

## First Grade

### **The use of geographic representations and tools helps individuals understand their world.**

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

1. [A Walk Around the School: Mapping Places Near and Far](#)
2. [In Case of Fire: Mapping Your Classroom](#)
3. [Me on the Map: Homes, Neighborhoods, and Communities](#)
4. [The Silly States: Where is Your State and City?](#)
5. [Through the Forest and Home Again: Maps Help Us Find Our Ways](#)
6. [Where Am I? Determining Relative Location](#)
7. [As the Kids Come and Go: Mapping a Classroom](#)
8. [What's the Weather?](#)
9. [Mapping the Monsoon](#)
10. [Big Moon Tortilla](#)
11. [Chester the Nester Laid an Egg](#)
12. [Don't Call Me Pig](#)
13. [H<sup>2</sup>O on the Go! Learning about Fresh and Salt Water](#)
14. [We're Going on an Ant Hunt](#)
15. [Gingerbread Cowboy](#)
16. [I Am a Rock, I Am an Island: Describing Landforms and Bodies of Water](#)
17. [Kid Maps: Reading and Creating Maps with Human and Physical Characteristics](#)
18. [Let's Visit the Galapagos](#)
19. [Mountain Magic: Identifying the Basic Characteristics of Mountains](#)
20. [The Three Little Javelinas](#)
21. [Shape of My World: Mapping a Classroom](#)
22. [Mapping the Bears' Cottage: Learning to Create and Use a Map with a Legend](#)
23. [Don't Call Me Pig](#)
24. [Where Are the Treats?](#)
25. [Math with a Map: Physical Characteristics of the United States](#)
26. [Ribbons of Life—Rivers](#)
27. [Where I Live: Finding Arizona on a Map](#)

1.G1.2 Use a grid to locate places.

1. [Put Me in My Place: Using Alphanumeric Grids to Locate Places](#)

### **Human-environment interactions are essential aspects of human life in all societies.**

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.

1. [Recycle, Reduce, Reuse and Save a Tree](#)
2. [Giant Garbage Patches: Ocean Gyres](#)
3. [It's Your Turn: Prevent the Burn](#)
4. [Buzz, Buzz, Buzz! Why Bees are Important](#)
5. [Grandparents Around the World](#)
6. [Here Today, Gone Tomorrow... Ideally!](#)
7. [Got to Go! Got to Go! Protecting the Monarch Butterflies](#)
8. [Water Conservation for Young Children](#)
9. [What America Means to Me](#)
10. [Have You Ever Wanted to Play in the Dirt? Learning about Soil](#)
11. [Robots Helping Humans](#)
12. [Big Brother: Explore Measurement and the Largest Navajo Rug in the World](#)

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

1.G3.1 Explain why and how people, goods, and ideas move from place to place. Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.

1. [Helper Ants](#)
2. [Colors Crackle, Colors Roar](#)
3. [Traveling in Peru](#)
4. [Get to School the Safe Way: Creating a Safe Route from Home to School](#)

1.G3.2 Compare places past and present as it relates to content focus.

1. [Some Houses are Made of Straw, Wood, or Brick but This House is Made of Mud](#)
2. [The Three Little Javelinas: How Coyote Got His Howl](#)
3. [Hand to Heart: The Significance of the Pledge of Allegiance and the National Anthem](#)
4. [Living Antiques: Saguaros](#)
5. [Lead On! Courageous Civil Rights Leaders](#)