

SPB Standards Map By Grade Level

SPB Kindergarten

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE DAY	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP1		K.SP1.1 Explore how events of the past affect students' lives and community.					
	SP3			K.SP3.1 With prompting and support, ask questions and construct responses to content studied.	K.SP3.1 With prompting and support, ask questions and construct responses to content studied.			
Civics	C1	K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.	K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.		K.C1.2 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.	K.C1.3 Compare one's own thoughts and opinions with those of others.
	C2	K.C2.1 Describe roles and responsibilities of people in authority. K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.						
	C4		K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.	K.C4.2 Explain why rules are important within the classroom and school.				
Economics	E2		K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.				K.E2.2 Identify what one gains and gives up when they make choices.	

Geography	G1				K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.	K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.		
History	H2		K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems.					K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems.

SPB 1st Grade

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE DAY	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP1		1.SP1.2 Understand how events of the past affect students' lives and communities.					
	SP3		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.SP3.5 Ask and answer questions about explanations given.	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.	
Civics	C1	1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.	1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.			1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.	1.C1.3 Compare one's own thoughts and opinions with others' perspectives.	1.C1.3 Compare one's own thoughts and opinions with others' perspectives.
Civics	C3	1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.		1.C3.1 Explain the importance of rules and laws in our community. 1.C3.2 Explain the role and function of local governments.				

Economics	E1				1.E1.2 Describe reasons to save or spend money.			
	E2		1.E2.1 Explain how needs, wants, and availability of resources affect decision making.				1.E2.2 Identify the benefits and costs of making various personal decisions.	
Geography	G1				1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus. 1.G1.2 Use a grid to locate places.			
History	H2		1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.					

SPB 2nd Grade

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE DAY	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP1		2.SP1.2 Understand how events of the past affect students' lives and community.					
	SP3		2.SP3.4 Gather relevant information from one or two sources.	2.SP3.5 Ask and answer questions about explanations and arguments.	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.		
Civics	C2	2.C2.2 Explain how all people, not just official leaders, play important roles in the world.		2.C2.1 Describe roles and responsibilities of people in authority within our country and world.				
	C4	2.C4.1 Explain how people work together to identify and solve problems within our world.		2.C4.2 Explain how rules function in public settings.				

Economics	EI				2.EI.2 Describe reasons to save or spend money.			
Geography	GI				2.GI.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.			
History	HI						2.HI.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.	

SPB 3rd Grade

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP2		3.SP2.1 Explain why individuals and groups have different points of view on the same event.					
	SP3			3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.	3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.	3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.		
Civics	CI	3.CI.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.	3.CI.2 Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.	3.CI.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.			3.CI.2 Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.	

Civics	C3	3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.		3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments				3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.
Economics	E1				3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.			
History	H3	3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.						3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.

SPB 4th Grade

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE DAY	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP3			4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.	4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.	4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.		
	SP4						4.SP4.1 Explain probable causes and effects of events and developments.	

Civics	C1			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.				
Economics	E2				4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.			
History	H3	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.						

SPB 5th Grade

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE DAY	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP1		5.SP1.2 Explain how events of the past affect students' lives and society.					
	SP3			5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.	5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.	5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.		
	SP4				5.SP4.2 Use evidence to develop a claim about the past.			

Civics	C4		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.		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.			
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SPB 6th Grade

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE DAY	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP1		6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.					
	SP3			6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.	6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.	6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.		
Civics	C4	6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.	6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems. 6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.	6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.	6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.	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.	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.	6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

Geography	G1				6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.			
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SPB 7th Grade

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE DAY	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP1		7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.					
	SP3		7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.	7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions. 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.			
	SP4			7.SP4.3 Organize applicable evidence into a coherent argument	7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions. 7.SP4.3 Organize applicable evidence into a coherent argument.			

Civics	C4	7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.	7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.	7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.		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.	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.	7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
Economics	E1				7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.			
Geography	G1				7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.			
	G4		7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)		7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)			
History	H1							7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
	H3						7.H3.2 Analyze how economic and political motivations impact people and events.	

SPB 8th Grade

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE DAY	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP1		8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.					
	SP3			8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.	8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.		
Civics	C1	8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects. 8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.	8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings. 8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.			8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.	8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings. 8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.	
	C2	8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts. 8.C2.2 Explain specific roles, rights and responsibilities of people in a society.					8.C2.2 Explain specific roles, rights and responsibilities of people in a society.	8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.

Civics	C3			8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.			8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.	
	C4	8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.						8.C4.3 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.
Economics	E1	8.E1.4 Examine the factors that influence spending decisions.			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.E1.4 Examine the factors that influence spending decisions.	8.E1.4 Examine the factors that influence spending decisions.
	E2					8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.		
Geography	G1				8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.			

SPB HS

CONTENT AREA	ANCHOR STANDARD	PROCESS DESIGN	IDEA COLLECTION	IDEA CONSULTATION	PROPOSAL DEVELOPMENT	PROPOSAL CAMPAIGN	VOTE DAY	EVALUATION & REFLECTION
Disciplinary Skills and Processes	SP1		HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.					
	SP3		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.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.	HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.		
	SP4			HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.				
Civics	C1	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.	HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions.			HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions.		HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic.
	C2	HS.C2.1 Explain the importance of individual participation in civic and political institutions.					HS.C2.1 Explain the importance of individual participation in civic and political institutions. HS.C2.4 Analyze the responsibilities of citizens.	

Civics	C3			HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.				
	C4	HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.	HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.			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.	HS.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels. 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.	HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
Economics	E1	HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.			HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices. HS.E1.4 Compare the cost and benefits of several types of investments.			
	E3				HS.E3.2 Evaluate how numerous factors and conditions influence market prices.			
Geography	G1				HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.			