

Curriculum Standards (K-3)

Most tours of *HOME: Native People in the Southwest* at the Heard Museum support classroom instruction surrounding the following State History and Social Science Standards, although teachers may reference the tour in support of other standards, mindful of the fact that each tour varies slightly depending on the guide and questions/interests of the group. Tours of *HOME* serve as a broad introduction to the different Indigenous peoples of the Southwest and may not cover each standard that refers to Arizona's Tribal Nations. If there are specific areas you hope to cover in your tour, please let us know in advance.

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| Kindergarten | K.SP1.3 | K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared. |
| | K.SP2.1 | 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. |
| | K.G1.1 | K.G1.1 Explain how water and weather impacts humans. |
| | K.H1.1 | K.H1.1 Compare one's own culture with the culture of others. (Key cultures include those in the classroom, community, and one of Arizona's 22 Tribal Nations.) |
| 1st Grade | 1.SP1.2 | 1.SP1.2 Understand how events of the past affect students' lives and communities. |
| | 1.SP2.1 | 1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction. |
| | 1.SP3.1 | 1.SP3.1 Generate questions about issues in your community past and present. |
| | 1.G2.1 | 1.G2.1 Compare how human activities affect culture and the environment now and in the past. Such as, agriculture, industrialization, urbanization, and human migration. |
| 2nd Grade | 2.SP1.2 | 2.SP1.2 Understand how events of the past affect students' lives and community. |
| | 2.SP2.1 | 2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, music and secondary sources such as fiction and non-fiction. |
| | 2.C2.2 | 2.C2.2 Explain how all people, not just official leaders, play important roles in the world. |
| | 2.G2.1 | 2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied. |
| | 2.G2.2 | 2.G2.2 Describe how human activities affect the communities and the environment of places or regions. |
| | 2.H1.2 | 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 | 2.H1.3 Examine developments from the civilization and/or culture in place or region studied. |
| 3rd Grade | 3.SP1.3 | 3.SP1.3 Generate questions about individuals and groups who have impacted history. |
| | 3.SP3.1 | 3.SP3.1 Develop questions about Arizona history, geography, government, and economics. |
| | 3.E2.1 | 3.E2.1 Explain how availability of resources affects decision-making in Arizona with respect to water and other natural resources. |
| | 3.E2.2 | 3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas. |
| | 3.G1.1 | 3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time. Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including...the 22 Arizona Tribal Nations. |
| | 3.G2.1 | 3.G2.1 Explain how people modify and adapt to the Arizona environment. Key concepts include but are not limited to modification and adaptation of the environment by...the 22 Arizona Tribal Nations. |
| | 3.G3.1 | 3.G3.1 Describe the movement of people in and out of Arizona over time. |
| | 3.G4.1 | 3.G4.1 Describe how Arizona has changed over time. |
| | 3.H1.1 | 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations. |
| | 3.H3.2 | 3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events. |

Curriculum Standards (4-6)

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| 4th Grade | 4.SP1.2 | 4.SP1.2 Compare life in specific historical time periods to today. |
| | 4.SP1.3 | 4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events. |
| | 4.SP3.1 | 4.SP3.1 Develop questions about events and developments in the Americas. |
| | 4.E2.1 | 4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk. |
| | 4.G2.1 | 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. |
| | 4.H3.1 | 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. |
| | | 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. |
| 5th Grade | 5.SP1.2 | 5.SP1.2 Explain how events of the past affect students' lives and society. |
| | 5.SP1.3 | 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. |
| | 5.SP3.1 | 5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations. |
| | 5.C2.1 | 5.C2.1 Explain how a republic relies on people's responsible participation within the context of key events pre-American Revolution to Industrialization. Key concepts include but are not limited to...serving in the military. |
| | 5.E5.1 | 5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations. |
| | 5.G2.1 | 5.G2.1 Describe how natural and human-caused changes to habitations or climate can impact our world. |
| | 5.G3.1 | 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration. |
| | 5.G4.1 | 5.G4.1 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. |
| | | 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. |
| | 6th Grade | 6.SP1.4 |
| 6.SP2.1 | | 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras. |
| 6.SP3.1 | | 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied. |
| 6.SP3.2 | | 6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time-period and region studied. |
| 6.SP3.5 | | 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources. |
| 6.SP4.1 | | 6.SP4.1 Explain the multiple causes and effects of events and developments in the past. |
| 6.C4.1 | | 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems. |
| 6.E3.3 | | 6.E3.3 Analyze the influences of specialization and trade within diverse cultures and communities in regions studied. |
| 6.E5.1 | | 6.E5.1 Describe the factors that influence trade between countries or cultures. |
| 6.E5.2 | | 6.E5.2 Explain the effects of increasing economic interdependence within distinct groups. |
| 6.G3.1 | | 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. |
| 6.G3.2 | | 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration. |
| 6.H3.3 | | 6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities. |
| 6.H4.1 | | 6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migrant status emerged and contributed to societal and regional development, characteristics, and interactions over time. |

Curriculum Standards (7-8)

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| 7th Grade | 7.SP1.3 | 7.SP1.3 Evaluate the significance of past events and their effects on students' lives and global society. | |
| | 7.SP1.4 | 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. | |
| | 7.SP2.1 | 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras. | |
| | 7.SP3.1 | 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present. | |
| | 7.SP3.3 | 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources. | |
| | 7.SP4.1 | 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present. | |
| | 7.C4.1 | 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good. | |
| | 7.E5.3 | 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society. | |
| | 7.G2.1 | 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. | |
| | 7.G3.2 | 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement. | |
| | 7.G4.1 | 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world. | |
| | 7.G4.2 | 7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade. | |
| | 7.H1.1 | 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies. | |
| | 8th Grade | 8.SP1.3 | 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society. |
| | | 8.SP1.4 | 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. |
| 8.SP2.1 | | 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras. | |
| 8.SP3.2 | | 8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources. | |
| 8.SP4.1 | | 8.SP4.1 Explain the multiple cause and effects of events and developments in the past. | |
| 8.SP4.2 | | 8.SP4.2 Evaluate the influence of various causes of events and developments in the past. | |
| 8.C4.1 | | 8.C4.1 Compare historical and contemporary means of changing societies to promote the common good. | |
| 8.E5.1 | | 8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations. | |
| 8.G2.1 | | 8.G2.1 Examine the impact of and response to environmental issues such as air, water, land pollution, deforestation, urban sprawl, and changes to climate. | |
| 8.H2.3 | | 8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies. | |

Curriculum Standards (High School)

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| High School | HS.SP1.1 | 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 | HS.SP1.2 Evaluate change and continuity in historical eras. |
| | HS.SP1.3 | HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world. |
| | HS.SP1.4 | 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 historical context. |
| | HS.SP2.1 | HS.SP2.1 Analyze how contexts shaped and continue to share people’s perspectives. |
| | HS.C2.6 | HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles. |
| | HS.E2.1 | HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies. |
| | HS.E5.2 | HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies. |
| | HS.E5.3 | HS.E5.3 Explain why nations chose to trade and how it is regulated. |
| | HS.G2.3 | HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions. |
| | HS.G3.1 | 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. |
| | HS.G3.3 | 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.H1.3 | HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. |
| | HS.H1.4 | HS.H1.4 Analyze the impact of cultural diffusion. |
| | HS.H1.5 | HS.H1.5 Explain how religions and belief systems have affected the origins of societies. |
| | HS.H1.6 | HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences have related to national ideologies. |
| | HS.H3.1 | HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. |
| | HS.H4.2 | HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. |
| | HS.H4.4 | HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity. |
