

# The Living State Symbols of Arizona

## Curriculum Map

| Overview  | 5-day Forecast  | Standards  | Resources needed   |
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| <p><b>Legislative</b></p> <p>Learn about our current state symbols and how they were chosen. Investigate our legislative process and learn how citizens can create a bill that becomes a law. Research an animal or plant native to Arizona and present a case for making it a state symbol. In a mock legislative session, take it through the steps required to become law.</p> | <p>Lesson 1: Participate in a general overview of the state symbols</p> <p>Lesson 2: Investigate native animals/plants</p> <p>Lesson 3: Discover how bills become law</p> <p>Lesson 4: Model a legislative session and select new state symbols</p> <p>Lesson 5: Final assessment of understandings; celebrate new learning</p> | <p>SS2-E6 Describe the structure, functions, and powers of the Arizona state and local governments and their relationship to the federal government, with emphasis on...</p> <p>PO 6 the roles and relationships of different levels of government, including federal, state, county, city/town and tribal</p> <p>SS2-E7 Explain the obligations and responsibilities of citizenship, with emphasis on...</p> <p>PO 2 involvement in political decision-making, including voting, petitioning public officials, and analyzing issues</p> <p><i>The following may be touched upon, too:</i></p> <p>SS3-E1 Demonstrate understanding of the physical and human features that define places and regions in Arizona, including the use of geographic tools to collect, analyze and interpret data, with emphasis on...</p> <p>PO 2 explaining and using map titles, symbols, scale, cardinal and intermediate directions, and elevation on maps of Arizona.</p> <p>PO 3 locating and comparing the three landform regions of Arizona—the plateau, mountains, and desert regions—according to their physical features, plants and animals</p> <p>SS3-E3 Describe and locate the major natural and human features that define places and regions in the United States, with emphasis on...</p> | <p>State Symbols PowerPoint</p> <p>State Symbols quiz</p> <p>Vocabulary list and quiz</p> <p>List of selected native animals and plants</p> <p>Arizona Game and Fish poster: “Arizona’s State Symbols”</p> <p>“Critters of Arizona” pocket guide (AZ Game &amp; Fish)*</p> <p>“How a Bill Becomes Law” (PDF) available at: <a href="http://www.azleg.state.az.us/">http://www.azleg.state.az.us/</a></p> <p>California law game: <a href="http://www.assembly.ca.gov/acs/acsframeset16text.asp">http://www.assembly.ca.gov/acs/acsframeset16text.asp</a></p> <p>*One free copy of this publication will be provided to every 4<sup>th</sup> grade student whose classroom teacher registers with the education branch of the Arizona Game and Fish Department: azgfd.gov</p> |

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|  |  | <p>PO 2 interpreting information from a variety of maps and globes, including contour, population, natural resource and historical maps</p> <p>R1-4-01 Use knowledge of root words and affixes to determine the meaning of unknown words</p> <p>R1-4-02 Use context to determine the relevant meaning of a word</p> <p>R1-6-03 Generate clarifying question in order to comprehend text</p> <p>R3-1-05 Identify appropriate print and electronic reference sources needed for a specific purpose</p> <p>R3-2-01 Locate specific information for functional text</p> <p>R3-2-02 Interpret details from functional text for a specific purpose</p> <p>W1-1-04 Use organizational strategies to plan writing</p> <p>W1-2-01 Use a prewriting plan to develop a draft with main idea(s) and supporting details</p> <p>W1-2-02 Organize writing into a logical sequence that is clear to the audience</p> <p>W1-4-01 Identify punctuation, spelling, and grammar usage errors in the draft</p> <p>W1-4-02 Use resources to correct conventions</p> <p>W1-5-01 Prepare writing in a format appropriate to audience and purpose</p> <p>W1-5-02 Share the writing with the</p> |  |
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|  |  | <p>intended audience</p> <p>W1-5-03 Use margins and spacing to enhance the final product</p> <p>W1-5-04 Write legibly</p> <p>W2-1-01 Express ideas that are clear and directly related to the topic</p> <p>W2-1-02 Provide content and selected details that are well-suited to audience and purpose</p> <p>W2-1-03 Use relevant details to provide adequate support for the ideas</p> <p>W3-6-01 Paraphrase information from a variety of sources</p> <p>W3-6-02 Organize notes in a meaningful sequence</p> <p>W3-6-03 Write an informational report that includes main idea(s) and relevant details</p> <p>SC1-1-02 Formulate a relevant question through observations that can be tested by an investigation</p> <p>SC1-1-04 Locate information related to an investigation</p> <p>SC1-4-01 Communicate verbally or in writing the results of an inquiry</p> <p>SC1-4-02 Choose an appropriate graphic representation for collected data:</p> <ul style="list-style-type: none"> <li>○ Bar graph</li> <li>○ Line graph</li> <li>○ Venn diagram</li> <li>○ Model</li> </ul> <p>SC4-1-02 Classify animals by identifiable group characteristics:</p> |  |
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|  |  | <ul style="list-style-type: none"><li>○ Vertebrates – mammals, birds, fish, reptiles, amphibians</li><li>○ Invertebrates – insects, arachnids</li></ul> <p>SC4-3-01 Describe ways various resources are utilized to meet the needs of a population</p> <p>SC4-3-02 Differentiate renewable resources from nonrenewable resources</p> |  |
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