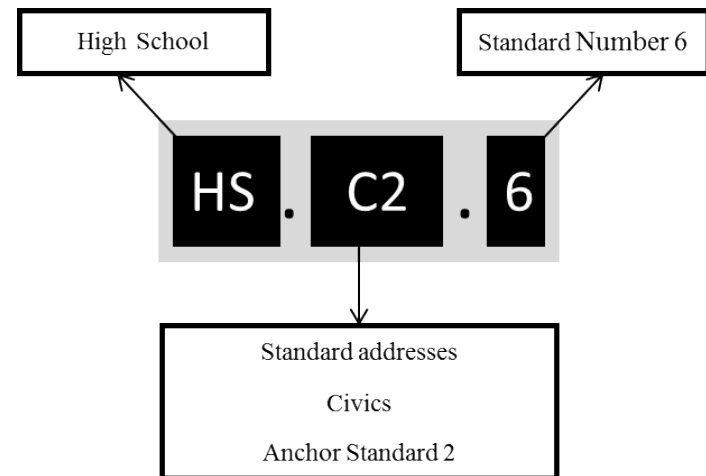
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through an inquiry and integrated approach, students will study the history of the United States including economic, political, and geographic elements as they relate to key events. In addition, students will learn about the development and structure of the national government as well as the roles and responsibilities of citizens.

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 1: Developing Compelling Questions</i> <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i> • <i>Inquiry Element 3: Gathering and Evaluating Sources</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • <i>Inquiry Element 6: Taking Informed Action</i> <i>To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze how different perspectives of events and developments contradict or complicate the view. • Analyze patterns and trends in the interaction or development of specific individuals, ideas, and/or historical events. • Apply multiple lenses to an event in order to interpret its significance (political, economic, social). • Use compelling questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. <ul style="list-style-type: none"> ○ Generate questions to determine the significance of individuals and groups actions and behavior. ○ Explain how the historical context shapes individual and group reactions over time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success

Score 3.0	<p>The student will:</p> <p><u>Standards / Learning Goals</u></p> <ul style="list-style-type: none"> • 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 affect students' lives and society. • 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities (<i>e.g., key individuals or groups should represent the time-period being studied and be inclusive of the diversity represented in the history of the United States</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Sequencing events in chronological order. ○ Identifying related events. ○ Identifying and describing past events. ○ Asking questions about historical groups and individuals.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Past events are unrelated to their lives and society. • People from the past are completely different from themselves. • There is only one cause or one effect for each event. • Historical eras are all the same. • Everyone's experiences are the same. • One question is sufficient for inquiry. • Answers are more important than questions. • There is only one society and it is universal. • I am an individual in control of my own thoughts and actions; my beliefs and behaviors are not influenced by systems and structures. • Reciting facts is an explanation.
Academic Vocabulary	society, chronological sequence, significant historical changes, continuities

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 5: Communicating Conclusions</i> <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare differing perspectives of individuals and groups during the same historical period. • Evaluate the reasons for, conditions of, and/or significance of differing perspectives.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives (e.g., [1] key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers); [2] Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ <u>Identifying differing perspectives of individuals and groups during the same historical period.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • A single source can provide all the information necessary to understand a topic or situation. • Bias is inherently negative. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • I should form my opinion first and then seek evidence to support it. • If a source is published, it is a credible source.
Academic Vocabulary	historical contexts, point of view , bias, artifacts, perspectives, diverse, cultures, primary sources/secondary sources, artifacts, compare

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS

UNITED STATES STUDIES

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard 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.

Inquiry Elements:

- ***Inquiry Element 1: Developing Compelling Questions***
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- ***Inquiry Element 2: Constructing Supporting Questions***
Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- ***Inquiry Element 3: Gathering and Evaluating Sources***
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- ***Inquiry Element 4: Developing Claims***
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- ***Inquiry Element 5: Communicating Conclusions***
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.

PERFORMANCE SCALE

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:

- Gather information from multiple relevant, timely, and credible sources, using a variety of collection methods (for example: internet searches, surveys, databases, interviews, library catalog, etc.).
- Define the topic under investigation by examining it through various lenses or perspectives.

Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will:</p> <p><u>Standards / Learning Goals</u></p> <ul style="list-style-type: none"> • 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. • 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. <ul style="list-style-type: none"> ○ Develop an evidence-based claim. ○ Interpret evidence from multiple sources to support the claim. • 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Distinguishing compelling and supporting questions about the United States that are open to different interpretations. ○ Identifying facts and opinions. ○ Summarizing information provided by multiple sources about events and developments in the United States. ○ Listing the intended audience and purpose of a source from information within the source itself. ○ Using information about a historical source including the author, date, place of origin, intended audience, and purpose. ○ Making a general claim. ○ Supporting a claim with evidence and explaining its relevance.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • All questions are the same • Facts and opinions are the same. • Primary sources are the best to use. • Secondary sources are not as reliable as primary sources. • All evidence has equal value. • Explanations and arguments are the same thing. • Evidence speaks for itself. • Everyone will interpret the evidence the way I intended, so there is no need to explain it.
Academic Vocabulary	compelling questions, supporting questions, primary/secondary source, geography, government, economics, evidence, sources, reasoning, arguments, explanation, evaluating, compelling, bias, developments, events, interpretations, intended audience, purpose, sequence, credibility, claim, relevant, infer

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS

UNITED STATES STUDIES

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

Inquiry Elements:

- ***Inquiry Element 3: Gathering and Evaluating Sources***
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- ***Inquiry Element 4: Developing Claims***
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare and contrast cause(s) and/or effect(s) of events and developments in United States history. • Support the claim with detailed evidence from various types of secondary sources. • Compare the central claim in one secondary source to that of another secondary source on the same subject.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (<i>e.g., events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization</i>). • 5.SP4.2 Use evidence to develop a claim about the past. • 5.SP4.3 Summarize the central claim in a secondary source.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying causes and effects in historical events and developments. ○ Selecting evidence to support a claim. ○ Summarizing details from a secondary source.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that:

	<ul style="list-style-type: none"> • Research is framed around topics and answers rather than questions. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of limited information or misconceptions). • A conclusion can be formed from a cursory examination of information. • I should form my opinion first and then seek evidence to support it. • I can find all the information I need through Google. • Ease of investigation is more important than depth of understanding (for example: rejects or accepts information based on arbitrary criteria, such as selecting the first piece of information that aligns with preconceived beliefs). • If a source is published, it is a credible source. • All news stories are true and unbiased. • The goal of analysis is to prove that my thinking is "right." • There is only one possible cause for an event or development. • All causes of events have the same impact. • All claims in secondary sources are not necessarily the central claim. • Events from the past are not connected to the events of the present or future. • Lists of evidence are a coherent argument. • Any two similar events across time periods are inherently related. • Written text is a better source of valid information than other types of sources.
Academic Vocabulary	revolutionary, industry, industrialization, urbanization, constitutional convention, reconstruction

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
<p>CFSD Transfer Goals:</p> <p>By the end of 12th grade, students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
CIVICS	
Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.	
PERFORMANCE SCALE	
Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:</p> <ul style="list-style-type: none"> • Explain what it meant to “responsibly participate” within the context of key historical events. • Evaluate the impact of various levels of civic participation within the context of key historical events.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will:</p> <p><u>Standards / Learning Goals</u></p> <ul style="list-style-type: none"> • 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. <p>Examples include:</p> <ul style="list-style-type: none"> ○ volunteerism, joining associations and groups, joining political parties, ○ using the First Amendment (free speech, religion, press, assembly, petition), censorship ○ voting in elections, running for office, working on campaigns ○ bringing cases to court, civil disobedience, protest movements ○ serving in the military
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> • Defining responsible civic participation. • Summarizing key historical events (pre-American Revolution to Industrialization). • Identifying ways a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • A republic runs itself and does not rely on people’s participation. • All participation leads to positive impacts; any participation has equal outcomes. • Members of a republic who participate always agree. • Everyone has equal access to participate.
Academic Vocabulary	republic, responsible participation, censorship, civil disobedience

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
CIVICS	
Anchor Standard 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.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze how the U.S. Constitution and the three branches of government distribute, share, and limit powers of the national government. • Explain how key structures and the organization of the U.S. Constitution reflect the essential components of effective citizenship.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government. <ul style="list-style-type: none"> ○ Describe historical government structures (i.e., <i>Ancient Greece and Rome, colonial governments</i>) that influenced the structure of the U.S. Constitution and the three branches of government). ○ Explain how philosophical ideas (i.e., <i>Enlightenment Thinkers like John Locke</i>) influenced the structure of the U.S. Constitution and the three branches of government). ○ Explain how historical documents (i.e., <i>the Magna Carta, the Articles of Confederation</i>) influenced the U.S. Constitution and the three branches of government). ○ Explain how the compromises and ratification debates of the Constitutional Convention influenced the U.S. Constitution and the three branches of government. ○ Describe the meaning of the key functions of the United States government as outlined in the Preamble. ○ Describe the purpose of key structures of the United States Constitution. ○ Describe the roles of the three branches of government (i.e., <i>distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying historical and philosophical influences on the structures and functions of the U.S. Constitution. ○ Listing the three branches of government (executive, legislative, judicial). ○ Describing how the Constitution is organized (i.e., <i>the Preamble, seven Articles, and Amendments, including the Bill of Rights</i>).
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that:

	<ul style="list-style-type: none"> • The United States Constitution has always been the document outlining our government. • Another document, other than the Constitution, outlines our government. • All governments have branches of government. • The structures and ideas in the Constitution were completely original. • One branch of government is inherently more powerful than another branch. • “Majority rules” is always fair to everyone.
Academic Vocabulary	origins, functions, structure, Bill of Rights, Preamble, Articles, Amendments, Constitution, Enlightenment, Magna Carta, Articles of Confederation, Constitutional Convention

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS

UNITED STATES STUDIES

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

CIVICS

Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate how societies change as they apply laws and policies to address problems. • Evaluate the impact of the procedures that their school/classroom uses to make decisions about/act upon issues and problems. • Create and/or modify established school/classroom guidelines using selected strategies and procedures.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 5.C4.1 Use primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems. <ul style="list-style-type: none"> ○ Use evidence from primary and secondary sources to explain how laws and policies have addressed public problems and changed society (e.g., purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century, etc.). • 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. <ul style="list-style-type: none"> ○ Use strategies and procedures to make decisions in the classroom and school (e.g., establish norms for deliberation, listen actively, speak from own experience, advocate for a position with evidence and reasoning, reflect on the deliberation, vote, etc.).
	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Using primary and secondary sources to identify examples of laws and policies that have changed society. ○ Identifying public problems that have been addressed through laws and policies. ○ Identifying deliberative and democratic procedures that can be used to make decisions and act on issues.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Any source can be used to support a claim. • Unrelated sources are acceptable. • Deliberation is the same as discussion or debate. • Laws do not change over time. • My decision is the only decision that matters.

Academic Vocabulary	deliberative / democratic processes
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CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
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ECONOMICS	
Anchor Standard E1: A financially literate individual understands how to manage income, spending, and investment.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare/Contrast individual and household financial risks within the context of different time periods. • Evaluate the impact of different financial risks.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied. (e.g., America 1763 - 1900s).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying examples of financial risks that individuals and households might face.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Financial risks are constant through time periods. • Financial risks are independent of current events. • Financial decisions only affect the individual.
Academic Vocabulary	financial risk

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
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ECONOMICS	
Anchor Standard E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze the patterns of individual choices and outcomes. • Evaluate the impact of individual economic choices on people, groups, and societies.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events (e.g., smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying individual choices within the context of key historical events.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Benefits and costs are the same throughout history. • Something can be either a cost or a benefit, but not both. • Individual choices are unaffected by group events.
Academic Vocabulary	benefit, cost

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ECONOMICS	
Anchor Standard E3: Individuals and institutions are interdependent within market systems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Appraise the impact of the characteristics of entrepreneurship within a market economy to the application to individuals during the time-period studied.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 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 (i.e., risk taking, innovation, and problem solving).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Defining characteristics of entrepreneurship within a market economy.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Entrepreneurship does not involve risk taking. • Individuals are not affected by entrepreneurship. • Risk taking, innovation, and problem solving are the same in all time-periods.
Academic Vocabulary	entrepreneurship

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
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ECONOMICS	
Anchor Standard E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze how government decisions affect the national economy during different time-periods.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying government decisions on taxation, spending, protections, and regulations.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • The national economy stays constant. • Government decisions do not affect the economy.
Academic Vocabulary	protections, regulations

CATALINA FOOTHILLS SCHOOL DISTRICT	
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UNITED STATES STUDIES	
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ECONOMICS	
Anchor Standard E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Summarize answers to generated questions that explain how trade leads to increasing economic interdependence on different nations.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • <i>5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations (i.e., products that are imported into markets within the United States and products that are exported to other markets in the world).</i>
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <i>Defining trade among different nations.</i> ○ <i>Illustrating trade relationships between nations (imports, exports).</i> ○ <i>Generating questions with sentence stems.</i>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Trade only affects one nation. • Questions are only in yes or no format. • Questions can only have one answer.
Academic Vocabulary	import, export, interdependence

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS

UNITED STATES STUDIES

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

GEOGRAPHY

Anchor Standard G1: The use of geographic representations and tools help individuals understand their world.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Interpret trends in the maps. • Use maps to analyze the impact of human interactions with the environment over time. • Synthesize information within and/or across maps to draw conclusions about changes in the United States over time. • Construct and/or adapt maps to be appropriate for specific audiences and purposes.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • <i>5.G1.1 Use and construct maps and graphs to represent changes in the United States (i.e., physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals).</i> <ul style="list-style-type: none"> ○ Use and construct maps to represent physical and human features of the United States. ○ Use and construct maps to represent regions of the United States. ○ Use and construct maps to represent the location of major events. ○ Use and construct maps to represent the growth of the United States through territorial expansion and demographic changes. ○ Use and construct maps to represent the states and their capitals.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <i>Identifying reference points.</i> ○ <i>Locating physical and human features on a given map.</i> ○ <i>Locating regions of the United States.</i> ○ <i>Locating Westward Expansion.</i> ○ <i>Naming states and capitals.</i>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Maps are neutral representations of physical space. • Scale is not important in maps.

	<ul style="list-style-type: none"> • Maps only represent physical features. • U.S. geography has always been as it is now. • It is not necessary to read the key / legend to understand a map. • One type of map is sufficient to understand an area.
Academic Vocabulary	Westward Expansion, territory

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G2: Human-environment interactions are essential aspects of human life in all societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the short- and long-term impact of adaptations and modifications people have made to live in the United States. • Analyze how the values of different groups affect their decisions to adapt and/or modify the United States environment. • Analyze how historical, cultural, social, and/or political context impacts the choices people have to modify or adapt to the environment.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 5.G2.1 Describe how natural and human-caused changes to habitats or climates can impact our world. <ul style="list-style-type: none"> ○ Describe how natural and human-caused changes to habitats can impact our world. ○ Describe how natural and human-caused changes to climate can impact our world.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Describing changes to habitats over time in the United States. ○ Describing changes in climate over time in the United States.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Habitats and climates are the same thing. • We can't change the environment. • There are no consequences to changing the habitats and climate. • Modern people are more intelligent than those in the past.
Academic Vocabulary	habitat, climate

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Use geographic tools to compare causes and effects of environmental and technological events on human settlements and migration. • Combine different geographic tools to analyze shifts in patterns of human settlements and migration over time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 5.G3.1 Use geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration (<i>i.e., consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration</i>). <ul style="list-style-type: none"> ○ Interpret information from different types of maps to analyze causal relationships between key historical events and human settlement and migration.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying geographic tools that can be used to analyze human settlements and migration.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • The movement of people does not have an impact on the economy, resources, or environment. • People's decisions to move in the United States are not affected by external factors. • The population of the United States has remained static throughout history. • There is only one type of map. • Maps only provide surface-level information.
Academic Vocabulary	geographic tools

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the impact of a particular activity, phenomena, or human-made event over time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 5G4.1 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. <ul style="list-style-type: none"> ○ Describe how industrialization and urbanization led to economic relationships and migration across nearby and distant places or regions. ○ Describe how human-made events (<i>i.e., American Revolution, Constitutional Convention, Civil War, slavery</i>) led to economic relationships and migration across nearby and distant places or regions). ○ Describe how natural phenomena (<i>e.g., fires, floods, storms, diseases, etc.</i>) in one area affected events in other areas).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Identifying economic activities, natural phenomena, and human-made events in one place or region during the time period studies.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Something that happens in one place does not have an impact on other places.
Academic Vocabulary	industrialization, urbanization

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Use primary and secondary sources to analyze the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe (e.g., <i>cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying the causes of conflicts, resolutions and social movements. ○ Identifying the effects of conflicts, resolutions and social movements.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Conflicts have a single cause. • Conflict resolution is immediate. • Conflict resolution is permanent. • People who work together have to like each other. • People who don't agree on everything can't work together. • People who work together always share the same goals for collaboration / cooperation. • It is easy for people to work together.
Academic Vocabulary	conflict resolution, cause & effect, cooperation

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 5 HISTORY AND SOCIAL SCIENCE STANDARDS	
UNITED STATES STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the lasting impact that diverse groups have had in shaping the United States' multicultural society.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying diverse groups in the United States within the historical timeframe (1763-1900). ○ Distinguishing between primary and secondary sources.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: One group is more valuable than others. <ul style="list-style-type: none"> • People who do not have power can't shape society.
Academic Vocabulary	diverse, multicultural

GRADE 6
HISTORY AND SOCIAL SCIENCE STANDARDS
Global Studies: World Regions and Cultures of the
Eastern Hemisphere



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically




- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

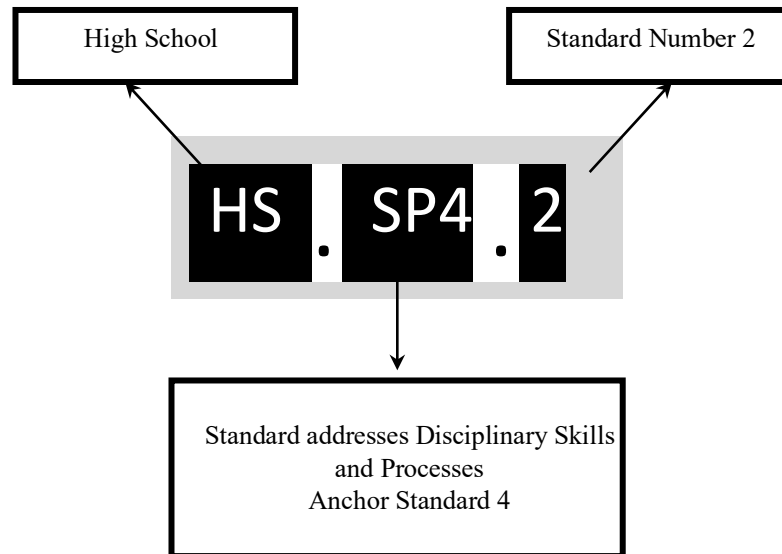
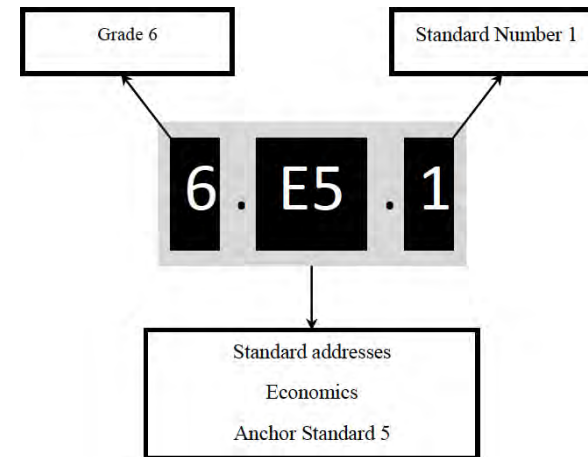
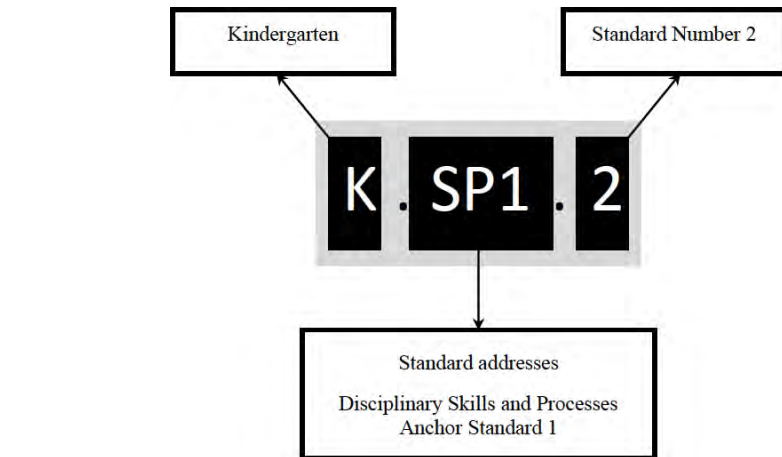
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

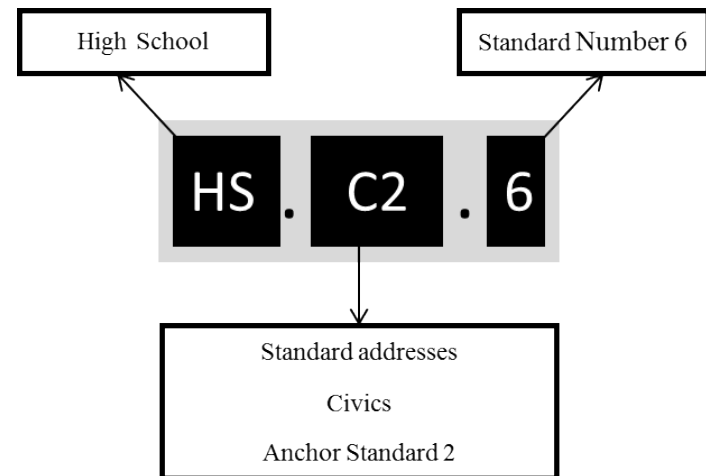
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through the process of inquiry, students will study the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere. In addition, students will examine regions of the Eastern Hemisphere through geographic and historical lenses.

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 3: Gathering and Evaluating Sources</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • <i>Inquiry Element 4: Developing Claims</i> <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze how historians' and social scientists' different perspectives and disciplines may contradict or complicate their interpretation of the past. • Apply multiple lenses (<i>e.g., political, economic, social, religious, intellectual, artistic</i>) to an event in order to interpret its significance. • Synthesize details, information, and perspectives from multiple accounts to reach a complex conclusion. • Identify and explain overarching patterns in change over time. • Analyze the relationship between two or more elements that change over time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.SP1.1 Examine ways that historians and social scientists know about the past. <ul style="list-style-type: none"> ○ Describe how historians and social scientists gather and weigh different kinds of evidence (<i>i.e., primary sources, secondary sources, oral histories, and artifacts</i>) and perspectives to make meaning of the past. ○ Describe how historians and social scientists identify and interpret cause and effect relationships and patterns of change and/or continuity over time to make meaning of the past. • 6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts. <ul style="list-style-type: none"> ○ Describe patterns across events and developments in various geographic and cultural contexts. ○ Describe causal relationships among events and developments in various geographic and cultural contexts.

	<ul style="list-style-type: none"> 6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society (e.g., <i>Hammurabi's Code</i>, <i>Magna Carta</i>, <i>Roman Imperial expansion</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> The student will perform basic processes, such as: <ul style="list-style-type: none"> 6.SP1.3 Classifying a series of historical events and developments as examples of change and/or continuity. <ul style="list-style-type: none"> Identifying types of sources historians and social scientists use to know about the past. Identifying patterns and trends in events and developments. Identifying past events that relate to their own lives and the world.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> Political/economic/social changes are the result of singular leaders or causes. A single source can provide all necessary information. All sources are equally valuable. Published information is always true. There is such a thing as an unbiased source. All sources of information are equally valid. All historians and social scientists interpret facts or sources in the same way(s). Past events are unrelated to their lives and society. That there is only one cause or one effect for each event. There is only one society and it is universal. I am an individual in control of my own thoughts and actions; my beliefs and behaviors are not influenced by systems and structures. Geography does not determine/influence a culture. My own culture is inherently better than other cultures. Reciting facts is an explanation.
Academic Vocabulary	social scientist, analyze, evaluate, classify, cultural context, historical era

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GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 3: Gathering and Evaluating Sources:</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • <i>Inquiry Element 5: Communicating Conclusions</i> <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate how changes in historical perspectives have influenced historical events and/or our perceptions of historical events. • Analyze how their own point of view affects their own understanding of people's perspectives. • Analyze how the absence of one or more perspective(s) affects an interpretation of a source and/or event.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras (e.g., <i>Paleolithic, Neolithic, early civilizations, medieval Europe</i>). <ul style="list-style-type: none"> ○ Describe the ways in which people's perspectives changed in different historical eras. ○ Explain why people's perspectives changed in different historical eras. • 6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Describing different perspectives of people over time.</u> ○ <u>Identifying the perspective of the author of a source.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content

Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • A single source can provide all the information necessary to understand a topic or situation. • Bias is inherently negative. • There is such a thing as an unbiased source. • I don't have any biases, or, I don't have any biases about _____. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • I should form my opinion first and then seek evidence to support it. • Historical sources contain all perspectives from that time period. • The author of a source can have no bias. • Secondary sources are objective. • People's perspectives in the past were less sophisticated. • One single person can represent the experience or perspective of a group.
Academic Vocabulary	era, historical contexts, point of view, perspective, bias

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 1: Developing Compelling Questions</i> <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i> • <i>Inquiry Element 2: Constructing Supporting Questions</i> <i>Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.</i> • <i>Inquiry Element 3: Gathering and Evaluating Sources</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • <i>Inquiry Element 4: Developing Claims</i> <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i> • <i>Inquiry Element 5: Communicating Conclusions</i> <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Define the topic under investigation by examining it through various lenses or perspectives. • Explain how your own biases might influence the investigation. • Refine inquiry questions to explore multiple perspectives of the topic under investigation.

	<ul style="list-style-type: none"> • Gather information from diverse contexts, disciplines, and/or cultures. • Compare information across sources to determine credibility and accuracy. • Analyze outliers, contradictions, and inconsistencies in order to develop a complex conclusion.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will:</p> <p><u>Standards / Learning Goals</u></p> <ul style="list-style-type: none"> • 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied. (e.g., <i>Paleolithic, Neolithic, early civilizations, medieval Europe, Mesopotamia, Egypt, Indus River, China, the Hellenic World, Roman Republic, Roman Empire</i>). • 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. • 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. <ul style="list-style-type: none"> ○ Develop an evidence-based claim. ○ Interpret evidence from multiple sources to support the claim. • 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Distinguishing compelling questions from supporting questions. ○ Identifying topics relevant to issues and events in a time period and region. ○ Identifying different types of sources. ○ Identifying a range of possible sources about a given historical topic or issue. ○ Identifying author, date, place of origin, intended audience, and purpose of sources. ○ Making a general claim. ○ Providing evidence relevant to a claim. ○ Explaining the relevance of the evidence.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • All questions are equally valuable. • Facts and opinions are the same. • Primary sources are the best to use. • Secondary sources are not as truthful as primary sources. • All evidence has equal value. • Explanations and arguments are the same thing. • Evidence speaks for itself. • Everyone will interpret the evidence the way I intended, so there is no need to explain it. • Published historical narratives are objective and true.

	<ul style="list-style-type: none"> • Individual people in the past were less intelligent than we are now. • Primary sources are more factual than secondary sources.
Academic Vocabulary	place of origin, intended audience, perspective, compelling questions, supporting questions, primary/secondary source, evidence, sources, reasoning, arguments, explanation, bias, interpretations

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 4: Developing Claims</i> <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain the multiple causes and effects of events and developments in the present and/or create connections to another time period. • Prioritize applicable evidence into a coherent argument about the past.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • <u>6.SP4.1 Explain the multiple causes and effects of events and developments in the past (e.g., Imperial Chinese expansion, rise and fall of Roman Empire, dynastic cycles in Egypt and China).</u> • <u>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</u>
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ <u>Identifying the cause(s) and/or effect(s) of a particular event in the past.</u> ◦ <u>Grouping evidence by topic.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Research is framed around topics and answers rather than questions. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of limited information or misconceptions). • A conclusion can be formed from a cursory examination of information. • I should form my opinion first and then seek evidence to support it. • I can find all the information I need through Google. • Ease of investigation is more important than depth of understanding (for example: rejects or accepts information based on arbitrary criteria, such as selecting the first piece of information that aligns with preconceived beliefs).

	<ul style="list-style-type: none"> • If a source is published, it is a credible source. • All news stories are true and unbiased. • The goal of analysis is to prove that my thinking is “right.” • There is only one possible cause for an event or development. • All causes of events have the same impact. • All claims in secondary sources are not necessarily the central claim. • Events from the past are not connected to the events of the present or future. • Lists of evidence are a coherent argument. • Any two similar events across time periods are inherently related. • Written text is a better source of valid information than other types of sources. • If it happened before, it must have caused what happened after.
Academic Vocabulary	coherent argument

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CIVICS	
Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues over time. • Compare the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues within a society and/or between societies.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (e.g., <i>Universals of Culture</i>, <i>Hammurabi's Code</i>, <i>ancient Greek government structures</i>). <ul style="list-style-type: none"> ◦ Analyze multiple perspectives on civic issues in the time periods and regions being studied.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying that people have different beliefs, experiences, perspectives and/or values on issues. ◦ Describing that people have different beliefs, experiences, perspectives and/or values on issues within a region of study.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All members of society have the same perspective. • Perspectives remain constant over time. • All societies face the same problems and issues.
Academic Vocabulary	civic issues, perspective, values, beliefs

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CIVICS	
Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain the connections between the challenges and opportunities people and groups face when solving local, regional, and/or global problems. • Evaluate the impact of various civic virtues contributions on the common good and democratic principles.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems (e.g., <i>Indus River / Harappan civilization collapse, struggle between empires and peripheral cultures</i>). • 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 (e.g., <i>civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building</i>). <ul style="list-style-type: none"> ◦ <i>Identify that you have rights and responsibilities within the society that can be used to further the common good.</i>
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying challenges people and groups have when trying to solve problems in society. ◦ Identifying opportunities people and groups have when trying to solve problems in society. ◦ Identifying civic virtues that citizens can embody. ◦ Recognizing democratic principles in society.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • That people have the same ideas about perceived societal problems. • Everyone agrees on the importance of the same civic virtues. • Everyone agrees on what society needs to fix and solve. • Everyone agrees on how societal problems should be addressed. • Everyone in an ancient civilization lived the same way. • People who lived in ancient cultures had the same access to resources and opportunities as we do.

	<ul style="list-style-type: none"> • All economic hierarchies are the same.
Academic Vocabulary	civil virtue, consensus building, conciliation, democratic principles, regional, local, common good, patriotism

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ECONOMICS	
Anchor Standard E1: A financially literate individual understands how to manage income, spending, and investment.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Describe a trend in relationships among education, income, and job opportunities over time in a given region, or in the interactions of two or more societies. • Analyze the impact of financial investments on a society as a whole. • Analyze how culture's values influence a society's investments (e.g., <i>investing in built projects like the pyramids or Great Wall, military, exploration, trade</i>). • Analyze exceptions to or deviations from a group's typical or expected economic structure or decisions (e.g., <i>women who gained wealth or power in spite of the society's economic structure</i>).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied (e.g., <i>class structures, caste systems, job differentiation, Mesopotamia, Egypt, Indus River, China, Hellenic World, Roman Republic, Roman Empire, Medieval Europe</i>). • 6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied (i.e., <i>traditional economic systems, manorialism, guilds, taxation systems, and coerced labor</i>). <ul style="list-style-type: none"> ○ Describe the range of financial opportunities for individuals and households within the context of a time period and region. ○ Describe the financial relationships among individuals, households, and groups (e.g., <i>economic hierarchies, coerced labor</i>). ○ Describe likely threats to financial security for a time period and region (e.g., <i>natural disaster, war, political conflict, climate/resource fluctuation</i>). ○ Describe how some individuals and groups lacked the resources and opportunities to be able to make financial decisions or take actions to change their economic situation.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Describing levels of education, income, and a range of job opportunities in a specific time period and region. ○ Describing geographic resources / constraints and political structures of a specific time period and region.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Financial risks are constant through time periods. • Financial risks are independent of current events. • Financial decisions only affect the individual.

	<ul style="list-style-type: none"> • People in ancient civilizations were able to choose their jobs. • The amount of wealth people have is arbitrary, or based only on hard work. • Individuals and households control all of the risks that affect them. • Everyone has the same access to wealth.
Academic Vocabulary	risk, coerced labor, financial security, specialization of labor, investment

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ECONOMICS	
Anchor Standard E3: Individuals and institutions are interdependent within market systems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare the economies of different societies, or a single society's transformation over time. • Identify patterns or trends across global societies' economies.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.E3.1 Describe the relationship between various costs and benefits of economic production. (e.g., raw materials, labor, technology, wealth, agriculture, settlement, surplus). <ul style="list-style-type: none"> ○ Describe the costs and benefits of different kinds of economic production (e.g., cultural, economic, political). ○ Describe the factors of production in the economies of different societies. • 6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities (e.g., land, labor, capital, and entrepreneurship → traditional economic systems, manorialism, guilds, taxation systems, and coerced labor). • 6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied (e.g., specialization of labor in Mesolithic times which increases supply of goods for trade). • 7.E3.4 Explain ways in which money facilitates exchange.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Define factors of production, specialization, money, cost, benefit, barter. ○ Describe the kinds of economic production within a culture, region, or community. ○ Identify the ways that people specialize within a culture, region, or community.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Societies can have everything they want (no limits). • Economic interdependence is a choice. • A society's success or failure is entirely dependent on the choices and character of its people.
Academic Vocabulary	cost, benefits, factors of production, specialization, money, barter, risk, coerced labor, guilds, hierarchy, social and economic structure, financial security, specialization of labor, taxation systems, feudalism, manorialism, investments, caste system

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
ECONOMICS	
Anchor Standard E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Describe the evolution over time of economic relationship among countries or regions. • Evaluate the impact of economic interdependence on the development of a culture or society. • Explain barriers to trade for a region or country.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 6.E5.1 Describe the factors that influence trade between countries or cultures (<i>e.g., Silk Road, imperial expansion</i>). • 6.E5.2 Explain the effects of increasing economic interdependence within distinct groups (<i>e.g., social classes, dependence on others' production of material culture</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying the factors that influence trade between countries or cultures. ◦ Identifying the effects of increasing economic interdependence within distinct groups. ◦ Identifying groups that have had increasing economic interdependence.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • An economy is only about money. • All economies are based on capitalism. • All individuals in a society are impacted the same way in the economy. • All cultures' economies are organized the same way. • Only countries can trade.
Academic Vocabulary	trade, interconnection/interdependence, economy

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G1: The use of geographic representations and tools help individuals understand their world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze how physical geography influences the development of cultural regions.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions (<i>i.e., major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Using maps, graphs and other representations to identify <i>the characteristics of regions</i>. ○ Constructing maps, graphs and other representations to represent a singular <i>characteristic of geography</i>.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Geography does not affect people (and people do not affect geography). • Only one geographic feature affects an area. • The development of specific characteristics of human cultures is not influenced by geography.
Academic Vocabulary	major landforms, water bodies, ecosystems, climate, economic systems, governmental systems, population patterns, trade routes, settlement patterns

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G2: Human-environment interactions are essential aspects of human life in all societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere (e.g., <i>hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying different ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • There is only one way to adapt to an environment. • All people adapt. • Humans always adapt effectively to their environment. • Humans only adapted to their environment in the Eastern Hemisphere. • All human adaptation happens at the same time.
Academic Vocabulary	Neolithic Revolution

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the degree to which cultural or environmental characteristics affect the distribution and movement of people, goods and ideas more. • Analyze how human settlement and migrations influence the choice of location, use of natural resources, possible catastrophic environmental events and technological developments.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas (<i>e.g., to language, land and sea transportation, and trade routes</i>). • 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration (<i>e.g., development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying cultural and environmental characteristics that affect the distribution and movement of people, goods, and ideas. ○ Identifying how location, use of natural resources, catastrophic environmental events, and technological developments affected human settlement and migration.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • The distribution and movement of people, goods and ideas happens randomly and independently. • Technological developments do not affect human settlement and migration. • Natural resources are infinite and exist solely for human use. • Ideas cannot move between places and groups of people. • Humans have the right and ability to settle wherever they want. • Some humans have more of a right to migrate than others.
Academic Vocabulary	pastoral societies, catastrophic environmental events, innovation, empires

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how the various environmental characteristics impact world regions differently. • Explain how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places differently.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.G4.1 Explain variations in environmental characteristics across different world regions (<i>e.g., how variations in latitude, elevation, landforms, location, and human factors result in different biomes</i>). • 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 (<i>e.g., disease, war, items exchanged, ideas spread along trade routes, and natural</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Describing various environmental characteristics from different world regions. ○ Identifying natural and human-made catastrophic events and economic activities affect people.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Better technology always solves everything. • Catastrophic events affect people equally. • Catastrophic events in distant places do not affect me. • Humans can't cause catastrophic events.
Academic Vocabulary	catastrophic events

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Identify the patterns and trends of the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. • Evaluate the degree of influence of multiple causes and effects of interactions between cultures and civilizations.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods (e.g., <i>Paleolithic, Neolithic, early civilizations, medieval Europe, Mesopotamia, Egypt, Indus River, China, the Hellenic World, Roman Republic, Roman Empire</i>). • 6.H1.2 Explain the causes and effects of interactions between cultures and civilizations (i.e., <i>trade, competition, warfare, slavery, serfdom, innovations, and contributions</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Describing the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. ○ Identifying the causes and effects of interactions between cultures and civilizations.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All cultures develop the same way. • Certain regions develop more sophisticated cultures. • All cultures will fight to solve their problems. • Established cultures are static and do not change over time. • You can describe any culture in one way.
Academic Vocabulary	innovation, culture, civilization

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the magnitude of multiple causes and effects of a single conflict among different societies and cultures.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 6.H2.1 Compare the causes and effects of conflict and resolution among different societies and cultures (<i>e.g., control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry, Mesopotamia, Egypt, Indus River, China, the Hellenic World, Roman Republic, Roman Empire medieval Europe</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ <u>Identifying the causes and effects of conflict and resolution among different societies and cultures.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • You cannot be competitors and allies at the same time. • Life is a zero sum game. • Resolution means everyone wins. • Conflicts have the same causes and same effects.
Academic Vocabulary	acquisition, cultural diversity, economic rivalry

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how religious, government, and civic groups exert influence within societies and civilizations. • 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.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (e.g., key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism). • 6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Describing some religious, government, and civic groups. ◦ Describing the major world religions. ◦ Identifying some motivations of communities, states, and nations.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • There are no similarities between the key world religions.
Academic Vocabulary	cultural, political, economic and social identity

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 6 HISTORY AND SOCIAL SCIENCE STANDARDS	
GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Identify universal patterns of different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status across multiple civilizations.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (e.g., <i>Roman plebeians/patricians, Greek city-states, gender in Athens and Sparta, Roman Empire, Indian caste system, classes within medieval feudalism</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ <u>Identifying different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All societies have the same patterns of class, ethnic, racial and gender structures. • Societies have static class, ethnic, racial and gender structures.
Academic Vocabulary	race, ethnicity, class, gender



GRADE 7

HISTORY AND SOCIAL SCIENCE STANDARDS

Scientific Revolution and Enlightenment – Present



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically





- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade 10/22 – CFSD History & Social Science | Adopted by the Governing Board on _____

level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

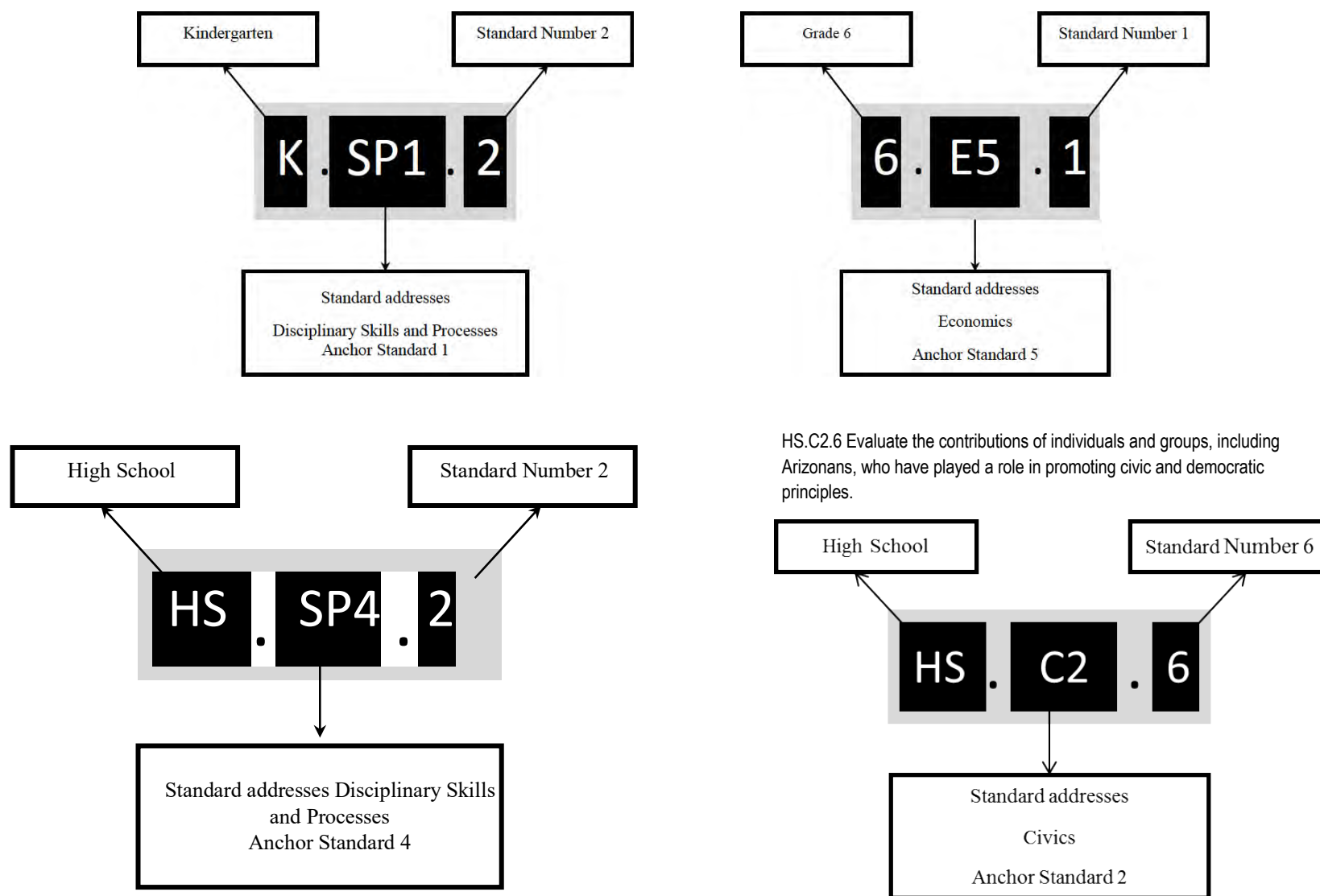
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through the process of inquiry, students will study the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. In addition, students will examine regions and events in the Eastern and Western Hemisphere through geographic and historical lenses.

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • Inquiry Element 1: Developing Compelling Questions <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze how different perspectives of historians and social scientists may contradict or complicate their interpretation of the past. • Analyze patterns and trends in the interaction or development of specific individuals, ideas, and/or historical events. • Apply multiple lenses (e.g., political, economic, social, religious, intellectual, artistic) to an event in order to interpret its significance. • Use compelling questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. • Explain how the historical context shapes individual and group reactions over time. • Identify and explain overarching patterns in change over time. • Analyze the relationship between two or more elements that change over time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.SP1.1 Analyze connections among events and developments in broader historical contexts. <ul style="list-style-type: none"> ◦ Describe causal relationships within and across historical contexts. ◦ Describe similarities and differences among events in an historical context. • 7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society (e.g., World War I, global depression during the interwar years, World War II). • 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant (e.g., Wilson, Churchill, Stalin, Hitler, Hawaiian royalty, Sitting Bull, Geronimo). <ul style="list-style-type: none"> ◦ Generate questions to determine the significance of individual and group actions and behaviors. ◦ Explain the significance of individuals and groups.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as:

	<ul style="list-style-type: none"> ○ 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity. ○ Identifying similarities and differences among events and developments. ○ Identifying examples of continuity and change in historical eras. ○ Identifying past events that relate to their own lives and the world. ○ Identifying and describing the historical context.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Political/economic/social changes are the result of singular leaders or causes. • Past events are unrelated to their lives and global society. • That there is only one cause or one effect for each event. • There is only one society and it is universal. • I am an individual in control of my own thoughts and actions; my beliefs and behaviors are not influenced by systems and structures. • My own culture is inherently better than other cultures. • Events happen in isolation. • One question is sufficient for inquiry. • Answers are more important than questions. • A single individual is the only catalyst for change. • Reciting facts is an explanation.
Academic Vocabulary	historical context, global society, historically significant

CATALINA FOOTHILLS SCHOOL DISTRICT	
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INTEGRATED GLOBAL STUDIES	
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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.	Inquiry Elements: <ul style="list-style-type: none"> • Inquiry Element 3: Gathering and Evaluating Sources <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • Inquiry Element 5: Communicating Conclusions <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate how different historical perspectives have influenced historical events. • Analyze how my point of view affects how I understand people's perspectives.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras (i.e., Imperialism, WWI, Interwar Years, WWII). • 7.SP2.2 Explain how and why perspectives of people have changed over time. <ul style="list-style-type: none"> ◦ Describe the ways in which perspectives changed across different historical eras. ◦ Explain why perspectives changed across different historical eras. • 7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying multiple factors that influence the perspectives of people during different historical eras. ◦ Identifying individuals and/or groups who might have different perspectives. ◦ Identifying the perspective of the author of a source.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

	<p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • A single source can provide all the information necessary to understand a topic or situation. • Bias is inherently negative. • People's perspectives in the past were less sophisticated. • There is such a thing as an unbiased source. • I don't have any biases, or, I don't have any biases about _____. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • I should form my opinion first and then seek evidence to support it. • One single person can represent the experience or perspective of a group.
Academic Vocabulary	era, historical contexts, point of view, perspective, bias, primary sources/secondary sources

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • Inquiry Element 1: Developing Compelling Questions <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i> • Inquiry Element 2: Constructing Supporting Questions <i>Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.</i> • Inquiry Element 3: Gathering and Evaluating Sources <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • Inquiry Element 4: Developing Claims <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Define the topic under investigation by examining it through various lenses or perspectives. • Explain how your own biases might influence the investigation. • Refine inquiry questions to explore multiple angles of the topic under investigation. • Gather information from diverse contexts, disciplines, and/or cultures. • Compare information across sources to determine credibility and accuracy. • Analyze outliers, contradictions, and inconsistencies in order to develop a complex conclusion.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success

Score 3.0	<p>The student will:</p> <p><u>Standards / Learning Goals</u></p> <ul style="list-style-type: none"> 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present (e.g., <i>rationale for imperialism/colonialism, effectiveness of alliances, effect of nationalism</i>). 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions. 7.SP3.3 Detects 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. 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. <ul style="list-style-type: none"> Develop an evidence-based claim. Interpret multiple pieces of relevant evidence to support the claim. Make connections across pieces of evidence to develop a reasoned argument. Develop a counterclaim and use evidence and reasoning to refute it. 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> The student will perform basic processes, such as: <ul style="list-style-type: none"> Identifying different types of sources. Identifying topics relevant to issues and events in a time period and region. Distinguishing compelling from supporting questions. Identifying a range of possible sources about a given historical topic or issue. Identifying author, date, place of origin, intended audience, and purpose of sources. Making a general claim and identifying counterclaims. Providing evidence relevant to a claim. Explaining the relevance of the evidence.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> All questions are equally valuable. Facts and opinions are the same. Primary sources are always the best to use. Secondary sources are not as reliable as primary sources. All evidence has equal value. Explanations and arguments are the same thing. Evidence speaks for itself. Everyone will interpret the evidence the way I intended, so there is no need to explain it. Published historical narratives are objective and true. Primary sources are more factual than secondary sources. Political/economic/social changes are the result of singular leaders or causes.
Academic Vocabulary	origin, authority, structure, context, and corroborative value, perspective, compelling questions, supporting questions, primary/secondary source, reasoning, arguments, compelling, bias, intended audience, purpose, sequence, credibility, claim, relevant/relevance, counterclaims, limitations, international sources

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS

INTEGRATED GLOBAL STUDIES

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

Inquiry Elements:

- **Inquiry Element 4: Developing Claims**
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Identify recurring patterns in the causes and effects of events and developments in the past and present. • Compare long- / short-term effects or proximal / distal causes. • Prioritize applicable evidence into a coherent argument. • Critique the central arguments in multiple secondary sources on a related topic using multiple types of sources.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present (e.g., effect of nationalism on colonialism, cause and effect of the Treaty of Versailles). • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying the cause(s) and/or effect(s) of a particular event or development in the past or the present. ○ Grouping evidence by topic. ○ Identifying the arguments in secondary works of history on related topics from multiple media.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Research is framed around topics and answers rather than questions. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of limited information or misconceptions). • A conclusion can be formed from a cursory examination of information.

	<ul style="list-style-type: none"> • I should form my opinion first and then seek evidence to support it. • I can find all the information I need through Google. • Ease of investigation is more important than depth of understanding (for example: rejects or accepts information based on arbitrary criteria, such as selecting the first piece of information that aligns with preconceived beliefs). • If a source is published, it is a credible source. • All news stories are true and unbiased. • The goal of analysis is to prove that my thinking is “right.” • There is only one possible cause for an event or development. • All causes of events have the same impact. • Events from the past are not connected to the events of the present or future. • Lists of evidence are a coherent argument. • Any two similar events across time periods are inherently related. • Written text is a better source of valid information than other types of sources. • If it happened before, it must have caused what happened after.
Academic Vocabulary	nationalism, colonialism

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
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CIVICS	
Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain the connections between changes in governments after revolutions on citizens' rights. • Compare the changes in governments after revolutions on citizens' rights to other revolutions and changes.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights (i.e., Russian Revolution, rebellions against imperialism).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Describing citizens' rights before and after a revolution or other change.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Government doesn't impact citizens' rights. • Revolutions have no impact on me as a citizen. • All people are citizens. • My rights don't change, they are constant. • All revolutions are the same. • Revolutions always impact individual's rights the same way. • Revolutions are always positive or negative. • All citizens have the same rights.
Academic Vocabulary	rights, revolution

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS

INTEGRATED GLOBAL STUDIES

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

CIVICS

Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare the impact of various historical and contemporary means of changing societies to promote the common good. • Identify and describe patterns of rules and laws (both actual and proposed) that have been created to address specific public problems. • Identify and describe the patterns of challenges and opportunities that are unique at each level (e.g., local vs. global).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good (e.g., <i>resulting laws/programs from the global interwar depression</i>). • 7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems. (e.g., <i>United States' New Deal</i>). • 7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings (e.g., <i>Nuremberg Race Laws, Treaty of Versailles, British Salt Law</i>). • 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. <ul style="list-style-type: none"> ○ Identify the characteristics and causes of the problem. ○ Identify the challenges and opportunities faced by those trying to address the problem. ○ Explain a range of methods to take action to try to solve the problem. ○ Explain the various deliberative and democratic procedures that can be used to make decisions.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Listing various means that have been used to try to change societies. ○ Identifying how rules and laws can be used to address public problems. ○ Explaining how decisions and public policies are made.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Everyone has the same access to wealth. • Government policies can't be changed • Citizens cannot influence or have no role in creating public policies.

	<ul style="list-style-type: none"> • Each level of government acts the same. • All levels of government are equal in power.
Academic Vocabulary	common good, public policies, democratic procedures, deliberative, local, regional

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS

INTEGRATED GLOBAL STUDIES

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

ECONOMICS

Anchor Standard E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain trends over time in well-being of individuals, businesses, and society. • Explain the interactions of individuals, businesses, and governments in economic decision-making. • Compare / contrast recurring or cyclical economic issues.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society (e.g., <i>global trade, tariffs, formation of EU</i>). • 7.E2.2 Evaluate historical economic issues in terms of benefits and costs for distinct groups in society (e.g., <i>European colonialism, industrialization in Europe, capitalism, socialism, communism</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ <i>Identifying common economic decisions (e.g., job seeking / quitting, purchasing, saving, investing, taxation).</i> ◦ <i>Describing historic economic issues.</i>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Individuals, businesses, and governments act independently of one another. • Current economic issues are unprecedented.
Academic Vocabulary	dependent on current economic issues

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
ECONOMICS	
Anchor Standard E3: Individuals and institutions are interdependent within market systems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze patterns and trends in change over time in a market. • Explain how cultural or social trends affect markets. • Explain how market systems exhibit dynamics of systems archetypes (<i>e.g., fixes that fail, drifting goals, escalation</i>). • Analyze the interconnection between the various types of markets within an economy. • Explain the interaction between market forces and innovation. • Explain the interaction between market forces and conflict (<i>e.g., how revolutions affect economies</i>). • Analyze how various revolutions impact the markets of the societies in which they occur.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets. <ul style="list-style-type: none"> ◦ Explain how a market works (<i>e.g., for products, for jobs</i>). • 7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production (<i>i.e., international colonialism</i>). • 7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system. <ul style="list-style-type: none"> ◦ Explain how government systems (<i>e.g., monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, imperialism, mercantilism</i>) influence the rules and conditions of markets. ◦ Explain how economic systems (<i>e.g., capitalism, socialism, and communism</i>) influence the rules and conditions of markets.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Defining profits in product, labor, financial markets, supply, demand, competition, prices, wages, production, corporations, non-profits, labor unions, and market economy.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Shifts in the economy happen instantaneously and in isolation. • Different parts of the economy are not affected by the decisions of other parts of the economy. • The economy can be controlled by one entity.

	<ul style="list-style-type: none"> • There is a perfect economic state of equilibrium and stability. • I have no impact on the economy. • Buyers and sellers always act logically. • All buyers and sellers in an economy are impacted the same way.
Academic Vocabulary	buyers, sellers, profits in product, labor, financial markets, supply, demand, competition, prices, wages, production, corporations, non-profits, labor unions, market economy

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
ECONOMICS	
Anchor Standard E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how global alliances and conflicts affect and are affected by trade. • Evaluate the effectiveness of economic systems on regions, cultures, or societies. • Evaluate the costs and benefits of trade interdependence for different regions.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations (e.g., imperialism, Triangle Trade). • 7.E5.2 Compare the various economic systems (e.g., manorialism, mercantilism, capitalism, socialism, communism). • 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society (e.g., imperialism, mercantilism).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Describe the trade policies of a nation or society. ◦ Explain what it means for one country to trade with another.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Trade is simple. • Trade solves all your problems. • Trade is only beneficial. • Only the government makes decisions about trade. • I am not involved with international trade. • Other countries' decisions about trade do not affect me.
Academic Vocabulary	tariffs, import, export, globalization, trade barriers, command economy, mixed economy, free market economy

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G1: The use of geographic representations and tools help individuals understand their world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze how cultural and environmental characteristics result in changes in spatial patterns, including settlement patterns.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics (e.g., maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology). • 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Constructing a map or other geographic representation. ○ Identifying basic relationships between geography and human activities. ○ Identifying patterns of cultural and environmental characteristics.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • People and geography don't affect each other. • Cultural decisions are not affected by geography. • Maps only tell you where things are. • Maps cannot tell you anything about how and why humans make decisions. • Human settlement happens regardless of geography.
Academic Vocabulary	environmental geography

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G2: Human-environment interactions are essential aspects of human life in all societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate how changes in cultural demographic patterns, economic decisions, and human adaptations shift the identity of nearby and distant places over time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places (e.g., <i>international colonialism, effects of international warfare</i>). • 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying cultural demographic patterns, economic decisions, and human adaptations that shape the identity of nearby and distant places. ◦ Identifying cultural and environmental characteristics that make places both similar and different.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Identity is universal. • Identity is created separate from geography. • An area's identity is entirely unique from all other areas.
Academic Vocabulary	demographics, economics

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices in different places. • Evaluate how changes in human population and movement may cause conflict for some stakeholders and promote cooperation for other stakeholders.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (e.g., <i>imperialism, industrialization, colonialism</i>). • 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement (e.g., <i>availability of resources such as sugar, tea, etc.</i>). • 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 (e.g., <i>banana farms in Hawaii, gold/silver mining in MesoAmerica, gold mining in California and South Dakota</i>). • 7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation (e.g., <i>colonization, WWI / WWII, world revolutions</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying changes in transportation, communication, and technology that influence the spatial connections among human settlements. ○ Describing relationships between humans and environments related to human settlement and movement. ○ Identifying the influences of long-term, human-induced environmental change on spatial patterns. ○ Identifying how human population and movement may cause conflict or promote cooperation.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All stakeholders are always affected the same way. • Changes result in conflict OR cooperation. • Changes in transportation, communication and technology are always for the better. • Changes in transportation, communication and technology are independent of one another. • Changes in transportation, communication and technology are always the same for every culture and every person within a culture.
Academic Vocabulary	diffusion

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare and contrast the cultural and environmental characteristics among various places and regions of the world. • Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade over time. • Analyze how changes in population distribution patterns affect changes in land use in places and regions over time. • Explain how the scale (local, regional, state, national, or global) of a geographic issue affects the possible solutions / actions available.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (e.g., <i>Triangle Trade, Columbian Exchange</i>). • 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions (e.g., <i>Western Expansion, colonialism, coffee plantations in Africa</i>). • 7.G4.4 Explain an [geographic] issue in terms of its scale (local, regional, state, national, or global) (e.g., <i>deforestation for agricultural purposes in Kenya, Hawaii, Philippines; refugee displacement and resettlement after warfare</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying cultural and environmental characteristics among various places and regions of the world. ○ Describing the human and physical characteristics of places, and production of goods that might influence patterns of world trade. ○ Describing population distribution patterns that can affect changes in land use in places and regions. ○ Define scale as it relates to geography.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All geographic issues are of the same scale. • All regions have the same characteristics. • All human populations migrate and settle for the same reasons and the same ways. • World trade patterns happen randomly and independently of human and physical geography. • World trade patterns happen solely because one group has something the other group doesn't.

	<ul style="list-style-type: none"> • Trade is driven solely by want or desire.
Academic Vocabulary	scale

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain why cultures and societies rise and decline, interact with, and blend with other cultures and societies. • Analyze the development and impact of scientific, technological, and educational innovations within historical time periods.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies (e.g., <i>revolutions, European imperialism, immigration, trade</i>). • 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods (e.g., <i>scientific innovation during WWI, global industrial revolution</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Describing the rise and decline, interactions between, and blending of cultures and societies.</u> ○ <u>Identifying the scientific, technological, and educational innovations within historical time periods.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All cultures and societies develop the same way. • Cultures and societies develop chronologically in isolation from each other. • All development is linear and positive. • Decline means ceasing to exist. • Interactions between societies are either trade or war.
Academic Vocabulary	(No new vocabulary)

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS	
INTEGRATED GLOBAL STUDIES	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain why conflicts are sometimes unifying and sometimes divisive in communities, societies, nations, and the world. • Evaluate the degree of influence of multiple causes and effects of conflict and approaches to peacemaking.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.H2.1 Explain how conflict can be both unifying and divisive throughout communities, societies, nations, and the world (e.g., <i>World War I</i>, <i>World War II</i>). • 7.H2.2 Evaluate the multiple causes and effects of conflict and approaches to peacemaking (e.g., <i>Treaty of Versailles</i>, <i>Pact of Steel</i>, <i>Munich Agreement</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Identifying a conflict that is both unifying and divisive throughout communities, societies, nations, or the world.</u> ○ <u>Identifying causes and effects of conflict.</u> ○ <u>Identifying approaches to peacemaking for a given conflict.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All international conflicts result in war. • Conflicts can never unify a community, society, nation, or world. • All conflicts can be solved the same way. • All conflicts can / should be resolved. • Solutions for conflicts affect all stakeholders the same way.
Academic Vocabulary	(No new vocabulary)

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS

INTEGRATED GLOBAL STUDIES

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

HISTORY

Anchor Standard H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain why new ideologies (religious and non-religious worldviews) continue to be created over time. • Explain how economic and political motivations drive human actions and events. • Explain why individual rights, freedoms, and responsibilities have evolved over time. • Evaluate the degree of influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews (e.g., <i>humanism, social Darwinism, divine right of kings</i>). • 7.H3.2 Analyze how economic and political motivations impact people and events (e.g., <i>Imperialism, colonialism, Berlin Conference of 1884</i>). • 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time (e.g., <i>League of Nations, suffrage</i>). • 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings (e.g., <i>King Leopold, Chamberlain, FDR, Churchill, Hitler, revolutionaries [Bolsheviks], League of Nations</i>). • 7.H3.5 Explain how a significant historical topic from global history has significance to an issue or topic today (e.g., <i>Global Depression, Demarcation of Africa</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Identifying some influential religious and non-religious ideologies and worldviews.</u> ○ <u>Describing economic and political motivations that impact people and events.</u> ○ <u>Describing individual rights, freedoms, and responsibilities.</u> ○ <u>Identifying the individuals, groups, and institutions that had/have impact.</u> ○ <u>Identifying a significant historical topic from global history that is also important today.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All worldviews are religious. • Economics and politics are independent from worldview. • I as an individual cannot impact my culture/civilization. • History has no impact on the present.

Academic Vocabulary	ideology, contemporary, institution
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CATALINA FOOTHILLS SCHOOL DISTRICT
GRADE 7 HISTORY AND SOCIAL SCIENCE STANDARDS

INTEGRATED GLOBAL STUDIES

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

HISTORY

Anchor Standard H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate how the diversity of a society impacts its social and political norms over time. • Explain the relationships between the changing patterns of class, ethnic, racial, and gender structures and relations and immigration, migration and social mobility.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms. (<i>e.g., Imperial Great Britain vs Modern Great Britain</i>) • 7.H4.2 Describe the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility (<i>e.g., Women and African Americans working during WWII</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <u>Describing the diversity of a society and its social and political norms.</u> ○ <u>Identifying class, ethnic, racial, and gender structures and relations in a society.</u>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All societies have the same patterns of class, ethnic, racial and gender structures. • Societies have static class, ethnic, racial and gender structures.
Academic Vocabulary	social and political norms, ethnicity, social mobility, race



GRADE 8

HISTORY AND SOCIAL SCIENCE STANDARDS

Citizenship and Civic Engagement in Today's Society



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically





- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

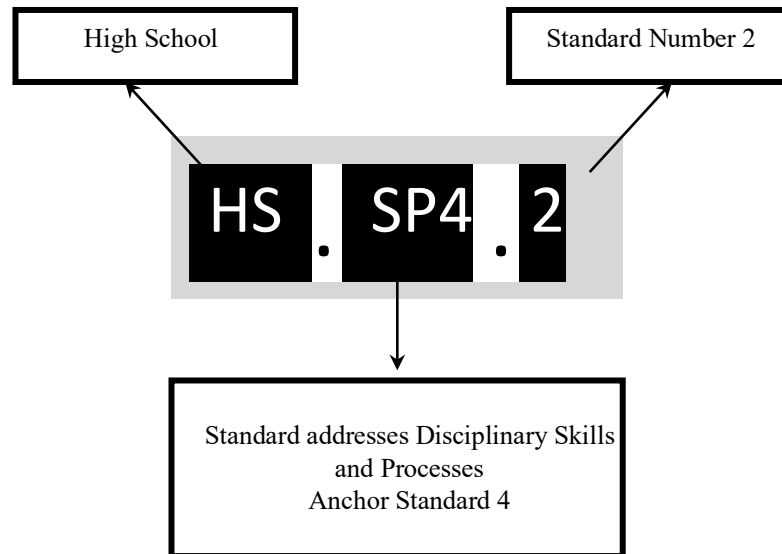
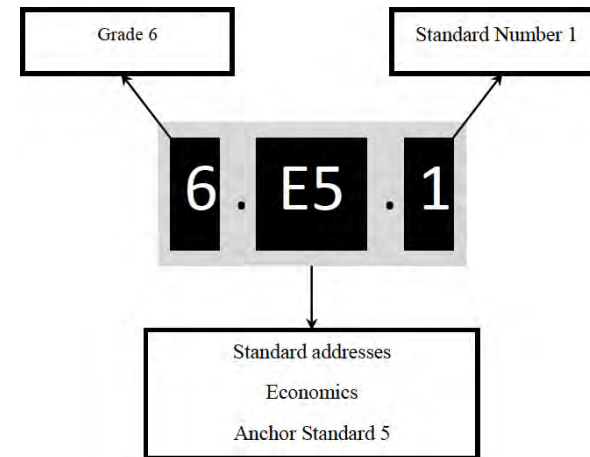
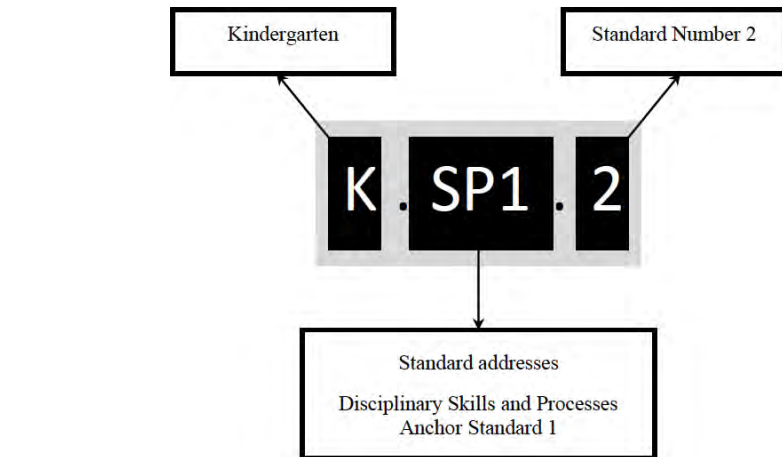
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

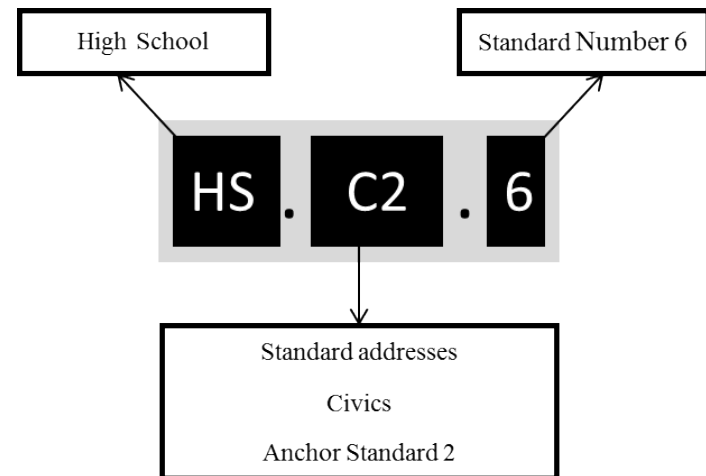
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through the process of inquiry, students will study citizenship and civic engagement. In addition, students will make connections between historical and current / contemporary issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens.

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 8 HISTORY AND SOCIAL SCIENCE STANDARDS	
CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • Inquiry Element 1: Developing Compelling Questions <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze how different perspectives of events and developments contradict or complicate their interpretation of the past. • Analyze patterns and trends in the interaction or development of specific individuals, ideas, and/or historical events. • Apply multiple lenses to an event in order to interpret its significance (political, economic, social, religious, intellectual, artistic). • Use compelling questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. • Explain how the historical context shapes individual and group reactions over time. • Identify and explain overarching patterns in change over time. • Analyze the relationship between two or more elements that change over time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.SP1.1 Analyze connections among events and developments in broader historical contexts. <ul style="list-style-type: none"> ○ Describe causal relationships within and across historical contexts. ○ Describe similarities and differences among events in an historical context. • 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society (e.g., <i>domestic/international terrorism, environmental laws past and present, civil rights movements in United States</i>). • 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant (e.g., <i>NAACP, SLC, John Lewis, Thurgood Marshall, Dolores Huerta</i>). <ul style="list-style-type: none"> ○ Generate questions to determine the significance of individual and group actions and behaviors. ○ Explain the significance of individuals and groups.

Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> The student will perform basic processes, such as: <ul style="list-style-type: none"> 8.SP1.2 Classifying a series of historical events and developments as examples of change and/or continuity. Identifying similarities and differences among events and developments. Identifying examples of continuity and change in historical eras. Explaining the significance of past events as they relate to their own lives and the world. Identifying and describing the historical context.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> Political/economic/social changes are the result of singular leaders or causes. Past events are unrelated to their lives and global society. There is only one cause or one effect for each event. There is only one society and it is universal. Events happen in isolation. One question is sufficient for inquiry. Answers are more important than questions. A single individual is the only catalyst for change. A single individual can't create significant change. Only adults can effect change. Local systems can't have an impact on change at the national or global levels.
Academic Vocabulary	group actions, change, continuity

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 3: Gathering and Evaluating Sources:</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • <i>Inquiry Element 5: Communicating Conclusions</i> <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate how different historical perspectives have influenced historical events. • Analyze how my point of view affects how I understand people's perspectives.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras (e.g., civil rights, global conflicts). • 8.SP2.2 Explain how and why perspectives of people have changed over time. <ul style="list-style-type: none"> ○ Describe the ways in which perspectives have changed across different historical eras. ○ Explain why perspectives have changed across different historical eras. • 8.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying multiple factors that influence the perspectives of people during different historical eras. ○ Describing different perspectives of people over time. ○ Identifying the perspective of the author of a source.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content

Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • A single source can provide all the information necessary to understand a topic or situation. • Bias is inherently negative. • People's perspectives in the past were less sophisticated. • There is such a thing as an unbiased source. • I don't have any biases, or, I don't have any biases about _____. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • I should form my opinion first and then seek evidence to support it. • One single person can represent the experience or perspective of a group.
Academic Vocabulary	era, historical contexts, point of view, artifacts, perspectives, change and continuity

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 1: Developing Compelling Questions</i> <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i> • <i>Inquiry Element 2: Constructing Supporting Questions</i> <i>Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.</i> • <i>Inquiry Element 3: Gathering and Evaluating Sources</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • <i>Inquiry Element 4: Developing Claims</i> <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i> • <i>Inquiry Element 5: Communicating Conclusions</i> <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i> • <i>Inquiry Element 6: Taking Informed Action</i> <i>To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.</i>

PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Define the topic under investigation by examining it through various lenses or perspectives. • Explain how own biases might influence the investigation. • Refine inquiry questions to explore multiple angles of the topic under investigation. • Gather information from diverse contexts, disciplines, and/or cultures. • Compare information across sources to determine credibility and accuracy. • Analyze outliers, contradictions, and inconsistencies in order to develop a complex conclusion. • Strategically and deliberately present to an external audience with the purpose of achieving a specific action.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science (e.g., <i>human rights, civil rights, global conflicts, environmental issues</i>). • 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. • 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. <ul style="list-style-type: none"> ○ Develop an evidence-based claim. ○ Interpret multiple pieces of relevant evidence to support the claim. ○ Make connections across pieces of evidence to develop a reasoned argument. ○ Develop a counterclaim and use evidence and reasoning to refute it. • 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. <ul style="list-style-type: none"> ○ Choose language, formatting, and media that are appropriate for the topic, audience, and purpose.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Distinguishing compelling from supporting questions. ○ Identifying topics relevant to issues and events in a time period and region. ○ Identifying different kinds of sources. ○ Identifying a range of possible sources about a given historical topic or issue. ○ Identifying the origin, authority, structure, context, intended audience, purpose, and corroborative value of the source. ○ Making a general claim and identifying counterclaims. ○ Supporting a claim by grouping relevant pieces of evidence and explaining their relevance. ○ Identifying an intended audience and purpose. ○ Selecting a venue and technology to reach a specific audience and fulfill purpose.

Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • All questions are the same. • Facts and opinions are the same. • Primary sources are the best to use. • Secondary sources are not as reliable as primary sources. • Secondary sources come from one primary source. • All evidence has equal value. • Explanations and arguments are the same thing. • If information is on-topic, it is useful. • Evidence speaks for itself. • Everyone will interpret the evidence the way I intended, so there is no need to explain it. • Published historical narratives are objective and true. • Primary sources are more factual than secondary sources. • Making a presentation automatically leads to change.
Academic Vocabulary	origin, authority, structure, context and corroborative value, compelling questions, supporting questions, primary/secondary source, evidence, sources, reasoning, arguments, evaluating, compelling, bias, credibility, claim, relevant/relevance and utility, infer, counterclaims, limitations, international sources, corroborative

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 4: Developing Claims</i> <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare and/or contrast the multiple causes and effects of events and developments in the past and present. • Compare long- / short-term effects or proximal / distal causes. • Explain or integrate contradictory evidence. • Critique the credibility, and authenticity of central arguments in secondary works of history on related topics from multiple media.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.SP4.1 Explain the multiple causes and effects of events and developments in the past (e.g., <i>civil rights / environmental movements and laws</i>). • 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. <ul style="list-style-type: none"> ○ Develop an evidence-based claim. ○ Interpret multiple pieces of relevant evidence to support the claim. ○ Make connections across pieces of evidence to develop a coherent argument. • 8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying causes or effects of events and developments in the past. ○ Grouping evidence by topic. ○ Identifying the arguments in secondary works of history on related topics from multiple media.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Research is framed around topics and answers rather than questions. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it.

	<ul style="list-style-type: none"> • All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of limited information or misconceptions). • A conclusion can be formed from a cursory examination of information. • I should form my opinion first and then seek evidence to support it. • I can find all the information I need through Google. • Ease of investigation is more important than depth of understanding (for example: rejects or accepts information based on arbitrary criteria, such as selecting the first piece of information that aligns with preconceived beliefs). • If a source is published, it is a credible source. • All news stories are true and unbiased. • The goal of analysis is to prove that my thinking is “right.” • There is only one possible cause for an event or development. • All causes of events have the same impact. • Events from the past are not connected to the events of the present or future. • Lists of evidence are a coherent argument. • Any two similar events across time periods are inherently related. • Written text is a better source of valid information than other types of sources. • Recently created sources are more reliable. • If one event happened before another event, then the first must have caused the second (i.e., post hoc, ergo propter hoc fallacy).
Academic Vocabulary	credibility, authenticity

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 8 HISTORY AND SOCIAL SCIENCE STANDARDS	
CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
CIVICS	
Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze various perspectives of ideas and principles contained in the founding documents. • Compare the role of Constitutional ideas and principles across time periods and contexts. • Evaluate how the common good and democratic principles have influenced civic participation (<i>e.g., voting, Congress, advocacy groups, etc.</i>).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (<i>e.g., popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, and individual rights</i>). <ul style="list-style-type: none"> ○ Explain how the United States society has been influenced by ideas and principles contained in the founding documents. ○ Explain how the United States government has been influenced by ideas and principles contained in the founding documents. • 8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings. <ul style="list-style-type: none"> ○ Participate in school and community-based activities that contribute to the common good and democratic principles (<i>e.g., food or clothing drives, volunteering, financial contributions to charity, student council, etc.</i>). ○ Collaborate with peers to make decisions and reach consensus. ○ Reflect on the role of own civic participation in contributing to the common good and democratic principles. • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Defining popular sovereignty and consent of the governed, as described in the Declaration of Independence. ○ Defining limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights as described in the Constitution. ○ Identifying civic virtues that contribute to the common good and democratic principles (<i>e.g., voting, volunteering, jury service, community service, etc.</i>). ○ Identifying community service and service-learning projects.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content

Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • The government has remained the same over time. • The Constitution can't be changed. • A government inherently functions. • The definition of a functioning government is constant. • Political parties stay the same over time. • Our government is a direct democracy. • Founding documents are all inclusive of liberties and rights. • Historical documents hold no relevance to the present. • Our government has not and will not regress.
Academic Vocabulary	popular sovereignty, consent of the governed, limited government, rule of law, separation of powers, checks and balances, federalism, common good, civic participation, advocacy groups, democratic principles

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CIVICS	
Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze the impact of the powers of citizens in a variety of governmental and non-governmental contexts. • Explain how not fulfilling specific roles, rights and responsibilities could affect society. • Analyze the connections between concepts and ideals such as majority and minority rights, civil dissent, and the rule of law. • Explain how immigrants become naturalized citizens and the various barriers that exist to doing so.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts. <ul style="list-style-type: none"> ◦ Explain the powers that all citizens have when interacting with the government at various levels (<i>e.g., voting for government officials, lobbying/advocating, protesting</i>). ◦ Explain the powers that all citizens have when interacting in non-governmental contexts (<i>e.g., lobbying/advocating, protesting</i>). • 8.C2.2 Explain specific roles, rights and responsibilities of people in a society (<i>e.g., serving on a jury, following laws, registering for selective service</i>). • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Defining powers that people have as citizens. ◦ Identifying various roles people have in a society. ◦ Identifying various rights people have in a society. ◦ Identifying various responsibilities people have in a society. ◦ Describing the concepts of majority and minority rights. ◦ Describing the concept of civil dissent. ◦ Describing the meaning of rule of law.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Political institutions do not change over time.

	<ul style="list-style-type: none"> • All people are citizens. • Government will continue to function without meaningful participation from its citizens. • I do not need to participate because others are participating. • My voice does not have an impact on our systems. • Systems cannot be changed by average people or groups of average people. • If a group doesn't have power, they are not relevant or as important.
Academic Vocabulary	majority and minority rights, civil dissent, the rule of law, naturalized citizens, non-governmental organizations

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CIVICS	
Anchor Standard 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 is essential to effective citizenship.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy over time. • Analyze the similarities and differences of the origins and purpose of constitutions, laws, treaties, and international agreements. • Explain why there are different structures, powers, and limits of government at distinct levels in the United States.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy (<i>i.e., political party platforms, electoral college, gerrymandering, census, primary and general elections; e.g., presidential nominating system including conventions, congressional elections including congressional districts, how electors are chosen in Arizona, types of interest groups, and role of the media</i>). <ul style="list-style-type: none"> ○ Describe the impact of political parties on shaping policy. ○ Describe the impact of interest groups on shaping policy. ○ Describe the impact of elections on shaping policy. ○ Describe the impact of the media on shaping policy. • 8.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements (<i>e.g., U.S. Constitution, Geneva Convention, UN Charter, Paris Accords</i>). • 8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States (<i>i.e., Marbury v. Madison, checks and balances, Article 1, Article 2 and Article 3 of the U.S. Constitution</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Defining the concepts of political parties, interest groups, elections and media. ○ Identifying the origins and purpose of constitutions, laws, treaties, and international agreements. ○ Identifying the three branches of government and the main powers of each.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • The Constitution has not changed.

	<ul style="list-style-type: none"> • Local and state governments do not change. • All groups have equal influence on systems. • Government is separate from both media outlets and interest groups. • Elections are the same across time/location/type.
Academic Vocabulary	political parties, primary and general elections, presidential nominating system, conventions, congressional districts, gerrymandering, census, electoral college, electors, interest groups

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CIVICS	
Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare decision-making processes and public policies across multiple levels of government (<i>e.g., national, state, local, and tribal</i>). • Describe interactions among policies at various levels of government. • Analyze public policy issues from a variety of perspectives.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.C4.1 Compare historical and contemporary means of changing societies to promote the common good (<i>i.e., Civil Rights Movement, Environmental Issues</i>). <ul style="list-style-type: none"> ◦ Describe similarities and differences between 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 (<i>Supreme Court cases, e.g., Brown v Board of Education, Marbury v Madison, Miranda vs Arizona</i>). <ul style="list-style-type: none"> ◦ Explain how public problems lead to the creation of specific rules and laws. ◦ Evaluate the degree to which actual and proposed laws address 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. <ul style="list-style-type: none"> ◦ Explain the decision-making processes of national, state, local, and tribal governments. ◦ Explain how public policies are implemented by government institutions at various levels. ◦ Describe the consequences of public policies at the national, state, local, and tribal levels. • 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. <ul style="list-style-type: none"> ◦ Use a variety of primary and secondary sources to develop a position on a public policy issue. ◦ Analyze the origins, purpose, and consequences of a public policy issue. ◦ Use evidence from a variety of sources to defend a position on a public policy issue. ◦ Design an action plan to address or inform others about a public policy 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. <ul style="list-style-type: none"> ◦ Analyze how a specific problem can be found at multiple levels of society. ◦ Describe the characteristics and causes of the problem across multiple levels (local, regional, and global).

	<ul style="list-style-type: none"> ○ Describe the challenges and opportunities faced by those trying to address the problem. ○ Use multiple perspectives of the problem to develop an action plan. ○ Explain and apply a range of methods to take action to try to solve the problem.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> ● The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying a national, state, or local public policy issue. ○ Identifying historical means of changing societies. ○ Identifying contemporary means of changing societies. ○ Describing past and present attempts to change society. ○ Explaining specific rules and laws can be used to address public problems. ○ Explaining the decision-making process of different levels of government. ○ Identifying problems that can be addressed at various government levels. ○ Identifying deliberative and democratic procedures that can be used to take action and solve problems.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> ● Government will continue to function without meaningful participation from its citizens. ● I do not need to participate because others are participating. ● My voice does not have an impact on our systems. ● Systems cannot be changed by average people or groups of average people.
Academic Vocabulary	tribal government, public policy, deliberative procedures, democratic procedures

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ECONOMICS	
Anchor Standard E1: A financially literate individual understands how to manage income, spending, and investment.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Create a long-term strategy to achieve a career goal in a specific field. • Create a long-term (multi-decade) strategy for investment and savings. • Create budgets to match specific values and stages of life. • Evaluate strategies to prevent, reduce, and/or pay off debt. • Evaluate several types of financial investments and rates of return. • Analyze the short- and long-term costs and benefits of insurance coverage.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 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 (e.g., <i>credit cards vs. auto loan vs. student loans</i>). • 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. <ul style="list-style-type: none"> ○ Describe the coverage of different kinds of insurance. (e.g., <i>property, liability, and life</i>). ○ Describe the cost structure of insurance (e.g., <i>monthly payments, co-pays, percentage of incurred costs, deductible</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Describing levels of education, income, and a range of job opportunities. ○ Identifying purchases as wants or needs. ○ Identifying items found in a budget. ○ Identifying common sources of debt. ○ Identifying several types of financial investments. ○ Using a financial calculator.

	<ul style="list-style-type: none"> ○ Identifying kinds of insurance.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Everyone has the same access to wealth. • I need everything I want. • Budgeting means I can't have what I want. • All debt is bad. • I shouldn't own a credit card. • My finances will figure themselves out OR there's nothing I can do. • I won't use as much money when I retire.
Academic Vocabulary	debt, credit, rate of return, investment, interest & compound interest, insurance, risk / reward, savings, value, checking, budgeting, financial independence

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ECONOMICS	
Anchor Standard E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain trends over time in well-being of individuals, businesses, and society. • Explain the interactions of individuals, businesses, and governments in economic decision-making. • Compare / contrast recurring or cyclical economic issues.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society (e.g., <i>USMCA, trade deficit, outsourcing jobs, use of energy resources, non-renewable energy</i>). • 8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups (e.g., <i>pandemic shutdowns in 2020, housing price increase and supply chain problems 2021, inflation and unemployment 2022</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ <i>Identifying common economic decisions (e.g., job seeking / quitting, purchasing, saving, investing, taxation).</i> ◦ <i>Describing current economic issues.</i>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Individuals, businesses, and governments act independently of one another. • Current economic issues are unprecedented.
Academic Vocabulary	dependent on current economic issues

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ECONOMICS	
Anchor Standard E3: Individuals and institutions are interdependent within market systems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze patterns and trends in change over time in a market. • Explain how cultural or social trends affect markets. • Identify leverage points in a market system. • Explain how market systems exhibit dynamics of systems archetypes (e.g., fixes that fail, drifting goals, escalation). • Analyze the interconnection between the various types of markets within an economy.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets. <ul style="list-style-type: none"> ◦ Explain how a market works (e.g., for products, for jobs, for stocks). • 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. <ul style="list-style-type: none"> ◦ Explain how institutions (e.g., corporations, non-profits, and labor unions) influence the rules and conditions of markets.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Defining profits product, labor, financial markets, supply, demand, competition, prices, wages, production, corporations, non-profits, labor unions, and market economy.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Shifts in the economy happen instantaneously and in isolation. • Different parts of the economy are not affected by the decisions of other parts of the economy. • The economy can be controlled by one entity. • There is a perfect economic state of equilibrium and stability. • I have no impact on the economy. • Buyers and sellers always act logically. • All buyers and sellers in an economy are impacted the same way.

Academic Vocabulary	buyers, sellers, profits, product, labor, financial markets, supply, demand, competition, prices, wages, production, corporations, non-profits, labor unions, market economy
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ECONOMICS	
Anchor Standard E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain patterns and trends over time for a variety of economic indicators (inflation, deflation, unemployment, interest rates).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups (<i>e.g., employment/occupation, education level, income level, geographic location</i>). <ul style="list-style-type: none"> ◦ Explain the causes of increased / decreased inflation and unemployment. • 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 (<i>e.g., GNP</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Defining inflation, deflation, unemployment, borrowing, investing, productivity, standard of living. ◦ Describing the role of the Federal Reserve. ◦ Describing current levels of standard of living, interest rates, productivity. ◦ Describing current levels of inflation/deflation, and unemployment for different groups. ◦ Listing the factors that cause inflation, deflation and unemployment.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Unemployment is always a choice. • All groups in society are affected the same way by an economic downturn.
Academic Vocabulary	inflation, deflation, unemployment, interest rates, borrowing, investing, productivity, standard of living, socioeconomic status

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ECONOMICS	
Anchor Standard E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how alliances and conflicts affect and are affected by trade. • Evaluate the effectiveness of common, mixed, and free-market economies for different purposes or goals. • Evaluate the costs and benefits of trade interdependence.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations (e.g., NAFTA, increased global trade, OPEC). • 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 (e.g., Brexit, NAFTA, international trade agreements).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Defining tariffs, import, export, globalization, geographic barriers to trade, command economy, mixed economy, free market economy. ○ Describing the trade policies of a nation or society. ○ Explaining what it means for one country to trade with another.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Trade is simple. • Trade solves all your problems. • Trade is only beneficial. • Only the government makes decisions about trade. • I am not involved with international trade.
Academic Vocabulary	trade, trade barriers, command economy, mixed economy, free market

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR GRADE 8 HISTORY AND SOCIAL SCIENCE	
CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G1: The use of geographic representations and tools help individuals understand their world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate how the use of particular geographic tools affects our understanding of political and economic issues and events. • Combine multiple tools and representations to analyze a historical and/or modern political and economic issue and events.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events (<i>e.g., maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying features of geographic representations, such as maps and globes, that relate to historical and modern political and economic issues and events.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • At every historical age, the geographic challenges are the same. • All maps are utilized the same way. • Geography acts alone on people and people act upon geography. • Geography is not political or economic. • That different ways of representing geography are all equally useful. • That only one geographic representation is necessary to analyze a historical event or issue. • That historical events would have occurred the same regardless of where it took place geographically.
Academic Vocabulary	geospatial technology, remotely sensed images

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 8 HISTORY AND SOCIAL SCIENCE STANDARDS	
CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G2: Human-environment interactions are essential aspects of human life in all societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Analyze how various political, social, and economic systems have influenced and responded to environmental issues such as air, water, and land pollution; deforestation; urban sprawl; and/or changes to climate.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ◦ Analyze the 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 (e.g., <i>Colorado River Water Laws on Western United States</i>, <i>Oil in Alaska</i>, <i>Fishing in the Pacific Northwest</i>, <i>Environmental laws on coal mining in West Virginia</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying responses to environmental issues. ◦ Identifying political, social, and economic decisions throughout time that have influenced cultural and environmental characteristics of various places and regions.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Environmental issues are not influenced by humans. • Environmental issues are not political. • There is no such thing as climate change. • All places and regions have the same environmental challenges. • There is only one response to environmental challenges.
Academic Vocabulary	urban sprawl, deforestation

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 8 HISTORY AND SOCIAL SCIENCE STANDARDS	
CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the impact of economic, political, and social decisions that have caused conflict for some stakeholders and promoted cooperation for other stakeholders.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time (e.g., <i>Colorado River Water Laws on Western United States, Oil in Alaska, Fishing in the Pacific Northwest, Environmental laws on coal mining in West Virginia</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying economic, political, and/or social decisions that have caused conflict or promoted cooperation throughout time.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Economic, political, and social decisions do not cause conflict. • Every stakeholder agrees with every economic, political, and social decision. • Economic, political, and social decisions are made in isolation.
Academic Vocabulary	(No new vocabulary)

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 8 HISTORY AND SOCIAL SCIENCE STANDARDS	
CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Develop a comprehensive plan to positively address a geographic issue.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 8.G4.1 Take an active stance on a geographic issue reflecting its scale (<i>local, regional, state, national, or global; e.g., water rights, desertification, climate accords</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying geographic issues on various scales (local, regional, state, national, or global). ○ Identifying appropriate ways to take a stand on a geographic issue.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • 8th graders can't take a stand on issues. • Kids don't have a say. • Geographic issues are universally negative or positive. • There is only one right answer to any geographic issue.
Academic Vocabulary	active stance

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 8 HISTORY AND SOCIAL SCIENCE STANDARDS	
CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain patterns or trends over time that have emerged in how beliefs affect policy and political debate. • Evaluate a government policy's effectiveness in response to beliefs, conflict, geographic, or environmental factors. • Explain the interconnectedness of geographic and environmental factors that shape communities. (Focus is on how the multiple factors interact to the shape of the communities: fuel resources, access to ports, fresh water availability.)
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (e.g., <i>political parties, Supreme court cases</i>). • 8.H2.2 Explain how conflict can be both unifying and divisive both domestically and internationally (e.g., <i>War on Terror, Invasion of Ukraine, genocide in Yugoslavia</i>). • 8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies (e.g., <i>how oil affects Saudi Arabia, Venezuela, and Norway, or how temperate climate, access to ports, and mining resources each affect a single community</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Describing different beliefs about the government's role in social and economic life. ○ Describing political debates and policies in the United States. ○ Describing domestic and international conflicts. ○ Describing geographic and environmental factors that shape communities. ○ Identifying scarce and abundant resources that governments have control or influence over.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • There is only one correct role for the government. • All people agree on what the role of government should be. • Conflict is always divisive. • Conflict is always to be avoided.

	<ul style="list-style-type: none"> • Geographic and environmental factors do not affect government policies. • Competition over resources always has a negative impact on government policies.
Academic Vocabulary	divisive, policy

CATALINA FOOTHILLS SCHOOL DISTRICT	
GRADE 8 HISTORY AND SOCIAL SCIENCE STANDARDS	
CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Explain how existing civil, social, religious, and political systems impeded or supported the movements to change those systems in the United States during the 20th and 21st centuries. • Evaluate the effectiveness of popular movements, reform efforts, and activist groups in changing American society and institutions. • Explain why individual rights, freedoms, and responsibilities have evolved over time around the world.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries (<i>e.g., civil rights/voting rights, environmental issues</i>). • 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 (<i>e.g., Arab Spring, international women's rights</i>). • 8.H3.4 Explain how a significant historical topic from United States History has significance to an issue or topic today. <ul style="list-style-type: none"> ○ Connect a significant historical issue from United States history to a modern issue. ○ Trace the progression of a significant historical topic over time to analyze its impact on contemporary issues or topics. ○ Describe relationships between historical and contemporary issues or topics.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying prevailing civil, social, religious, and political movements that changed the United States during the 20th and 21st centuries. ○ Identifying popular movements, reform efforts, and activist groups that have sought to change American society and institutions. ○ Identifying examples of individual rights, freedoms, and responsibilities. ○ Identifying a significant historical issue from United States History that has significance today.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • All movements change the same way. • All people around the world agree on the same individual rights, freedoms and responsibilities. • All historical issues are isolated from modern issues.

	<ul style="list-style-type: none"> • All people want everyone to get civil liberties, freedoms and responsibilities. • Everyone in the world wants to be the same as the United States.
Academic Vocabulary	civil, social, religious, and political movements

HIGH SCHOOL UNITED STATES GOVERNMENT HISTORY AND SOCIAL SCIENCE STANDARDS



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically



- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

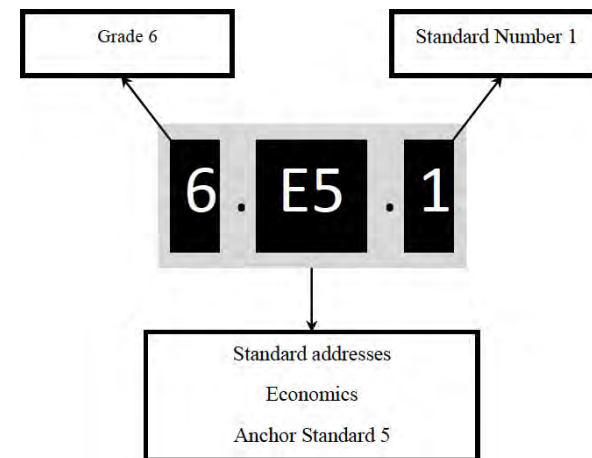
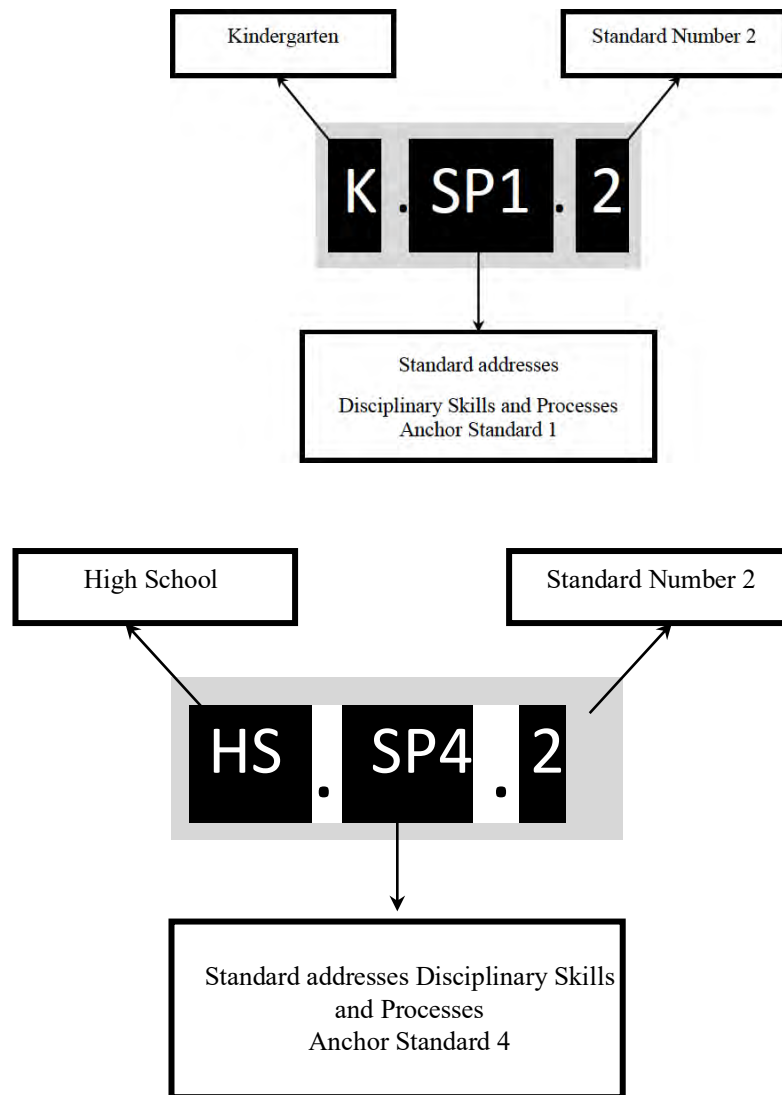
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

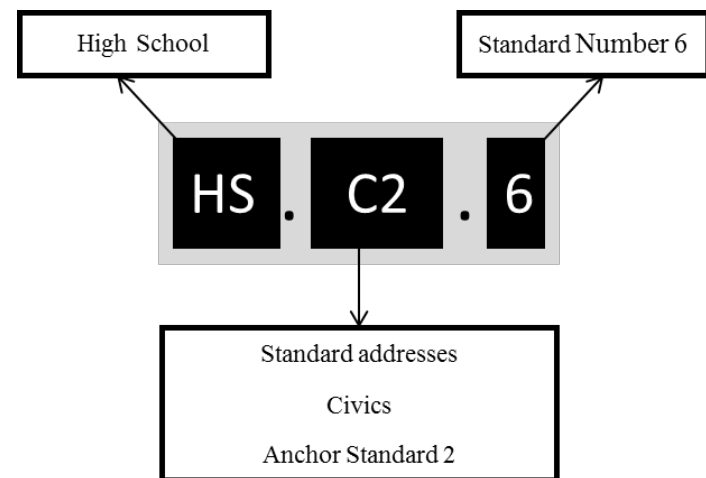
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through the process of inquiry, students will study the history, principles, and foundations of our republic. In addition, students will learn about governmental structures and institutions as they explore how to become active citizens.

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL GOVERNMENT	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 1: Developing Compelling Questions</i> <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Integrate various perspectives and interpretations to analyze events and developments. • Analyze patterns and trends in the interactions or development of specific individuals, ideas, and/or historical events. • Apply multiple lenses (<i>i.e. political, economic, social, religious, intellectual, artistic</i>) to an event in order to evaluate its significance.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Use evidence to explain what has changed and what has stayed the same. ○ Use evidence to describe contributing factors of continuity and change in historical eras. ○ Use evidence to describe the impact of continuity and change over time. • 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. <ul style="list-style-type: none"> ○ Generate questions to determine the significance of the actions of individuals and groups. ○ Explain how the historical context shapes individual and group reactions over time.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying and explaining how events and developments were shaped by circumstances of time and place as well as broader contexts. ○ Identifying examples of continuity and change in historical eras.

	<ul style="list-style-type: none"> ○ Explaining the significance of past events as they relate to their own lives and the world. ○ Identifying and describing the historical context of events and developments.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Any question is an example of critical thinking. • Past events are unrelated to their lives and global society. • There is only one cause or one effect for each event. • Events happen in isolation. • Historical eras are finite and universal. • One question is sufficient for inquiry. • Answers are more important than questions. • A single individual is the only catalyst for change. • Local systems can't have an impact on change at the national or global levels. • Stating connections is the same as analyzing. • Reciting facts is an explanation.
Academic Vocabulary	broader context, compelling questions, assess, change over time, analyze, evaluate

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- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

Inquiry Elements:

- ***Inquiry Element 3: Gathering and Evaluating Sources***
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- ***Inquiry Element 6: Taking Informed Action***
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate various perspectives within and/or across historical contexts. • Compare differing perspectives of individuals or groups in the past in order to identify patterns or draw conclusions.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives. <ul style="list-style-type: none"> ○ Use evidence from primary and secondary sources to explain how contexts shaped people's perspectives in the past. ○ Use evidence from primary and secondary sources to explain how contexts continue to shape people's perspectives in the present. ○ Describe how influences outside of the individual shape personal perspectives. • HS.SP2.2 Analyze the ways in which perspective shapes recorded history (i.e., political, economic, social, religious, intellectual, artistic). <ul style="list-style-type: none"> ○ Use evidence from primary and secondary sources to explain how 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. <ul style="list-style-type: none"> ○ Analyze how historical figures' lived experiences, situations, and/or actions may have been influenced by their affective response based on a connection made to one's own similar yet different life experiences. ○ Describe how people from the past utilized different ways of thinking that were dependent upon the political, social, and cultural context of a different time and place.

Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> The student will perform basic processes, such as: <ul style="list-style-type: none"> Describing parallel events from a particular time period. Identifying variables that shape perspectives. Identifying multiple perspectives about a particular event or time period. Describing how people from the past thought, felt, made decisions, acted, and faced consequences within a specific historical and social context.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> A single source can provide all the information necessary to understand a topic or situation. Bias is inherently negative. Critiquing is always negative. Historical empathy means I agree with another's perspective and experiences and/or that I find them to be reasonable. If I was not there or did not experience something similar, I can't empathize. Individual people in the past were less intelligent than we are now. Stating connections is the same as analyzing. Reciting facts is an explanation. There is such a thing as an unbiased source. I don't have any biases, or, I don't have any biases about _____. If an idea conflicts with my perspective, values, or beliefs, I should disregard it. I should form my opinion first and then seek evidence to support it. If it is not a part of my present day experience, it is not relevant.
Academic Vocabulary	era, historical contexts, point of view, artifacts, perspectives, diverse, cultures, primary sources/secondary sources, critique, bias, historical empathy

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By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard 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.

Inquiry Elements:

- ***Inquiry Element 1: Developing Compelling Questions***
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- ***Inquiry Element 2: Constructing Supporting Questions***
Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- ***Inquiry Element 3: Gathering and Evaluating Sources***
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- ***Inquiry Element 4: Developing Claims***
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- ***Inquiry Element 5: Communicating Conclusions***
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.

PERFORMANCE SCALE

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:

- Describe how limitations to the investigation might influence the effectiveness in answering the questions.
- Formulate a plan to subvert own biases with regard to the topic under investigation.
- Formulate and refine thought-provoking inquiry questions, carefully phrasing them to influence the depth, quality, and value of the information obtained through the investigation (e.g., "Why do certain interest groups support or oppose nuclear energy?" "Can nuclear energy solve the energy gap?").
- Gather information from diverse contexts, disciplines, and/or cultures.

	<ul style="list-style-type: none"> Synthesize various aspects of a source(s) (e.g., author, publisher, publication date, region, content, etc.) to evaluate nuances of bias, credibility, and accuracy (e.g., does not reject or accept a source in its entirety). Incorporate outliers, contradictions, and inconsistencies in order to develop a complex conclusion.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will:</p> <p><u>Standards / Learning Goals</u></p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Explain how evidence from primary sources shapes secondary interpretation. Describe multiple plausible interpretations of evidence from the primary source. Explain example of bias within secondary interpretations HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. 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. <ul style="list-style-type: none"> Develop a precise, evidence-based claim. Interpret multiple pieces of relevant evidence to support the claim. Make connections across pieces of evidence to develop a reasoned argument. Develop a counterclaim and use evidence and reasoning to refute it. 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identifying different types of sources relevant to the topic. Identifying topics relevant to issues and events in a time period and region. Distinguishing between compelling and supporting questions. Identifying the origin, authority, structure, and context of the source. Identifying author, purpose, and audience of sources. Identifying peer-reviewed sources. Making a general claim and identifying counterclaims. Supporting a claim by grouping relevant pieces of evidence and explaining their relevance. Identifying an intended audience and purpose for an argument. Selecting an appropriate source to fulfill a purpose and reach a specific audience.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content

Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Published historical narratives are objective and true. • Individual people in the past were less intelligent than we are now. • Primary sources are more factual than secondary sources. • Political/economic/social changes are the result of singular leaders or causes. • Bias is inherently negative. • Stating connections is the same as analyzing. • Reciting facts is an explanation. • There is such a thing as an unbiased source. • I don't have any biases, or, I don't have any biases about _____. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • I should form my opinion first and then seek evidence to support it.
Academic Vocabulary	origin, purpose, authority, structure, context, and corroborative value, primary/secondary source, bias / perspective, peer-reviewed, venue

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 4 Developing Claims</i> Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims. • <i>Inquiry Element 5: Communicating Conclusions</i> Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate multiple and complex causes and effects of events in the past and present. • Evaluate the significance of long-term causes and triggering events over time. • Integrate evidence from across time and/or trans-regional perspectives into a reasoned argument. • Critique the credibility of central arguments in secondary works on related topics in multiple media. • Develop counterclaims that incorporate various perspectives and interpretations.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. <ul style="list-style-type: none"> ○ Use evidence to describe the impact of multiple cause(s) and effect(s) of events in the past and present. ○ Use evidence to describe the impact of complex cause(s) and effect(s) of events in the past and present. ○ Use evidence to describe relationships between and among causes and effects. • 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. <ul style="list-style-type: none"> ○ Develop an evidence-based claim. ○ Interpret multiple pieces of relevant evidence to support the claim. ○ Make connections across pieces of evidence to develop a reasoned argument. ○ Develop a counterclaim and use evidence and reasoning to refute it. • 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.

	<ul style="list-style-type: none"> ○ Compare the central arguments in secondary works on related topics. ○ Critique the central arguments in secondary works on related topics. ○ Evaluate the accuracy and relevance of the secondary works on related topics.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying the cause(s) and/or effect(s) of a particular event. ○ Identifying long-term causes and/or triggering events in developing an argument. ○ Selecting evidence to support an argument. ○ Explaining how the evidence from multiple relevant sources and interpretations forms an argument. ○ Identifying arguments in secondary works on related topics. ○ Describing an argument in secondary works on related topics.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Research is framed around topics and answers rather than questions. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of limited information or misconceptions). • A conclusion can be formed from a cursory examination of information. • I should form my opinion first and then seek evidence to support it. • I can find all the information I need through Google. • Ease of investigation is more important than depth of understanding (for example: rejects or accepts information based on arbitrary criteria, such as selecting the first piece of information that aligns with preconceived beliefs). • If a source is published, it is a credible source. • All news stories are true and unbiased. • The goal of analysis is to prove that my thinking is “right.” • There is only one possible cause for an event or development. • All causes of events have the same impact. • All claims in secondary sources are the central claim. • Events from the past are not connected to the events of the present or future. • If one event happened before another event, then the first must have caused the second (i.e., post hoc, ergo propter hoc fallacy). • Lists of evidence are a coherent argument. • Any two similar events across time periods are inherently related. • Printed text is a better source of valid information than other types of sources. • Recently created sources are more reliable. • My argument cannot be countered. • Arguments discussed in an essay are a reflection of my personal thoughts.
Academic Vocabulary	critique, evaluate, integrate, relevant, trigger event, long-term cause, central argument, secondary/primary source, multiple media, analyze

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CIVICS	
Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Assess different societies and political systems to determine the functionality of the system within/across context and/or chronology.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ◦ Compare how documents are interpreted over different time periods. ◦ Explain how the context shapes the interpretation of the founding document. • HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions (<i>e.g., how a bill becomes a law</i>). <ul style="list-style-type: none"> ◦ Explain how various civic and political institutions make decisions. ◦ Describe how deliberative processes are used by various groups (local, state, and national level) • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying civic virtues. ◦ Identifying the components of a well-functioning constitutional republic. ◦ Identifying political systems. ◦ Identifying democratic principles established by the founding documents. ◦ Describing the historical context in which the documents are interpreted. ◦ Identifying different processes by which decisions are made. ◦ Identifying different examples of civic virtues, democratic principles, constitutional rights, and/or human rights. ◦ Explaining changes in civic virtues, democratic principles, constitutional rights, and/or human rights over time.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content

Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Government has remained the same over time. • The Constitution can't be changed. • A government inherently functions. • The definition of a functioning government is constant. • Political parties stay the same over time. • Our government is a direct democracy. • Founding documents are all inclusive of liberties and rights. • Historical documents hold no relevance to the present. • That our government has not and will not regress
Academic Vocabulary	civic virtues, democratic principles, constitutional rights, and human rights, deliberative process, founding documents

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CIVICS	
Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the role of citizens throughout time and across political systems. • Analyze how non-American groups/ideas/documents have influenced/contributed to the change of American government.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Explain the roles of citizens historically. ○ Explain the role of contemporary citizens. ○ Compare the roles of citizens in the United States to the roles 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.C2.5 Compare the rights guaranteed in the Arizona Constitution to those in the United States Constitution. • HS.C2.6 Evaluate the contributions of individuals and groups (e.g., <i>ACLU</i>), including Arizonans (e.g., <i>Josephine Hughes</i>), who have played a role in promoting civic and democratic principles.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying opportunities for individual participation in civic and political institutions. ○ Identifying roles of citizens historically and in modern day. ○ Identifying similarities and differences between citizens in different political systems. ○ Describing the change of ideals and rights established in historical documents, legislation, executive actions, and/or court cases. ○ Describing the role of citizens. ○ Identifying the rights guaranteed in the Arizona Constitution and those in the United States Constitution. ○ Identifying the contributions of individuals and groups, including Arizonans. ○ Describing roles individuals and groups (including Arizonans) played in promoting civic and democratic principles.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

	<p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Political institutions do not change over time. • All people are citizens. • Government will continue to function without meaningful participation from its citizens. • I do not need to participate because others are participating. • My voice does not have an impact on our systems. • Systems cannot be changed by average people or groups of average people. • If a group doesn't have power, they are not relevant or as important.
Academic Vocabulary	legislation, executive actions, citizen, contemporary, Constitution, political institution, democratic principles

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- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

CIVICS

Anchor Standard 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 is essential to effective citizenship.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the efficacy of political institutions and documents nationally and internationally. • Compare origins, functions, and structures across systems of government.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits <ul style="list-style-type: none"> ◦ Analyze how the powers, responsibilities, and limits established in the Constitution have changed over time. • HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels. <ul style="list-style-type: none"> ◦ Explain the reasoning behind the functions and structures of government. ◦ Explain the significance of the origins, functions, and structures of government. • HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions. <ul style="list-style-type: none"> ◦ Explain how political parties, interest groups, elections, and the media affect political institutions. • HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order. <ul style="list-style-type: none"> ◦ Explain the role of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Describing the powers, responsibilities, and limits of government. ◦ Identifying the changes of powers, responsibilities, and limits of government over time. ◦ Describing origins, functions, and structures of government at the national, state, local, and tribal levels. ◦ Identifying similarities and differences with other systems of government. ◦ Identifying political parties, interest groups, elections, and the media on political institutions. ◦ Describing the use of constitutions, laws, treaties, charters, and agreements.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • The Constitution has not changed.

	<ul style="list-style-type: none"> • Local and state governments do not change. • All groups have equal influence on systems. • Government is separate from both media outlets and interest groups. • Elections are the same across time/location/type.
Academic Vocabulary	treaties, charter, interest groups, government, Constitution, political institution, international order, maintenance

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL GOVERNMENT	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
CIVICS	
Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences from the perspective of various interests. • Compare the purpose, process, implementation, and consequences of decision making and public policies across multiple settings and levels. • Adapt decision-making strategies in response to obstacles or shifting goals.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ◦ Assess the degree to which procedures for making governmental decisions achieve their intended civic purpose. • HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences. <ul style="list-style-type: none"> ◦ Assess the outcomes and consequences of local, state, national, and international policies. • HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies at multiple settings and at various levels. <ul style="list-style-type: none"> ◦ Explain the intended and unintended consequences of decision making and public policies. • 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. <ul style="list-style-type: none"> ◦ Explain multiple perspectives of the characteristics and causes of local, regional, and global problems. ◦ Explain the challenges and opportunities faced by those trying to address the problems in various contexts and time periods. ◦ Apply disciplinary (e.g., <i>sociological, psychological, economic, political, geographical, etc.</i>) and interdisciplinary (e.g., <i>statistical, artistic, entrepreneurial, etc.</i>) lenses to examine problems. • 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. <ul style="list-style-type: none"> ◦ Evaluate the pros and cons of various options for action to address local, regional, and global problems. ◦ Reflect on personal motivation, resources, and context to determine what action to take. ◦ Analyze short- and long-term consequences to select the most appropriate action(s) to address local, regional, and global problems. • 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. <ul style="list-style-type: none"> ◦ Explain the strategies and procedures to make decisions in the classroom, school and out-of-school civic contexts.

	<ul style="list-style-type: none"> ○ Assess which strategy is most effective given the context.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> ● The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ HS.C4.3 Explaining the procedures for elections at the local, state, tribal, and national levels. ○ Explaining the procedures for making governmental decisions in all three branches. ○ Explaining the procedures for making government decisions at the local, state, tribal, national, and international levels in terms of the civic purpose achieved. ○ Explaining local, state, national, and international policies and related consequences. ○ Identifying strategies to address local, regional, and global problems. ○ Identifying deliberative and democratic strategies and procedures (<i>e.g., establishing norms for deliberation, listening actively, speaking from own experience, advocating for a position with evidence and reasoning, reflecting on the deliberation, voting, etc.</i>).
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> ● Government will continue to function without meaningful participation from its citizens. ● I do not need to participate because others are participating. ● My voice does not have an impact on our systems. ● Systems cannot be changed by average people or groups of average people. ● Deliberation is the same as discussion or debate.
Academic Vocabulary	deliberative, disciplinary lenses, interdisciplinary lenses, civic purpose, consequences

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL GOVERNMENT	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G1: The use of geographic representations and tools help individuals understand their world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare geographic data of various places and/or region(s) to analyze relationships between locations of place and regions. • Combine various tools and technologies to generate a variety of data to analyze and interpret spatial patterns and relationships.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions (e.g., key tools and representations such as maps, polls, tables, and graphs). • HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships (e.g., key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying the nomenclature of a map. ○ Identifying tools related to geography. ○ Explaining how geographic tools aid historical analysis.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • I don't need to learn how to read a map if I have an app. • Maps are obsolete in the digital age. • All maps (digital/historical) are completely accurate. • All maps contain the same information and can be read/interpreted in the same way. • All regions of the world would have the same type of geographic data.
Academic Vocabulary	geospatial, nomenclature, spatial pattern

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL GOVERNMENT	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
GEOGRAPHY	
Anchor Standard G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare various social, political, and economic decisions made over time that have caused conflict and/or promoted cooperation.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time (e.g., Executive Order 9066, Global War on Terror).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying historical events and ideas, technologies, and cultural practices that have influenced migration patterns and the distribution of the human population. ○ Describing the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. ○ Identifying different examples of human-made and natural catastrophes. ○ Identifying instances of conflict and/or cooperation in an area over time. ○ Identifying factors that influence human migration.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Consequences are always negative. • Catastrophes can always be reversed or avoided. • Catastrophes only affect the exact location where they occur. • The natural world does not have an impact on political events. • Human decisions are always created with the best intentions for the population.
Academic Vocabulary	political revolutions, globalization, global terrorism

CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HISTORY AND SOCIAL SCIENCE
HIGH SCHOOL GOVERNMENT

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

HISTORY

Anchor Standard H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare causes of and reactions to conflict using historical and/or cultural context (e.g., <i>How did British treatment of the colonies influence the Constitution</i>). • Analyze and evaluate multiple factors that influenced conflicts and their resolutions. • Compare conflict management and resolution methods using historical and/or cultural context (e.g., <i>Why would the US Constitution remain in place for over two-hundred years</i>).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying causes of conflict (i.e., politics, social, economic, religious, etc.). ○ Describing approaches to conflict management and resolution. ○ Describing methods of conflict resolution. ○ Identifying examples of isolationism and globalism.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • There is a right/wrong side to war. • Wars/Conflicts have a single cause. • “Short term” and “long term” have defined amounts of years. • Isolationist policies serve the best interests of everyone within a country. • Globalism is always negative / positive. • Treaties serve as permanent solutions. • One method of conflict resolution is superior. • There is only one correct solution to a problem/conflict.

Academic Vocabulary	isolationism, globalism, historical context
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CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL GOVERNMENT	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the effectiveness of solutions to societies' needs across time and/or region (e.g., <i>Bill of Rights, Electoral College, House of Representatives, checks and balances between branches of government etc.</i>). • Compare the influence of ideologies, religions, and belief systems across regions and over time (e.g., <i>Magna Carta, Enlightenment philosophers, English Bill of Rights, the role of Christianity in the development of US Constitution, differences between Protestants and Catholics</i>). • Evaluate the impact of economic philosophies over time (i.e., <i>Marxism v. Capitalism, free enterprise v socialism etc.</i>). • Evaluate the short and long term impacts of different labor systems (e.g. changes in industrialization through mass production and assembly lines, materials, slave labor v. free labor, etc.)
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes (i.e., <i>Federalists v. Anti Federalist, Marbury v. Madison, popular sovereignty, slavery etc.</i>) • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time (i.e., <i>Colonization, Federalists and Anti Federalists, Social Darwinism, the Great Depression, New Deal, Military Industrial Complex</i>). <ul style="list-style-type: none"> ○ Explain how ideologies, religion, and belief systems have led to the development of and shifts in economic systems over time. ○ Explain how ideologies, religion, and belief systems have influenced policies and laws over time. ○ Explain how ideologies, religion, and belief systems have affected the roles and behaviors of political leaders and citizens over time. ○ Explain how ideologies, religion, and belief systems have affected international relations over time. • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good (i.e., <i>Bill of Rights, Federalist Papers, Manifest Destiny, urban versus rural societal conflicts</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Describing how societies, leaders and institutions, and organizations respond to societal needs and changes. ○ Describing how ideologies, religion and belief systems have influenced economic, political, and social institutions over time. ○ Describing economic philosophies. ○ Describing the difference between individual freedoms, responsibilities, and human dignity versus the common good.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content

Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Leaders make decisions with the best interest of all members of society. • Economic philosophies that work for one society work for all societies. • Leaders represent the most progressive ideas of the time period. • A good solution works across time, place, culture, etc. • Labor systems are fair for all members of a society.
Academic Vocabulary	institutions, organizations, ideologies, economic philosophies, human dignity

**CATALINA FOOTHILLS SCHOOL DISTRICT
STANDARDS FOR HISTORY AND SOCIAL SCIENCE
HIGH SCHOOL GOVERNMENT**

CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

HISTORY

Anchor Standard H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare the effects of artistic, philosophical, and scientific ideas on political and social institutions across region or time (e.g., <i>Scientific Revolution vs. Enlightenment thinking, The Institution of Slavery, Hudson River School, Harlem Renaissance, Individualism etc.</i>). • Evaluate the methods used by historically marginalized groups to effect change. • Compare the influence of information and technology on societies across regions and/or time periods (e.g., <i>Constitutional interpretation (i.e., Bill of Rights) balance between individual freedom and security</i>). • Apply multiple lenses (e.g., <i>political, social, economic, religious, cultural, ethnic, gender</i>) to analyze how diversity can be a force for unity and/or disunity within a society.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions (i.e., <i>Nat Turner's Rebellion, Seneca Falls Convention, Reconstruction Amendments, Brown v. Board of Education</i>). • HS.H4.3 Examine how access to information and technology has been used to influence society (e.g., <i>Media's influence on politics, Great Recession, Housing Market Crash, etc.</i>). • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity (i.e., <i>Jim Crow, Civil Rights Movement, 2020 Protests, etc.</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying historically marginalized groups and describing their marginalization. ○ Identifying artistic, philosophical, and scientific ideas that shaped society and institutions. ○ Describing influential technologies and information. ○ Describing unity and diversity within a society.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Minority groups have not been able to make an impact on history. • Philosophy has only impacted upper class, educated citizens. • Scientific ideas do not apply to most daily life situations.

	<ul style="list-style-type: none"> Technology and information have always had a positive impact on society.
Academic Vocabulary	marginalized, institutions

HIGH SCHOOL UNITED STATES HISTORY HISTORY AND SOCIAL SCIENCE STANDARDS



Catalina Foothills School District

APPROVED BY THE GOVERNING BOARD ON _____

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Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

An emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare Catalina Foothills School District students to engage actively in civic life and meet the needs and challenges of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically






- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources





Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline and content focus for the year. This is not the case for the high school standards. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of the Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	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.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The **Anchor Standards** are represented within grade level bands: K-2, 3-5, 6-8, and high school. Not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. At the high school, the core discipline standards are not meant to be stand-alone courses. Courses will include a variety of standards from the core disciplines. All courses will include the Disciplinary Skills and Processes standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six elements of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

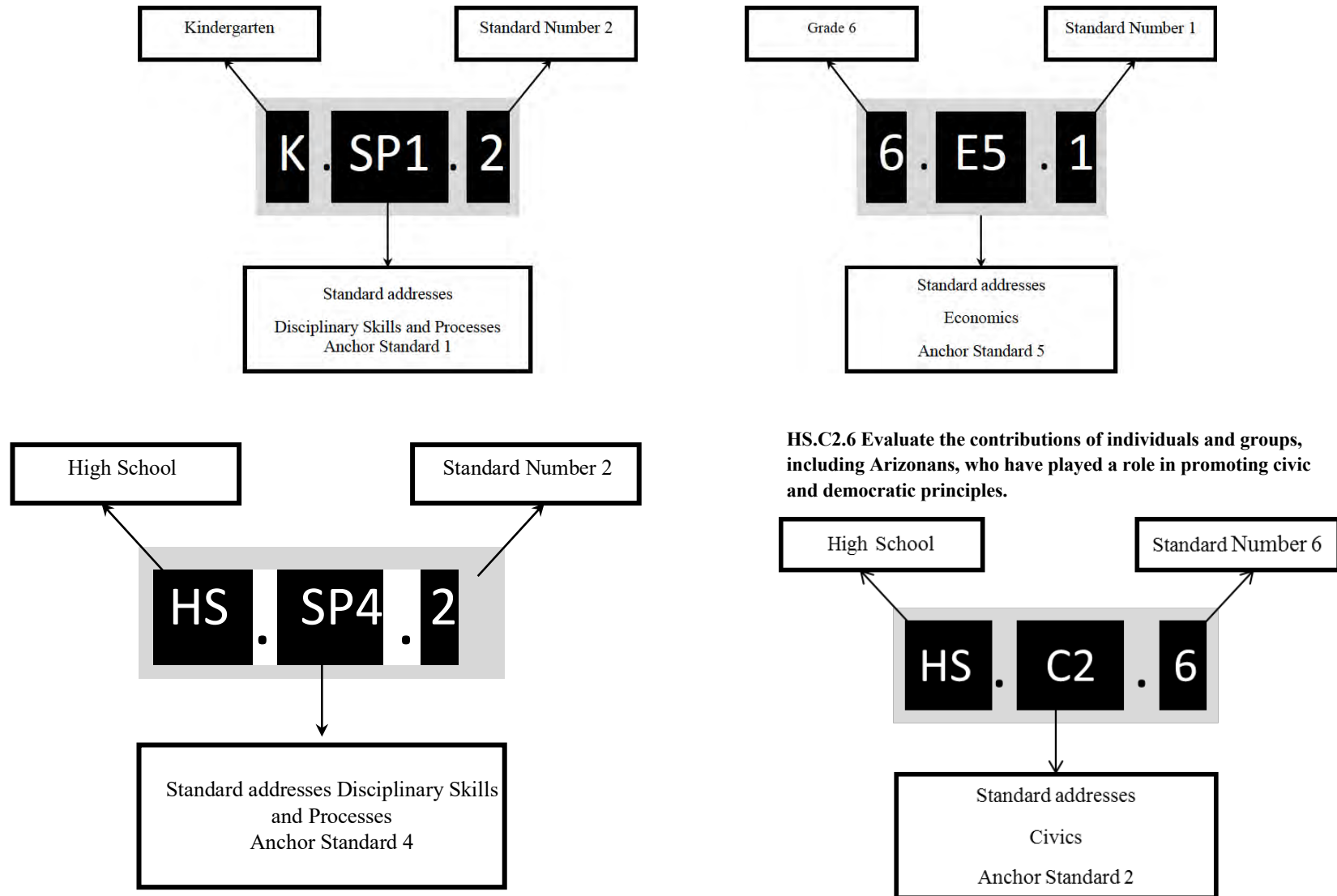
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Coding of the Standards

Each standard is made up of three components. The grade level (or HS for high school) appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples of the coding of the standards are below.



Standards, Curriculum, and Instruction

The Arizona History and Social Science Standards are not curriculum or instructional practices. The Arizona Department of Education defines standards, curriculum, and instruction as:

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade or course. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level. The inquiry process (six elements of the Inquiry Arc) is a required part of instruction for the History and Social Science Standards.

Through the process of inquiry, students will explore a variety of peoples, events, and movements in United States history with a focus on the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power.

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 1: Developing Compelling Questions</i> <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Integrate various perspectives and interpretations to analyze events and developments. • Analyze patterns and trends in the interactions or development of specific individuals, ideas, and/or historical events. • Apply multiple lenses (<i>i.e. political, economic, social, religious, intellectual, artistic</i>) to an event in order to evaluate its significance.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Use evidence to explain what has changed and what has stayed the same. ○ Use evidence to describe contributing factors of continuity and change in historical eras. ○ Use evidence to describe the impact of continuity and change over time. • 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. <ul style="list-style-type: none"> ○ Generate questions to determine the significance of the actions of individuals and groups. ○ Explain how the historical context shapes individual and group reactions over time.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying and explaining how events and developments were shaped by circumstances of time and place as well as broader contexts. ○ Identifying examples of continuity and change in historical eras. ○ Explaining the significance of past events as they relate to their own lives and the world.

	<ul style="list-style-type: none"> ○ Identifying and describing the historical context of events and developments. ○ Generating questions.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Any question is an example of critical thinking. • Past events are unrelated to their lives and global society. • There is only one cause or one effect for each event. • Events happen in isolation. • Historical eras are finite and universal. • One question is sufficient for inquiry. • Answers are more important than questions. • A single individual is the only catalyst for change. • Local systems can't have an impact on change at the national or global levels. • Stating connections is the same as analyzing. • Reciting facts is an explanation.
Academic Vocabulary	broader context, compelling questions, assess, change over time, analyze, evaluate

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CFSD Transfer Goals:

By the end of 12th grade, students will be able to independently use their learning to...

- Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.
- Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.

DISCIPLINARY SKILLS AND PROCESSES

Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

Inquiry Elements:

- ***Inquiry Element 3: Gathering and Evaluating Sources***
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- ***Inquiry Element 6: Taking Informed Action***
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

PERFORMANCE SCALE

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate various perspectives within and/or across historical contexts. • Compare differing perspectives of individuals or groups in the past in order to identify patterns or draw conclusions.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives. <ul style="list-style-type: none"> ○ Use evidence from primary and secondary sources to explain how contexts shaped people's perspectives in the past. ○ Use evidence from primary and secondary sources to explain how contexts continue to shape people's perspectives in the present. ○ Describe how influences outside of the individual shape personal perspectives. • HS.SP2.2 Analyze the ways in which perspective shapes recorded history (i.e., political, economic, social, religious, intellectual, artistic). <ul style="list-style-type: none"> ○ Use evidence from primary and secondary sources to explain how 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. <ul style="list-style-type: none"> ○ Analyze how historical figures' lived experiences, situations, and/or actions may have been influenced by their affective response based on a connection made to one's own similar yet different life experiences. ○ Describe how people from the past utilized different ways of thinking that were dependent upon the political, social, and cultural context of a different time and place.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content

Score 2.0	<ul style="list-style-type: none"> The student will perform basic processes, such as: <ul style="list-style-type: none"> Describing parallel events from a particular time period. Identifying variables that shape perspectives. Identifying multiple perspectives about a particular event or time period. Describing how people from the past thought, felt, made decisions, acted, and faced consequences within a specific historical and social context.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> A single source can provide all the information necessary to understand a topic or situation. Bias is inherently negative. Critiquing is always negative. Historical empathy means I agree with another's perspective and experiences and/or that I find them to be reasonable. If I was not there or did not experience something similar, I can't empathize. Individual people in the past were less intelligent than we are now. Stating connections is the same as analyzing. Reciting facts is an explanation. There is such a thing as an unbiased source. I don't have any biases, or, I don't have any biases about _____. If an idea conflicts with my perspective, values, or beliefs, I should disregard it. I should form my opinion first and then seek evidence to support it. If it is not a part of my present day experience, it is not relevant.
Academic Vocabulary	era, historical contexts, point of view, artifacts, perspectives, diverse, cultures, primary sources/secondary sources, critique, bias, historical empathy

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard 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.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 1: Developing Compelling Questions</i> <i>Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.</i> • <i>Inquiry Element 2: Constructing Supporting Questions</i> <i>Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.</i> • <i>Inquiry Element 3: Gathering and Evaluating Sources</i> <i>Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</i> • <i>Inquiry Element 4: Developing Claims</i> <i>Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.</i> • <i>Inquiry Element 5: Communicating Conclusions</i> <i>Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.</i>
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Describe how limitations to the investigation might influence the effectiveness in answering the questions. • Formulate a plan to subvert own biases with regard to the topic under investigation. • Formulate and refine thought-provoking inquiry questions, carefully phrasing them to influence the depth, quality, and value of the information obtained through the investigation (e.g., "Why do certain interest groups support or oppose nuclear energy?" "Can nuclear energy solve the energy gap?") • Gather information from diverse contexts, disciplines, and/or cultures. • Synthesize various aspects of a source(s) (e.g., author, publisher, publication date, region, content, etc.) to evaluate nuances of bias, credibility, and accuracy

	<p>(e.g., does not reject or accept a source in its entirety).</p> <ul style="list-style-type: none"> • Incorporate outliers, contradictions, and inconsistencies in order to develop a complex conclusion.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	<p>The student will:</p> <p><u>Standards / Learning Goals</u></p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Explain how evidence from primary sources shapes secondary interpretation. ○ Describe multiple plausible interpretations of evidence from the primary source. ○ Explain example of bias within secondary interpretations • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. • 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. <ul style="list-style-type: none"> ○ Develop a precise, evidence-based claim. ○ Interpret multiple pieces of relevant evidence to support the claim. ○ Make connections across pieces of evidence to develop a reasoned argument. ○ Develop a counterclaim and use evidence and reasoning to refute it. • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ○ Identifying different types of sources relevant to the topic. ○ Identifying topics relevant to issues and events in a time period and region. ○ Distinguishing between compelling and supporting questions. ○ Identifying the origin, authority, structure, and context of the source. ○ Identifying author, purpose, and audience of sources. ○ Identifying peer-reviewed sources. ○ Making a general claim and identifying counterclaims. ○ Supporting a claim by grouping relevant pieces of evidence and explaining their relevance. ○ Identifying an intended audience and purpose for an argument. ○ Selecting an appropriate source to fulfill a purpose and reach a specific audience.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Published historical narratives are objective and true.

	<ul style="list-style-type: none"> • Individual people in the past were less intelligent than we are now. • Primary sources are more factual than secondary sources. • Political/economic/social changes are the result of singular leaders or causes. • Bias is inherently negative. • Stating connections is the same as analyzing. • Reciting facts is an explanation. • There is such a thing as an unbiased source. • I don't have any biases, or, I don't have any biases about _____. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • I should form my opinion first and then seek evidence to support it.
Academic Vocabulary	origin, purpose, authority, structure, context, corroborative value, primary/secondary source, bias / perspective, peer-reviewed, venue

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DISCIPLINARY SKILLS AND PROCESSES	
Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	Inquiry Elements: <ul style="list-style-type: none"> • <i>Inquiry Element 4 Developing Claims</i> Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims. • <i>Inquiry Element 5: Communicating Conclusions</i> Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate multiple and complex causes and effects of events in the past and present. • Evaluate the significance of long-term causes and triggering events over time. • Integrate evidence from across time and/or trans-regional perspectives into a reasoned argument. • Critique the credibility of central arguments in secondary works on related topics in multiple media. • Develop counterclaims that incorporate various perspectives and interpretations.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. <ul style="list-style-type: none"> ○ Use evidence to describe the impact of multiple cause(s) and effect(s) of events in the past and present. ○ Use evidence to describe the impact of complex cause(s) and effect(s) of events in the past and present. ○ Use evidence to describe relationships between and among causes and effects. • 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. <ul style="list-style-type: none"> ○ Develop an evidence-based claim. ○ Interpret multiple pieces of relevant evidence to support the claim. ○ Make connections across pieces of evidence to develop a reasoned argument. ○ Develop a counterclaim and use evidence and reasoning to refute it. • 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. <ul style="list-style-type: none"> ○ Compare the central arguments in secondary works on related topics.

	<ul style="list-style-type: none"> ○ Critique the central arguments in secondary works on related topics. ○ Evaluate the accuracy and relevance of the secondary works on related topics.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying the cause(s) and/or effect(s) of a particular event. ○ Identifying long-term causes and/or triggering events in developing an argument. ○ Selecting evidence to support an argument. ○ Explaining how the evidence from multiple relevant sources and interpretations forms an argument. ○ Identifying arguments in secondary works on related topics. ○ Describing an argument in secondary works on related topics.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Research is framed around topics and answers rather than questions. • If an idea conflicts with my perspective, values, or beliefs, I should disregard it. • All information is equally important (for example: forms inferences from irrelevant information or observations, creates inaccurate generalizations out of limited information or misconceptions). • A conclusion can be formed from a cursory examination of information. • I should form my opinion first and then seek evidence to support it. • I can find all the information I need through Google. • Ease of investigation is more important than depth of understanding (for example: rejects or accepts information based on arbitrary criteria, such as selecting the first piece of information that aligns with preconceived beliefs). • If a source is published, it is a credible source. • All news stories are true and unbiased. • The goal of analysis is to prove that my thinking is "right." • There is only one possible cause for an event or development. • All causes of events have the same impact. • All claims in secondary sources are the central claim. • Events from the past are not connected to the events of the present or future. • If one event happened before another event, then the first must have caused the second (i.e., post hoc, ergo propter hoc fallacy). • Lists of evidence are a coherent argument. • Any two similar events across time periods are inherently related. • Printed text is a better source of valid information than other types of sources. • Recently created sources are more reliable. • My argument cannot be countered. • Arguments discussed in an essay are a reflection of my personal thoughts.
Academic Vocabulary	critique, evaluate, integrate, relevant, trigger event, long-term cause, central argument, secondary/primary source, multiple media, analyze

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CIVICS	
Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Assess different societies and political systems to determine the functionality of the system within/across contexts and/or chronology.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic. • HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions (e.g., how a bill becomes a law). <ul style="list-style-type: none"> ○ Explain how various civic and political institutions make decisions. ○ Evaluate the different strengths and weaknesses of deliberative processes (e.g., filibuster). • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights (e.g., <i>Dred Scott</i>, <i>Black Wall Street</i>, majority rules with minority rights, etc.).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying civic virtues. ○ Identifying the components of a well-functioning constitutional republic. ○ Identifying political systems. ○ Describing the historical context in which the documents are interpreted (i.e., <i>The US Constitution</i>, <i>Supreme Court decisions</i>, etc.). ○ Identifying different processes by which decisions are made. ○ Identifying different examples of civic virtues, democratic principles, constitutional rights, and/or human rights. ○ Explaining changes in civic virtues, democratic principles, constitutional rights, and/or human rights over time.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Government has remained the same over time. • The Constitution can't be changed. • A government inherently functions. • The definition of a functioning government is constant. • Political parties stay the same over time. • Our government is a direct democracy.

	<ul style="list-style-type: none"> • Founding documents are all inclusive of liberties and rights. • Historical documents hold no relevance to the present. • That our government has not and will not regress
Academic Vocabulary	civic virtues, democratic principles, constitutional rights, and human rights, deliberative process, founding documents

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CIVICS	
Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the role of citizens throughout time and across political systems. • Analyze how non-American groups/ideas/documents have influenced/contributed to the change of American government.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Explain the roles of citizens historically. ○ Explain the role of contemporary citizens. ○ Compare the roles of citizens in the United States to the roles 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 (<i>e.g., Marbury v. Madison, Dred Scott vs. Sanford, Plessy v. Ferguson, Brown v. Board of Education, Roe v. Wade, Miranda v. Arizona, Citizens United, Executive Order 9066, Reconstruction Amendments, the 19th Amendment, etc.</i>) • HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying opportunities for individual participation in civic and political institutions. ○ Identifying roles of citizens historically and in modern day. ○ Identifying similarities and differences between citizens in different political systems. ○ Describing the change of ideals and rights established in historical documents, legislation, executive actions, and/or court cases. ○ Describing the role of citizens. ○ Identifying the rights guaranteed in the Arizona Constitution and those in the United States Constitution. ○ Identifying the contributions of individuals and groups, including Arizonans. ○ Describing roles individuals and groups (including Arizonans) played in promoting civic and democratic principles.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Political institutions do not change over time. • All people are citizens.

	<ul style="list-style-type: none"> • Government will continue to function without meaningful participation from its citizens. • I do not need to participate because others are participating. • My voice does not have an impact on our systems. • Systems cannot be changed by average people or groups of average people. • If a group doesn't have power, they are not relevant or as important.
Academic Vocabulary	legislation, executive actions, citizen, contemporary, Constitution, political institution, democratic principles

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
CIVICS	
Anchor Standard 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 is essential to effective citizenship.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the efficacy of political institutions and documents nationally and internationally. • Compare origins, functions, and structures across systems of government. • Analyze how the powers, responsibilities, and limits established in the Constitution have changed over time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits • HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels. <ul style="list-style-type: none"> ◦ Explain the reasoning behind the functions and structures of government. ◦ Explain the significance of the origins, functions, and structures of government. • HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions. <ul style="list-style-type: none"> ◦ Explain how political parties, interest groups, elections, and the media affect political institutions. • HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order. <ul style="list-style-type: none"> ◦ Explain the role of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Describing the powers, responsibilities, and limits of government. ◦ Identifying the changes of powers, responsibilities, and limits of government over time. ◦ Describing origins, functions, and structures of government at the national, state, local, and tribal levels. ◦ Identifying similarities and differences with other systems of government. ◦ Identifying political parties, interest groups, elections, and the media on political institutions. ◦ Describing the use of constitutions, laws, treaties, charters, and agreements.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • The Constitution has not changed.

	<ul style="list-style-type: none"> • Local and state governments do not change. • All groups have equal influence on systems. • Government is separate from both media outlets and interest groups. • Elections are the same across time/location/type.
Academic Vocabulary	treaties, charter, interest groups, government, Constitution, political institution, international order, maintenance

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
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CIVICS	
Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences from the perspective of various interests.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Explain multiple perspectives of the characteristics and causes of local, regional, and global problems. ○ Explain the challenges and opportunities faced by those trying to address the problems in various contexts and time periods. ○ Apply disciplinary (e.g., <i>sociological, psychological, economic, political, geographical, etc.</i>) and interdisciplinary (e.g., <i>statistical, artistic, entrepreneurial, etc.</i>) lenses to examine problems.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying characteristics and causes of local, regional, and global problems. ○ Identifying strategies used to address local, regional, and global problems.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Systems cannot be changed by average people or groups of average people.
Academic Vocabulary	disciplinary lenses, interdisciplinary lenses

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
ECONOMICS	
Anchor Standard E1: A financially literate individual understands how to manage income, spending, and investment.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the intended and unintended consequences of economic choices.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • <i>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being (e.g., Sharecropping, stock market, Great Migration, Western Expansion, migration from rural to the urban and urban to suburb, gentrification etc.).</i>
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ <i>Identifying what choices are available to people to improve their economic well-being.</i>
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Economic well-being is the same for all. • Economic well-being stays the same throughout life.
Academic Vocabulary	insurance, investments, credit, budget, cost and benefits, economic well-being, financial risk

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
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ECONOMICS	
Anchor Standard E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare how scarcity affects individuals, institutions, and societies.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies. <ul style="list-style-type: none"> ○ Explain the role of scarcity in economic decision making (e.g., gasoline [and similar natural resources], land, food, water, etc.). ○ Assess the impact of economic decisions on individuals, institutions, and societies.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying examples of scarcity in different periods of United States history.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Scarcity elsewhere does not impact me.
Academic Vocabulary	scarcity, incentives, cost-benefit analysis, marginal analysis

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
ECONOMICS	
Anchor Standard E3: Individuals and institutions are interdependent within market systems.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare how different governments regulate market prices.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • HS.E3.3 Evaluate the role of government in regulating market places. <ul style="list-style-type: none"> ◦ Explain the role of the government in regulating market places. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments (<i>i.e., John Locke vs. Karl Marx, market/command/traditional economies, Keynesian Economics, rationing, etc.</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying the role of the government in regulating market places.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Market prices are not regulated by the government • Prices are set by companies and do not change
Academic Vocabulary	market, market economy

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
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ECONOMICS	
Anchor Standard E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the effects of various advancements in technology and training on economic growth and standards of living.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying the technology and training that can influence standards of living.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Technology always leads to economic benefits for all.
Academic Vocabulary	economic growth

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STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
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ECONOMICS	
Anchor Standard E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare how trade is regulated by individuals, institutions, societies, and/or nations and across time.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: Standards / Learning Goals <ul style="list-style-type: none"> • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Describing the advantages and disadvantages of global trade. ◦ Describing the pros and cons of international trade. ◦ Identifying factors that influence trade amongst national economies.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Trade has been consistent • All countries participate in global trade consistently • Trade is always good • Only companies or businesses make decisions to regulate trade
Academic Vocabulary	interdependence

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STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
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GEOGRAPHY	
Anchor Standard G2: Human-environment interactions are essential aspects of human life in all societies.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare interactions and consequences of human settlements on the environment across regions and/or time. • Analyze patterns over time to predict the impact of human settlement on the environment in the future.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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 (e.g., <i>National Park program, Industrialization, Western Expansion, railroads, Interstate-Highway Act, etc.</i>). • HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions (e.g., <i>California Gold Rush, air conditioning in the Southwest, Tennessee Valley Authority, Colorado River, Hoover Dam, Central Arizona Project, Environmental Protection Agency, etc.</i>). • HS.G2.4 Evaluate the use and sustainability of natural resources.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying and describing human and physical systems in various areas of the United States. ○ Identifying political and economic decisions that influenced cultural and environmental characteristics of various places and regions. ○ Identifying effects of human settlement on the environment and culture of specific places and regions. ○ Identifying examples of natural resources and their uses.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Human interaction with the environment elsewhere does not affect me. • All human settlement is positive and/or neutral on the environment. • Political and economic choices do not affect the natural environment. • The natural world will be able to fix itself without major repercussions.
Academic Vocabulary	physical systems, sustainability

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HIGH SCHOOL UNITED STATES HISTORY	
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GEOGRAPHY	
Anchor Standard G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare migration patterns across regions and/or over time to analyze relationships and/or consequences. • Evaluate intended and unintended consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement. • Compare various social, political, and economic decisions made over time that have caused conflict and/or promoted cooperation.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Analyze various influences on migration patterns and the distribution of human populations. ○ Describe how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human populations. ○ Describe how migration patterns and the distribution of human populations have influenced historical events and the diffusion of ideas, technologies, and cultural practices. ○ Explain the social, economic, and political impact of industrial innovation and expansion. • 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 (e.g. Industrial Revolution, religious movements). <ul style="list-style-type: none"> ○ Describe the impact of human-made and natural catastrophes on national/world trade and politics. • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time (e.g., <i>Political Revolutions such as the American Revolution, Latin American Revolutions, WWI/II, global terrorism, and globalization</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying historical events and ideas, technologies, and cultural practices that have influenced migration patterns and the distribution of the human population. ○ Describing the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

	<ul style="list-style-type: none"> ○ Identifying different examples of human-made and natural catastrophes. ○ Identifying instances of conflict and/or cooperation in an area over time. ○ Identifying factors that influence human migration.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Consequences are always negative. • Catastrophes can always be reversed or avoided. • Catastrophes only affect the exact location where they occur. • The natural world does not have an impact on political events. • Human decisions are always created with the best intentions for the population. • All countries have the same climate, resources, and access to materials.
Academic Vocabulary	reciprocal, spatial patterns, suburban, rural, long-term climate variability, diffusion

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GEOGRAPHY	
Anchor Standard G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Apply multiple lenses (<i>e.g., political, economic, social, religious, intellectual, artistic</i>) to an argument about a geographic issue. • Compare patterns of global power and influence over time with respect to trade, demographics, politics, and resource availability and use. • Evaluate the impact of interdependencies among trade, demographics, politics, and resources.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global) (<i>e.g., environmental issues caused by industry</i>). • 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. <ul style="list-style-type: none"> ◦ Explain the relationship between trade, demographics, politics and resource availability and use (<i>e.g., land and oceanic trade systems, global imperialism, decolonization</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Identifying geographic issues on various scales (local, regional, state, national, or global). ◦ Identifying and describing patterns of trade, demographics, politics, and resource availability and use.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Geographic issues on a local scale do not make a difference on a global scale. • There is always just one correct solution to a problem. • Geographic issues are the same in various regions and/or countries.
Academic Vocabulary	scale, demographics, interdependence

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HIGH SCHOOL UNITED STATES HISTORY	
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HISTORY	
Anchor Standard H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Apply multiple lenses (e.g., <i>political, social, economic, religious, cultural, ethnic, gender</i>) to analyze how diversity can be a force for unity and/or disunity within a society. • Compare the influence of information and technology on societies across regions and/or time periods • Evaluate the methods used by historically marginalized groups to effect change.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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.H1.6 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ◦ Evaluating the methods used by historically marginalized groups to effect change ◦ Identifying artistic, philosophical, and scientific ideas that shaped society and institutions. ◦ Describing influential technologies and information. ◦ Showing unity and diversity within a society.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • Minority groups have not been able to make an impact on history. • Philosophy has only impacted upper class, educated citizens. • Scientific ideas do not apply to most daily life situations. • Technology and information have always had a positive impact on society.
Academic Vocabulary	dissolution, cultural diffusion, state-building

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare causes of and reactions to conflict using historical and/or cultural context (e.g., <i>Why did America decide to use isolationist policies? How did British culture influence choices and conflict during the colonial period?</i>). • Analyze and evaluate multiple factors that influenced conflicts and their resolutions. • Compare conflict management and resolution methods using historical and/or cultural context (e.g., <i>Why would the US Constitution remain in place for over two-hundred years</i> • Evaluate the role of isolationism and globalism (e.g., <i>when it comes to conflict, trade, innovation, state building, expansion, dissolution, etc.</i>).
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • 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.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying causes of conflict (i.e., politics, social, economic, religious, etc.). ○ Describing approaches to conflict management and resolution. ○ Describing methods of conflict resolution. ○ Identifying examples of isolationism and globalism.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that: <ul style="list-style-type: none"> • There is a right/wrong side to war. • Wars/Conflicts have a single cause. • “Short term” and “long term” have defined amounts of years. • Isolationist policies serve the best interests of everyone within a country. • Globalism is always negative / positive. • Treaties serve as permanent solutions.

	<ul style="list-style-type: none"> • One method of conflict resolution is superior. • There is only one correct solution to a problem/conflict.
Academic Vocabulary	isolationism, globalism, historical context

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Evaluate the effectiveness of solutions to societies' needs across time and/or region (e.g. <i>Great Awakening, labor systems (e.g. transitioning from an agricultural economy to an industrialized economy, etc.)</i>). • Compare the influence of ideologies, religions, and belief systems across regions and over time (e.g., <i>the role of Christianity in the development of US culture, differences between Protestants and Catholics</i>) • Evaluate the impact of economic philosophies over time. • Evaluate the short and long term impacts of different labor systems.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes (i.e. <i>Founding Fathers through modern times, Reconstruction under Andrew Johnson, Cold War policies</i>). • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time (i.e., <i>Colonization, The Great Awakening, Social Darwinism, the Great Depression, New Deal, Executive Order 9066, Military Industrial Complex</i>). <ul style="list-style-type: none"> ○ Explain how ideologies, religion, and belief systems have led to the development of and shifts in economic systems over time. ○ Explain how ideologies, religion, and belief systems have influenced policies and laws over time. ○ Explain how ideologies, religion, and belief systems have affected the roles and behaviors of political leaders and citizens over time. ○ Explain how ideologies, religion, and belief systems have affected international relations over time. ○ Explain how belief systems can lead to genocide, terrorism, and economic imperialism. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments (i.e., <i>Capitalism vs. Marxism, Mercantilism, command, traditional, market</i>). • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good (i.e., <i>Bill of Rights, Federalist Papers, Manifest Destiny, urban versus rural societal conflicts</i>). • HS.H3.5 Explain how different labor systems developed and affected societies over time (i.e., <i>Trans-Atlantic Slave Trade, Slave labor vs. Free Labor, Sharecropping, Great Migration, Industrialization</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Describing how societies, leaders and institutions, and organizations respond to societal needs and changes. ○ Describing how ideologies, religion and belief systems have influenced economic, political, and social institutions over time.

	<ul style="list-style-type: none"> ○ Describing economic philosophies. ○ Describing the difference between individual freedoms, responsibilities, and human dignity versus the common good.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p> <p>Students might exhibit the following misconception, belief, or perception that:</p> <ul style="list-style-type: none"> • Leaders make decisions with the best interest of all members of society. • Economic philosophies that work for one society work for all societies. • Leaders represent the most progressive ideas of the time period. • A good solution works across time, place, culture, etc. • Labor systems are fair for all members of a society.
Academic Vocabulary	institutions, organizations, ideologies, economic philosophies, human dignity

CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
HIGH SCHOOL UNITED STATES HISTORY	
CFSD Transfer Goals: By the end of 12th grade, students will be able to independently use their learning to... <ul style="list-style-type: none"> • Social Studies: Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future. • Social Studies: Analyze perspectives, patterns, and relationships to make informed decisions as global citizens. • Critical Thinking: Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do. 	
HISTORY	
Anchor Standard H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.	
PERFORMANCE SCALE	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> • Compare the effects of artistic, philosophical, and scientific ideas on political and social institutions across region or time (e.g. <i>Scientific Revolution vs. Enlightenment thinking, The Institution of Slavery, Hudson River School, Harlem Renaissance, Individualism etc.</i>). • Evaluate the methods used by historically marginalized groups to effect change. • Compare the influence of information and technology on societies across regions and/or time periods (e.g. <i>Propaganda between Allies and Central/Axis Powers/Cold War, Industrialization between pre/post WWII</i>). • Apply multiple lenses (e.g., <i>political, social, economic, religious, cultural, ethnic, gender</i>) to analyze how diversity can be a force for unity and/or disunity within a society.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
Score 3.0	The student will: <u>Standards / Learning Goals</u> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions (i.e., <i>Bacon's Rebellion, Whiskey Rebellion, Bleeding Kansas, Slave rebellions, Seneca Falls Convention, Reconstruction Amendments, Women's March, Civil Rights</i>). • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions (i.e., <i>The Enlightenment, Scientific Revolution, Renaissance, Protestant Reformation, Harlem Renaissance</i>). • HS.H4.3 Examine how access to information and technology has been used to influence society (e.g., <i>Propaganda leading up to during WWII, Industrialization, Space Race etc.</i>). • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity (i.e., <i>Dred Scott Decision, Catholics v. Protestants, Plessy V. Ferguson, American Prosperity post WWII, Vietnam War, etc.</i>).
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	<ul style="list-style-type: none"> • The student will perform basic processes, such as: <ul style="list-style-type: none"> ○ Identifying historically marginalized groups and describing their marginalization. ○ Identifying artistic, philosophical, and scientific ideas that shaped society and institutions. ○ Describing influential technologies and information. ○ Describing unity and diversity within a society.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content Students might exhibit the following misconception , belief, or perception that:

	<ul style="list-style-type: none"> • Minority groups have not been able to make an impact on history. • Philosophy has only impacted upper class, educated citizens. • Scientific ideas do not apply to most daily life situations. <p>Technology and information have always had a positive impact on society.</p>
Academic Vocabulary	marginalized, institutions