



★
Colorado
Academic Standards

Social Studies



FINAL REVISION RECOMMENDATIONS
June 2022



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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1 Recommended revisions are noted in RED font.

2 **Preschool, Standard 1. History**

3 **Prepared Graduates:**

- 4 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
5 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
6 ~~how historical knowledge is viewed, constructed, and interpreted.~~

7 **Preschool Learning and Development Expectation:**

- 8 1. Recognize change and sequence over time.

9 LDE Code: SS.P.1.1

10 **Indicators of Progress**

11 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 12 a. ~~Differentiate between~~ Begin to understand concepts of the past, present, and future.
13 b. ~~Recognize~~ Begin to recall family or personal events that happened in the past, present, and future (at
14 a developmentally appropriate level, this can include immediate past events from that day or week)
15 ~~especially as it pertains to diverse backgrounds and individual family traditions such as race.~~
16 c. Begin to understand that ~~how people live and what they do changes over time.~~ previous, current,
17 and future events can have an impact on our daily, weekly, or monthly lives.

18 **Examples of High-Quality Teaching and Learning Experiences**

19 *Supportive Teaching Practices/Adults May:*

- 20 1. Ask ~~children preschoolers~~ to recall events from earlier in the day or from the day before.
21 2. Provide scaffolding to assist ~~children preschoolers~~ to recall prior learning and events ~~from classroom,~~
22 ~~school, home, and community events.~~
23 3. Ask ~~children preschoolers~~ to ~~identify~~ talk (verbally or non-verbally) about ~~their plan for center time~~
24 ~~future plans for center time, bedtime, playdates, etc.~~
25 4. ~~Provide opportunities for children to plan for upcoming transitions, events, and activities.~~
26 5. Post visuals (pictorial representations) of classroom schedules and other time-based events at eye
27 level.
28 6. ~~Partner with families and guardians to provide opportunities for preschoolers to share how their~~
29 ~~communities change over time.~~
30 7. Post a photo-based visual timeline of how preschoolers and their classroom and families change over
31 time. For example: updating the classroom All About Me book.
32 8. Use and model time-based directions. For example: first, then, beginning/middle/end.
33 9. Use, model, and tell time-based personal stories and have preschoolers share stories.

34 *Examples of Learning/Children May:*

- 35 1. Tell stories of past events.
36 2. ~~Select examples from pictures that illustrate past, present, and future.~~

- 1 3. Describe how they have grown.
- 2 4. Participate in creating a memory book to identify similarities and change over time. For example:
- 3 ~~Class book, family or All About Me, etc. Track the height of the classroom plant. Progress photos and~~
- 4 ~~measurements are recorded on calendar.~~
- 5 5. ~~Provide opportunities for children to~~ Discuss possible past, present, and future changes affecting
- 6 families such as a new sibling, ~~immigration, naturalization,~~ moving, marriage, adoption, etc. ~~and~~
- 7 ~~cultural and religious rites of passage, etc.~~
- 8 6. Use a visual classroom schedule, such as the Schedule Helper, to anticipate a change in schedule.
- 9 7. Select examples from pictures that illustrate beginning, middle, and end from a familiar story or past,
- 10 present, and future relevant to their lives, such as their own family, classroom, etc.

11 **Preschool, Standard 2. Geography**

12 **Prepared Graduates:**

- 13 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
- 14 systems, and the connections and relationships among them.

15 **Preschool Learning and Development Expectation:**

- 16 1. Develop spatial understanding, perspectives, and connections to the world.

17 LDE Code: SS.P.2.1

18 **Indicators of Progress**

19 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 20 a. Identify aspects of their immediate environment, such as areas of their preschool classroom, their
- 21 own room or house, and/or building and roads, buildings, trees, gardens, bodies of water, and land
- 22 formations.
- 23 b. Develop an awareness of their own home, classroom, school, neighborhood, and community.
- 24 c. Develop an awareness of basic, developmentally appropriate spatial concepts such as near and far.
- 25 ~~community helpers, etc.~~

26 **Examples of High-Quality Teaching and Learning Experiences**

27 *Supportive Teaching Practices/Adults May:*

- 28 1. Actively involve children preschoolers in firsthand exploring the diverse experiences in their
- 29 classroom, family and community. For example: exploration of the school, neighborhood, and
- 30 community.
- 31 2. Furnish learning centers with literature, activities, and materials for play, based on children's
- 32 preschoolers' experiences with their community. For example: visit the school office and then create
- 33 a classroom office.
- 34 3. Involve preschoolers in discussions about the homes they live in and the different types of homes
- 35 and buildings in the community. For example: taking neighborhood walks, in real life or via virtual
- 36 formats, to see each other's home and community.
- 37 4. Have children preschoolers interpret use simple maps of the classroom, playground, and
- 38 neighborhood.

- 1 5. Provide materials, literature, and activities that explore different types of homes and aspects of the
- 2 preschooler’s surrounding environment. For example: apartments, single-family homes, motels,
- 3 modular homes, trees, rivers, mountains, and buildings.
- 4 6. Display pictures of familiar community buildings and landmarks in block, writing, or other centers.
- 5 7. **Model and provide opportunities for preschoolers to discuss a time when they have moved or**
- 6 **someone they know has moved.**

7 *Examples of Learning/Children May:*

- 8 1. **Draw, paint or build with blocks and other materials various environments including their homes and**
- 9 **communities.**
- 10 2. Take pictures of familiar building locations to place on a map of the school **or classroom and then The**
- 11 **preschoolers** glue the pictures on the map while the adult labels the location.
- 12 3. Identify and discuss the things they see, such as trees, fountains, streets, etc.
- 13 4. **Interact and construct with miniatures or representations of environmental objects and elements,**
- 14 **such as making a road, mountain, and/or bridge, etc.**
- 15 5. **Make connections about what they are wearing based on the weather or seasons.**
- 16 ~~6. Tell about someone they know that has moved to and lives in a different community.~~

17 **Preschool, Standard 3. Economics**

18 **Prepared Graduates:**

- 19 ~~5. Understand the allocation of scarce resources in societies through analysis of individual choice,~~
- 20 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies
- 21 through the analysis of individual choice, market interaction, and public policy.

22 **Preschool Learning and Development Expectation:**

- 23 1. **Understand that** individuals have many wants and ~~must have to~~ make choices.

24 LDE Code: SS.P.3.1

25 **Indicators of Progress**

26 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 27 a. Identify choices that individuals can make **to get their needs and wants met.**
- 28 b. Explain how individuals earn money and use it to make choices among their various wants.

29 **Examples of High-Quality Teaching and Learning Experiences**

30 *Supportive Teaching Practices/Adults May:*

- 31 1. Provide opportunities for **children preschoolers** to participate in classroom jobs.
- 32 2. Create situations in which **children preschoolers** exchange money in a play situation.
- 33 3. **Create opportunities for a variety of community helpers to visit the classroom in-person or virtually.**
- 34 4. **Help preschoolers begin to understand that people can work and volunteer to have their needs and**
- 35 **wants met.**

1 *Examples of Learning/Children May:*

- 2 1. Engage in dramatic play, playing various job roles and pretending to perform the work associated with
3 the chosen job.
4 2. Use pretend money while engaging in dramatic play activities.
5 3. Pretend to have jobs and be paid for their work.
6 4. Exchange money, **materials, or a service** for goods through play.

7 **Preschool, Standard 4. Civics**

8 **Prepared Graduates:**

- 9 6. Express an understanding of how civic participation affects policy by applying the rights and
10 responsibilities of a citizen.

11 **Preschool Learning and Development Expectation:**

- 12 1. Understand one's relationship to the family and community and respect differences in others.

13 LDE Code: SS.P.4.1

14 **Indicators of Progress**

15 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 16 1. Recognize membership in family, neighborhood, school, team, and various other groups and
17 organizations.
18 2. **Understand similarities and respect differences among people of ~~same and different cultures~~**
19 **diverse backgrounds within their classroom and community.**
20 3. **Identify emotions using age-appropriate vocabulary (~~happy, sad, etc.~~) and correlate cause and effect**
21 **to those emotions.**
22 4. **Utilize positive social skill methods such as communication, trade-offs, common goals, kind actions,**
23 **etc. to get positive results for obtaining needs and wants from other individuals, classmates, friends,**
24 **and adults to empathize with others and begin to solve problems.**
25 5. **Understand how similarities and differences ~~and diversity~~ can make a family, classroom, and**
26 **community stronger.**

27 **Examples of High-Quality Teaching and Learning Experiences**

28 *Supportive Teaching Practices/Adults May:*

- 29 1. Through books, class visitors, field trips, **and technology**, extend children's knowledge of what people
30 do in the community.
31 2. Engage in one-on-one and small group conversations about similarities and differences among
32 individuals. For example: hair, eyes, skin tone, talents, interests, food preferences, **use of assistive**
33 **devices for communication, hearing, ambulation.**
34 3. Provide books, classroom materials, photos, props, music, etc., that support **multiple diverse**
35 **perspectives. ~~diversity with respect to race, culture, ethnicity, age, ability, and non-stereotyping roles.~~**
36 4. Encourage children to appreciate individual differences by providing diverse materials, literature, and
37 activities. For example: mirrors and **height charts, and multicultural paints various art supplies, etc.**
38 5. Provide opportunities for children to engage in community building, through large-group discussions
39 with problem solving, and cooperative activities such as murals and pair-painting.

- 1 6. Develop individualized, nurturing, and responsive relationships with preschoolers.
- 2 7. Teach basic emotions directly and indirectly, ~~during both direct teaching and teachable moments~~
- 3 throughout the day. ~~For example,~~ including but not limited to: daily feelings or emotions, student
- 4 check-in chart, teachers talking about their own emotions, etc.
- 5 8. Plan for and implement extended opportunities for free play and child-centered opportunities to help
- 6 develop basic executive functioning.
- 7 9. Facilitate opportunities for preschoolers to have peer-to-peer interactions.

8 *Examples of Learning/Children May:*

- 9 1. Ask each other for help when needing support with a task.
- 10 2. Recognize membership in family, neighborhood, school, team, and various other groups and
- 11 organizations.
- 12 3. Identify examples of times when people can play different roles and bring unique talents to a variety
- 13 of groups.
- 14 4. Have assigned jobs and contribute to the upkeep of the learning classroom.
- 15 5. Share problems and celebrations during large-group time. They come up with solutions to the
- 16 problems in the classroom.
- 17 ~~6. Use adults and peers' names.~~ Use names of adults and peers.
- 18 7. Respond and initiate conversations with peers and adults in the classroom.
- 19 8. Demonstrate empathy for others.
- 20 9. Encourage preschoolers to appreciate individual similarities and differences. ~~by providing diverse~~
- 21 ~~materials, literature, and activities from multiple perspectives. For example: books about diverse~~
- 22 ~~families and diverse abilities.~~

23 **Preschool, Standard 4. Civics**

24 **Prepared Graduates:**

- 25 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
- 26 the global society.

27 **Preschool Learning and Development Expectation:**

- 28 2. **Understand that** rules allow groups to work effectively.

29 LDE Code: SS.P.4.2

30 **Indicators of Progress**

31 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 32 a. Understand ~~how the reasons for~~ rules in the ~~classroom, home,~~ and ~~for laws in the community~~
- 33 ~~community keep us safe.~~
- 34 b. Show interest in interacting with and developing relationships with others ~~including those who are~~
- 35 ~~from diverse backgrounds, different from their own~~ including those who may be similar and
- 36 different.
- 37 c. Recognize that everyone has rights and responsibilities within a group. ~~including those with diverse~~
- 38 ~~similar and different backgrounds and varied abilities~~
- 39 d. Demonstrate self-regulated behaviors and ~~fairness~~ **problem solving skills when** resolving conflicts.

- 1 e. Follow classroom routines, rules, and expectations.

2 Examples of High-Quality Teaching and Learning Experiences

3 Supportive Teaching Practices/Adults May:

- 4 1. ~~Discuss rules with children.~~ Engage preschoolers in developing basic, positively stated classroom rules.
- 5 2. Discuss the purpose of rules, such as safety and respect, by modeling rules with preschoolers through
- 6 reenactment, puppets, etc.
- 7 3. ~~Begin to~~ Introduce games that have rules.
- 8 4. Engage ~~children~~ preschoolers in class meetings and decision-making.
- 9 5. Give ~~children~~ preschoolers classroom ~~jobs and~~ responsibilities.
- 10 6. Provide ~~and model situations, examples, and~~ activities that require cooperative play ~~and problem~~
- 11 solving.
- 12 7. Model the classroom routines, rules, and expectations.

13 Examples of Learning/Children May:

- 14 1. Participate in the development of classroom rules.
- 15 2. Follow and describe classroom routines, rules, and expectations.
- 16 3. Work cooperatively with other children to achieve an outcome.
- 17 4. Participate in group decision-making.
- 18 5. ~~Notice Follow the classroom rules and support others in remembering when modeling, advocating for~~
- 19 ~~others to use the classroom rules.~~
- 20 6. ~~Allow children to develop a few simple classroom rules.~~

21 Preschool, Standard 5. Personal Financial Literacy

22 Prepared Graduates:

- 23 8. Apply economic reasoning skills to make informed personal financial decisions.

24 Preschool Learning and Development Expectation:

- 25 1. Identify money and its purpose.

26 LDE Code: SS.P.5.1

27 Indicators of Progress

28 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 29 a. Recognize coins and currency as money.
- 30 b. Identify how money is obtained (e.g., work, gifts) and how it is used.
- 31 c. Discuss why we need money.
- 32 d. ~~Sort coins by physical attributes such as color or size.~~ Identify different forms of money and their
- 33 different values.

34 Examples of High-Quality Teaching and Learning Experiences

35 Supportive Teaching Practices/Adults May:

- 1 1. Provide materials and opportunities for ~~children~~ preschoolers to dramatize interactions with currency
- 2 exchange.
- 3 2. Read stories related to currency.
- 4 3. Set up dramatic play opportunities that involve the use of pretend money. For example: the bank,
- 5 grocery store, or restaurant.
- 6 4. Use names of coins and currency when talking about money.

7 *Examples of Learning/Children May:*

- 8 1. Identify that money is used to buy things.
- 9 2. Explain that money can be saved.
- 10 3. Use pretend money while engaging in dramatic play activities.
- 11 4. Practice exchanging play money for goods.

1 **Kindergarten, Standard 1. History**

2 **Prepared Graduates:**

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
4 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
5 how historical knowledge is viewed, constructed, and interpreted.

6 **Grade Level Expectation:**

- 7 1. Ask questions and discuss ideas about the past.

8 GLE Code: SS.K.1.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Ask questions about the past using question starters. For example: What did? Where did? When did?
12 Which did? Who did? Why did? How did? ~~From whose perspective?~~
- 13 b. Identify information from primary and/or secondary sources that answer questions about the past
14 and ~~adds~~ contribute to the collective memory.
- 15 c. ~~Use correctly the word “because” in the context of personal experience or stories of the past.~~ Provide
16 rationale about something from the past using statements. For example: because, as a result, I know.

17 **Academic Context and Connections**

18 *Colorado Essential Skills:*

- 19 1. Recognize and describe cause-and-effect relationships about the past (~~Civic/Interpersonal~~
20 ~~Skills:Character~~) (Civic Engagement).
- 21 2. Demonstrate curiosity about the past (~~Entrepreneurial Skills: Creativity/Innovation~~) (Creativity and
22 Innovation).

23 *Inquiry Questions:*

- 24 1. What is history?
- 25 2. What do primary sources tell me about the past?
- 26 3. How are the lives of people from the past both similar and different from our lives today?
- 27 4. ~~What makes something a primary source?~~

28 *Nature and Skills of History:*

- 29 1. Historical thinkers ask and answer questions to guide investigations of people, places, and events in
30 the past.
- 31 2. Historical thinkers ask and answer questions about the past.
- 32 3. Historical thinkers determine the kinds of sources that will be helpful in answering questions about
33 the past.
- 34 4. Historical thinkers communicate conclusions using print, oral, and/or digital technologies to share
35 their ideas about the past with others.

1 *Disciplinary, Information, and Media Literacy:*

- 2 1. Generate questions and/or answers when presented with historical sources.
3 2. Interpret what is read through illustrations.
4 3. Listen to stories to gain information on a main idea.
5 4. Gather information and present orally.

6 **Kindergarten, Standard 1. History**

7 **Prepared Graduates:**

- 8 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
9 within and among cultures and societies.

10 **Grade Level Expectation:**

- 11 2. **Understand that** the sequence of events is important when describing the past.

12 GLE Code: SS.K.1.2

13 **Evidence Outcomes**

14 *Students Can:*

- 15 a. Explore differences and similarities in the lives of children and families **from different time periods by**
16 **using a variety of sources from long ago and today. For example: personal artifacts and stories, texts,**
17 **pictures, and videos from diverse different societies.**
18 b. Sequence information using words. For example: present, future, days, weeks, months, years, first,
19 next, last, before, and after.
20 c. Explain why knowing the order of events is important. **For example: understanding family histories**
21 **and milestones.**

22 **Academic Context and Connections**

23 *Colorado Essential Skills:*

- 24 1. Recognize and describe patterns in the sequence of events from the past (**Entrepreneurial Skills:**
25 **Inquiry/Analysis) (Critical Thinking and Analysis).**

26 *Inquiry Questions:*

- 27 1. Why is it important to know the order of events?
28 2. How is your life and/or family different from other children and families **of the past?**
29 3. What happened yesterday and today, and what might happen tomorrow?
30 4. How have you grown and changed over time?

31 *Nature and Skills of History:*

- 32 1. Historians arrange events in the order of their occurrence.
33 2. Historians examine change and/or continuity over a period of time.

34 *Disciplinary, Information, and Media Literacy:*

- 35 1. Apply disciplinary concepts of change and continuity to the study of the past.
36 2. Gather information and present orally.

1 Kindergarten, Standard 2. Geography

2 Prepared Graduates:

3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

5 Grade Level Expectation:

1. Recognize that geographic tools represent places and spaces.

7 GLE Code: SS.K.2.1

8 Evidence Outcomes

9 *Students Can:*

- 10 a. Distinguish between a map and a globe as ways to show places people live.
- 11 b. Use geographic tools to describe places. For example: globes, maps, and GPS.

12 Academic Context and Connections

13 *Colorado Essential Skills:*

- 14 1. Find information using geographic technologies (**Critical Thinking and Analysis**).

15 *Inquiry Questions:*

- 16 1. What information can a map **and/or globe** tell me about the places and spaces people live?
- 17 ~~2. What information can a globe tell me about the places and spaces people live?~~

18 *Nature and Skills of Geography:*

- 19 1. Spatial thinkers distinguish between a map and globe to show places **where** people live.

20 *Disciplinary, Information, and Media Literacy:*

- 21 1. Use developmentally appropriate technology resources to present learning.
- 22 2. Identify vocabulary through illustrations.
- 23 3. Interpret what is read through illustrations.
- 24 4. Generate questions and/or answers when presented with geographic tools **such as maps, globes, etc.**

25 Kindergarten, Standard 2. Geography

26 Prepared Graduates:

- 27 4. Examine the characteristics of places and regions, and the changing nature among geographic and
28 human interactions.

29 Grade Level Expectation:

- 30 ~~2. People live in different places around the world.~~ Identify how the environment influences the way
31 people live.

32 GLE Code: SS.K.2.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. ~~Compare and contrast how people live in different settings around the world.~~ Identify ways students’
4 lives are similar and different from those in other communities.
5 b. ~~Give examples of food, clothing, shelter, and how they change in different environments. Give~~
6 ~~examples of~~ Identify how the environment, geographic features, and climate impact lifestyles. For
7 example: food, sports, shelter, transportation, school, etc.

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

- 10 1. Compare attitudes and beliefs as an individual to others (**Social Awareness**).
11 2. Recognize and describe cause-and-effect relationships between people and their surroundings (**Social**
12 **Awareness**).

13 *Inquiry Questions:*

- 14 1. What would it be like to live in another **community, region, city, state, or country?**
15 2. ~~Why do people belong to different groups?~~
16 3. What makes a **place community** special to the people who live there, **and how is it different from what**
17 **makes our community special?**
18 4. **How do the environment, geographic features, and climate impact how people live within a**
19 **community?**

20 *Nature and Skills of Geography:*

- 21 1. Geographic thinkers investigate other cultures and how they have been influenced by the climate,
22 physical geography, and cultures of an area.
23 2. Geographic thinkers understand that people live in different settings and interact with their
24 environment based on location. For example: people living in colder climates wear more clothes, and
25 people in areas where there are floods live on higher ground or in houses on stilts.

26 *Disciplinary, Information, and Media Literacy:*

- 27 1. Use developmentally appropriate technology resources to present learning.
28 2. Identify vocabulary through illustrations.
29 3. Interpret what is read through illustrations.
30 4. Pose and respond to questions and contribute to the discussion about a topic or text in order to
31 advance the dialogue.

32 **Kindergarten, Standard 3. Economics**

33 **Prepared Graduates:**

- 34 5. ~~Understand the allocation of scarce resources in societies through analysis of individual choice,~~
35 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies through
36 the analysis of individual choice, market interaction, and public policy.

1 **Grade Level Expectation:**

- 2 1. Explain how individuals make choices based on needs and wants.

3 GLE Code: SS.K.3.1

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Identify the costs and benefits of a choice an individual makes when acquiring an item.
7 b. Recognize and engage in ways to use another individual's items. For example: asking for permission to
8 share and taking turns.

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. Recognize that problems can be identified, and possible solutions can be created when making
12 choices (Critical Thinking and Analysis).

13 *Inquiry Questions:*

- 14 1. What are the costs and benefits of ownership? For example: borrowing a toy from a friend or owning
15 one of your own?
16 2. ~~If you want to use someone else's item, what must you do?~~
17 3. ~~What happens when someone wants to use something that belongs to you?~~
18 4. What do we do if there is not enough of something we all want (scarcity)?
19 5. ~~What are things that everyone collectively owns? How can we take care of resources that belong to~~
20 ~~everyone (e.g., water, air, etc.)?~~

21 *Nature and Skills of Economics:*

- 22 1. Economic thinkers study ownership as a key principle of economics.
23 2. Economic thinkers understand that some items are more desired than others and are more in
24 demand.
25 3. Individuals interact with each other and the concept of ownership on a daily basis. For example:
26 people purchase items for their use, donate items for others to use, and ask for permission to use
27 someone else's items.

28 *Disciplinary, Information, and Media Literacy:*

- 29 1. Apply disciplinary concepts such as decision-making techniques to make a choice.
30 2. ~~Show the responsibility for the well-being of oneself.~~
31 3. Technology is used to indicate and keep track of ownership. For example: pets may have microchips
32 implanted and libraries use barcodes to keep track of their books.

33 **Kindergarten, Standard 4. Civics**

34 **Prepared Graduates:**

- 35 6. Express an understanding of how civic participation affects policy by applying the rights and
36 responsibilities of a citizen.

1 **Grade Level Expectation:**

- 2 1. ~~Understand that civic participation takes place in multiple groups and in various forms.~~ Identify ways
3 in which civic participation takes place across multiple groups.

4 GLE Code: SS.K.4.1

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Differentiate among examples of civic participation. For example: describe personal connections to
8 community events, such as voting, debating, running for office, ~~protesting~~, advocating, fundraising,
9 and volunteering.
- 10 b. Explain the qualities of an informed and engaged citizen.
- 11 c. Practice citizenship skills when working with others including courtesy, honesty, equity, and fairness.
- 12 d. ~~Listen and consider the ideas of others while verifying the reliability of the author/speaker identifying~~
13 ~~the likelihood of statements.~~
- 14 e. ~~Identify credible sources (teachers trusted adults, books, etc.) to check for accuracy when gathering~~
15 ~~information~~ the difference between fact and opinion.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. Compare one's attitudes and beliefs about civic participation to others (~~Civic/Interpersonal Skills:~~
19 ~~Global/Cultural Awareness~~) (Civic Engagement).
- 20 2. Identify and reflect upon personal connections to community systems (~~Civic/Interpersonal Skills: Civic~~
21 ~~Engagement~~) (Civic Engagement).

22 *Inquiry Questions:*

- 23 1. ~~What would it look like to have no rules?~~
- 24 2. ~~How can we solve conflict in a fair manner?~~ What do I do when I disagree with someone or
25 something?
- 26 3. Why do we ~~vote~~ consider voting fair?
- 27 4. What qualities make people responsible and engaged citizens?
- 28 5. ~~How~~ Why do we use evidence to support our opinions?
- 29 6. Where can I get factual information when I need to answer questions?

30 *Nature and Skills of Civics:*

- 31 1. Civic-minded individuals know the importance of fairness and conflict resolution.
- 32 2. Civic-minded individuals understand that decisions are made cooperatively. For example: families may
33 vote on which movie to see, and classes may vote on which project they will do.

34 *Disciplinary, Information, and Media Literacy:*

- 35 1. With guidance and support from adults, recall information from experiences or gather information
36 from provided sources to answer a question.
- 37 2. Participate in collaborative discussions by coming to discussions prepared.
- 38 3. Follow rules for discussions, set goals, fulfill roles in collaborative groups.

1 **Kindergarten, Standard 4. Civics**

2 **Prepared Graduates:**

- 3 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
4 the global society.

5 **Grade Level Expectation:**

- 6 2. Participate in making ~~fair logical and reasoned thoughtful~~ decisions using democratic ~~traditions~~
7 ~~principles~~.

8 GLE Code: SS.K.4.2

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Explain why rules are needed.
12 b. Create and follow classroom rules.
13 c. Explain how a class rule may promote fairness and resolve conflict, and compare against a rule that
14 may not.
15 d. Contribute to making and maintaining class community decisions.
16 e. Explain the difference between democratic decision-making and decisions made by authorities. For
17 example: a parent, teacher, principal, and a police officer.

18 **Academic Context and Connections**

19 *Colorado Essential Skills:*

- 20 1. Within democratic traditions, articulate personal strengths and challenges using information and
21 communication technologies to express themselves (~~Civic/Interpersonal Skills: Communication~~)(~~Self-~~
22 ~~Awareness~~).
23 2. Recognize how personal actions have had a positive or negative impact with feedback as needed
24 (~~Civic/Interpersonal Skills: Collaboration/Teamwork~~) (~~Self-Awareness~~).

25 *Inquiry Questions:*

- 26 1. ~~What qualities make people responsible and engaged citizens?~~
27 2. ~~What would it look like to have no rules in the classroom?~~
28 3. ~~How might personal actions impact outcomes?~~
29 4. ~~Why would people want to have friends from different groups? Why is it important In what ways is it~~
30 ~~enriching to have friends who are different from me? How do I learn about others who are different~~
31 ~~from me?~~
32 5. ~~Why is it important to hear what friends from different backgrounds (cultures, races, languages,~~
33 ~~religions, family composition, etc.) have to say and share multiple diverse perspectives?~~
34 6. What can you do to be an active and helpful member of your class and school?
35 7. ~~What is the difference between “fair,” “equal,” and “equitable?” Why is it important for all students~~
36 ~~to be treated fairly? For example: Every student needs something different to succeed in our~~
37 ~~classroom.~~

1 *Nature and Skills of Civics:*

- 2 1. Civic-minded individuals study citizen participation and structures that bring security and stability to
3 community life.
4 2. Civic-minded individuals understand that individual actions can make the community better. For
5 example: people clean up highways or volunteer in shelters.

6 *Disciplinary, Information, and Media Literacy:*

- 7 1. Interpret what is read through illustrations.
8 2. Listen and participate as a member of the classroom community.
9 3. Follow rules for discussions, set goals, fulfill roles in collaborative groups.

10 **Kindergarten, Standard 5. Personal Financial Literacy**

11 **Prepared Graduates:**

- 12 8. Apply economic reasoning skills to make informed personal financial decisions.

13 **Grade Level Expectation:**

- 14 1. Describe choices people make about how to use the money they earn.

15 GLE Code: SS.K.5.1

16 **Evidence Outcomes**

17 *Students Can:*

- 18 a. Recognize choices people make **with their money and** explain how **financial** decisions are made.
19 b. **Explain how money gives people the ability to buy goods and services.**
20 c. ~~Give examples of the difference between spending income on something you want versus something~~
21 ~~you need.~~ Identify the difference between a want and a need and how that impacts purchasing
22 decisions when resources are limited. For example: buying a healthy snack vs. a candy bar; new shoes
23 vs. a new toy; a coat vs. a new game.

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Make personal financial decisions based on spending options (~~Personal Skills: Initiative/Self-Direction~~)
27 (~~Self-Advocacy and Initiative~~).
28 2. Determine how to spend money depending on values and choices (~~Personal Skills: Self-Awareness~~)
29 (~~Self-Advocacy and Initiative~~).
30 3. Demonstrate curiosity, imagination, and eagerness to learn more (~~Entrepreneurial Skills:~~
31 ~~Creativity/Innovation~~) (~~Creativity and Innovation~~).

32 *Inquiry Questions:*

- 33 1. **What is money? What is currency? For example: cash, coins, credit card, and debit card.**
34 ~~2. What are wants and needs?~~
35 3. How do people make choices when they want something?

- 1 4. ~~How do people balance between wants and needs?~~ How do people make choices about what to buy
- 2 when there isn't enough money to buy everything? For example: balancing wants and needs.
- 3 5. What is the difference between a want and a need?
- 4 6. What are things all humans need?
- 5 7. How can money help people to meet their wants and needs?
- 6 8. ~~Why do we use money?~~

7 *Nature and Skills of ~~Economics~~ Personal Financial Literacy:*

- 8 1. Financially capable individuals differentiate between wants and needs.
- 9 2. Financially capable individuals make choices about purchasing to serve wants and needs. For example:
- 10 parents pay bills prior to purchasing movie tickets or toys.

11 *Disciplinary, Information, and Media Literacy:*

- 12 1. Compare the benefits and costs of individual choices.
- 13 2. Identify positive and negative incentives that influence the decisions that people make.
- 14 3. Explain the role of money in making exchange easier.

1 First Grade, Standard 1. History

2 Prepared Graduates:

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
4 ~~history is viewed, constructed, and interpreted. Apply the process of inquiry to examine and analyze~~
5 ~~how historical knowledge is viewed, constructed, and interpreted.~~

6 Grade Level Expectation:

- 7 1. Ask questions and discuss ideas about patterns and chronological order of events from the past.

8 GLE Code: SS.1.1.1

9 Evidence Outcomes

10 *Students Can:*

- 11 a. Arrange life events in chronological order.
12 b. Use words related to time, sequence, and change. For example: past, present, future, change, first,
13 next, and last.
14 c. Identify the organizational components of a calendar. For example: year, months, weeks, days, and
15 notable events.
16 d. Determine events from the past, present, and future, using the components of a calendar.
17 e. Distinguish between primary and secondary sources.
18 f. Identify information from primary and/or secondary sources that answer questions about ~~patterns~~
19 ~~and~~ the chronological order of events from the past.

20 Academic Context and Connections

21 *Colorado Essential Skills:*

- 22 1. Recognize and describe cause-and-effect relationships and patterns from the past (~~Entrepreneurial~~
23 ~~Skills: Inquiry/Analysis~~) (~~Critical Thinking and Analysis~~).
24 2. Demonstrate curiosity about patterns from the past (~~Entrepreneurial Skills: Creativity/Innovation~~)
25 (~~Creativity and Innovation~~).

26 *Inquiry Questions:*

- 27 1. Why is it important to know the order of events?
28 2. How do we organize time?
29 3. What has happened in your life and what does that tell you about yourself?

30 *Nature and Skills of History:*

- 31 1. Historical thinkers examine change and/or continuity over a period of time.
32 2. Historical thinkers record events in sequential order to increase understanding, see relationships,
33 understand cause and effect, and organize information.
34 3. ~~Cultural groups use similar tools for the organization of sequential information in order to~~
35 ~~communicate in a clear manner.~~

- 1 *Disciplinary, Information, and Media Literacy:*
2 1. Apply disciplinary concepts of change and continuity to the study of the past.
3 2. Read and/or listen to historical fiction.

4 **First Grade, Standard 1. History**

5 **Prepared Graduates:**

- 6 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
7 within and among cultures and societies.

8 **Grade Level Expectation:**

- 9 **2. Explain how** the diverse perspectives and traditions of families from many cultures have shaped the
10 United States.

11 GLE Code: SS.1.1.2

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. Identify the unique characteristics of oneself as well as the similarities and differences between
15 themselves and others. For example: ~~Race ethnicity, gender identity, religion, eye color, ability,~~
16 ~~individuality, family composition, etc.~~
17 b. ~~Discuss common and unique characteristics of different cultures using multiple sources of~~
18 ~~information. Discuss and give examples of what makes a culture unique. and special.~~
19 c. ~~Understand that people's lived experiences impact their perspective on historical events and holidays.~~
20 ~~For example: multiple perspectives on the First Thanksgiving, Dia de los Muertos, local and national~~
21 ~~elections, Brown v. Board of Education, etc., Fourth of July, Juneteenth, and Cinco De Mayo.~~
22 d. Understand that the United States is made up of the diverse perspectives and traditions of many
23 cultures. For example: the diversity of foods available in the local community.

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Compare one's attitudes and beliefs to others (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~)
27 (~~Global and Cultural Awareness~~).
28 2. Identify and explain several cultural perspectives that constitute our diverse society
29 (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (~~Global and Cultural Awareness~~).

30 *Inquiry Questions:*

- 31 1. ~~What symbols are representative of our multicultural and democratic way of life? How are different~~
32 ~~cultures represented in our community?~~
33 2. What is culture?
34 3. ~~How are these cultures different and similar to one another? How do I learn about others'~~
35 ~~perspectives and share my own?~~
36 4. How are cultures different from and similar to one another? ~~These may include but are not~~
37 ~~limited to: African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious~~
38 ~~minority cultures?-~~

1 *Nature and Skills of History:*

- 2 1. Historical thinkers understand the importance of comparing and contrasting to identify patterns
3 within and between cultures.
4 2. Historical thinkers use sources to make interpretations about cultural groups from the past.
5 3. Historical thinkers recognize symbols as cultural artifacts that can be interpreted to make meaning of
6 both the past and present.
7 4. Historical thinkers compare multiple perspectives of people and groups of people in order to draw
8 conclusions about both the past and the present.

9 *Disciplinary, Information, and Media Literacy:*

- 10 1. Apply the disciplinary concept of perspective-taking to the study of the past.
11 2. Identify self-perspective.

12 **First Grade, Standard 2. Geography**

13 **Prepared Graduates:**

- 14 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
15 systems, and the connections and relationships among them.

16 **Grade Level Expectation:**

- 17 1. ~~Locate places and spaces using geographic tools.~~ Use geographic terms and tools to describe places
18 and spaces.

19 GLE Code: SS.1.2.1

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Explain that maps and globes are different representations of Earth.
23 b. Describe locations using terms related to direction and distance. For example: forward and backward,
24 left and right, near and far, is next to, and close.
25 c. Recite and address including city, state, and country, and explain how those labels help find places on
26 a map.
27 d. Distinguish between land and water on a map and globe.
28 e. Create simple maps showing both human and natural features.

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 31 1. Identify key attributes of a variety of geographic tools. For example: globes, maps, and GPS (**Data**
32 **Literacy**).
33 2. Find information through the use of geographic technologies (**Critical Thinking and Analysis**).

34 *Inquiry Questions:*

- 35 1. How would an individual describe how to get somewhere without an address?
36 2. What if we didn't know how to use geographic tools?

- 1 3. ~~How could a flat map truly represent a round globe?~~ Why can't a round globe be represented
- 2 accurately on a flat map?
- 3 4. Why don't people carry globes to help find their way?
- 4 5. Why is an address necessary?

5 *Nature and Skills of Geography:*

- 6 1. **Spatial Geographic** thinkers use geographic tools to study and represent places.
- 7 2. **Spatial Geographic** thinkers use geographic terms, tools, and technology in work and play to describe
- 8 and find places. For example: pilots use maps to make flight plans, hikers use compasses to determine
- 9 directions, and vacationers use maps to find unfamiliar places.
- 10 3. **Spatial Geographic** thinkers use addresses to help locate places. For example: knowing an address is
- 11 necessary for an ambulance to find a location or for an individual to receive mail.

12 *Disciplinary, Information, and Media Literacy:*

- 13 1. Apply the disciplinary concept of geographic perspective to identify and reflect upon their place in the
- 14 world.
- 15 2. Integrate multimedia as effective tools for presenting and clarifying information.

16 **First Grade, Standard 2. Geography**

17 **Prepared Graduates:**

- 18 4. Examine the characteristics of places and regions, and the changing nature among geographic and
- 19 human interactions.

20 **Grade Level Expectation:**

- 21 2. Describe the characteristics of a community and how they are influenced by the environment.

22 GLE Code: SS.1.2.2

23 **Evidence Outcomes**

24 *Students Can:*

- 25 a. Provide examples of how individuals and families interact with their environment.
- 26 b. Analyze how weather, climate and environmental characteristics influence individuals and the cultural
- 27 characteristics of a family.
- 28 c. Compare and contrast at least two different **families' communities** with respect to schools,
- 29 neighborhoods, and culture.
- 30 ~~d. Describe a family tradition and explain its cultural significance with regard to other groups and the~~
- 31 ~~environment.~~

32 **Academic Context and Connections**

33 *Colorado Essential Skills:*

- 34 1. Identify and reflect upon personal connections to one or more families within the community (**Social**
- 35 **Awareness**).
- 36 2. Make observations and draw conclusions about the relationship between groups of people and their
- 37 surroundings (**Social Awareness**).

1 *Inquiry Questions:*

- 2 1. How are ~~places like other~~ communities both similar to and different from ~~your community where you~~
3 ~~live?~~
4 2. Why do people celebrate traditions?
5 3. How do people use resources in the local community?
6 4. How do individuals in the community use the environment?

7 *Nature and Skills of Geography:*

- 8 1. Geographic thinkers study resources and their availability and use them as a key to understanding
9 human interactions with their environment and each other.
10 2. Geographic thinkers study human and environmental interactions and the consequences of those
11 interactions.
12 3. Geographic thinkers understand that people from various cultures are both similar and different and
13 that these differences may be reflected in clothing, language, and culture, etc.
14 4. **Spatial Geographic** thinkers understand that boundaries and the need for boundaries affect everyday
15 life. For example: boundary lines determine who owns a piece of property.

16 *Disciplinary, Information, and Media Literacy:*

- 17 1. Use disciplinary vocabulary in sentences.
18 2. Identify maps, graphs, charts, and diagrams as sources of information.

19 **First Grade, Standard 3. Economics**

20 **Prepared Graduates:**

- 21 ~~5. Understand the allocation of scarce resources in societies through analysis of individual choice,~~
22 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies
23 through the analysis of individual choice, market interaction, and public policy.

24 **Grade Level Expectation:**

- 25 1. **Understand that** individuals work in different types of jobs to earn an income.

26 GLE Code: SS.1.3.1

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Identify the goods and/or services that different types of businesses produce in the local community.
30 b. Give examples of different types of jobs held by family members and/or individuals in the local
31 community.
32 c. Compare at least two different job choices that individuals have with respect to the benefits and costs
33 of each job.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Ask questions to learn more about careers and other life pursuits (~~Professional Skills: Career~~
4 ~~Awareness~~) (Career Awareness).
5 2. Demonstrate an understanding of cause and effect related to personal decisions such as jobs
6 (~~Civic/Interpersonal Skills: Character~~) (Self Awareness).

7 *Inquiry Questions:*

- 8 1. How are businesses different?
9 2. What are the different types of jobs and their roles in a community?
10 3. Why do people choose different jobs?

11 *Nature and Skills of Economics:*

- 12 1. Economic thinkers investigate the influence of different jobs and businesses in their community.

13 *Disciplinary, Information, and Media Literacy:*

- 14 1. Apply disciplinary concepts such as decision-making to determine the benefits and costs of a particular
15 choice.

16 **First Grade, Standard 4. Civics**

17 **Prepared Graduates:**

- 18 6. Express an understanding of how civic participation affects policy by applying the rights and
19 responsibilities of a citizen.

20 **Grade Level Expectation:**

- 21 1. **Summarize how** effective groups have responsible leaders and team members.

22 GLE Code: SS.1.4.1

23 **Evidence Outcomes**

24 *Students Can:*

- 25 a. Describe the characteristics of responsible leaders **and how they communicate with others.**
26 b. Identify the attributes of a responsible team member **and how they communicate with others.**
27 c. Demonstrate the ability to be both a leader and team member.
28 **d. Describe the qualities of an effective team. For example: respectful disagreement, advocating**
29 **for self and others, sharing responsibilities, and including others' perspectives.**
30 **e. Listen and consider the ideas of others in order to make decisions as a group.**
31 **f. Use credible sources (teachers, books, etc.) to check for accuracy when gathering information and**
32 **making decisions.**

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Recognize personal characteristics, preferences, thoughts, and feelings regarding leadership (Self
4 Awareness).
- 5 2. Recognize emotional responses to ideas that differ from one’s own when working in a group setting
6 (Adaptability and Flexibility).
- 7 3. Recognize how members of a community rely on each other, considering personal contributions as
8 applicable (Collaboration and Teamwork).

9 *Inquiry Questions:*

- 10 1. How do you know if you are a responsible leader?
- 11 2. How do you know if you are a responsible team member?
- 12 3. How do you know when you are working with an effective team?
- 13 4. How can you show respectful listening and learning from team members?
- 14 5. Where can we get factual information when we need to answer questions and make decisions for our
15 group/team?

16 *Nature and Skills of Civics:*

- 17 1. Civic-minded individuals know how to be a good leader and team member.
- 18 2. Civic-minded individuals work together as a team toward a collective goal that honors the views of its
19 members.

20 *Disciplinary, Information, and Media Literacy:*

- 21 1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic,
22 and provide some sense of closure.
- 23 2. Use credible sources (teachers, books, etc.) to check for accuracy when gathering information and
24 making decisions.

25 **First Grade, Standard 4. Civics**

26 **Prepared Graduates:**

- 27 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
28 the global society.

29 **Grade Level Expectation:**

- 30 2. Identify and explain the significance of notable people, places, holidays, and civic symbols reflect the
31 origins and values of the government and its citizens.

32 GLE Code: SS.1.4.2

33 **Evidence Outcomes**

34 *Students Can:*

- 1 a. Identify and explain the relevance of notable civic leaders from different community groups.
2 ~~from multiple diverse perspectives including, but not limited to, African American, Latino, Asian~~
3 ~~American, Indigenous Peoples, LGBTQ, and religious minorities.~~
- 4 b. Identify and explain the meaning of various civic symbols important to diverse community groups. For
5 example: the American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse
6 Memorial, Liberty Bell, ~~Emancipation Proclamation, Turtle Island~~, a yellow sash (i.e., for women’s
7 rights), ~~tribal flags of Native Nations whose ancestral homelands include present-day Colorado, and~~
8 ~~the Colorado Flag.~~
- 9 c. Identify and explain the relevance of significant civic places. For example: the state and national
10 Capitol, the White House, and sites within the local community.
- 11 d. Explain the significance of major civic holidays. For example: Veterans Day, Martin Luther King Day,
12 Independence Day, ~~Presidents’ Day, Earth Day~~, Memorial Day, ~~Juneteenth~~, Labor Day, ~~Indigenous~~
13 ~~Peoples Day~~, and César Chávez Day.

14 Academic Context and Connections

15 *Colorado Essential Skills:*

- 16 1. Compare attitudes and beliefs as an individual to others (~~Community Member: Global/Cultural~~
17 ~~Awareness~~). (~~Civic Engagement~~).
- 18 2. Recognize diversity among notable people, places, holidays, and civic symbols that constitute multiple
19 perspectives within society (~~Community Member: Global/Cultural Awareness~~). (~~Global and Cultural~~
20 ~~Awareness~~).

21 *Inquiry Questions:*

- 22 1. Why do we have national, community, and local celebrations and holidays?
- 23 2. Who are notable people in the development of our country and **community**?
- 24 3. How are new national symbols, songs, or holidays created?

25 *Nature and Skills of Civics:*

- 26 1. Responsible community members see communities as multidimensional entities.
- 27 2. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community
28 and nation.

29 *Disciplinary, Information, and Media Literacy:*

- 30 1. Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply
31 a reason for the opinion, and provide some sense of closure.
- 32 2. With guidance and support from adults, focus on a topic, respond to questions and suggestions from
33 peers, and add details to strengthen writing as needed.

34 First Grade, Standard 5. Personal Financial Literacy

35 **Prepared Graduates:**

- 36 8. Apply economic reasoning skills to make informed personal financial decisions.

37 **Grade Level Expectation:**

- 38 1. Plan how to spend, share, and save money.

1 GLE Code: SS.1.5.1

2 Evidence Outcomes

3 *Students Can:*

- 4 a. Discuss ways to earn or receive money.
- 5 b. Identify types of currency and how currency is used. **For example: cash, coins, credit card, debit card.**
- 6 c. Define types of transactions such as deposit, purchase, borrow, **donate**, and barter.
- 7 d. ~~Identify coins and~~ Find the value of a collection of ~~two coins~~ a variety of coins.

8

9 Academic Context and Connections

10 *Colorado Essential Skills:*

- 11 1. Consider how to **earn**, spend, share, and save money knowing funds in any scenario are limited
12 (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (Critical Thinking and Analysis).
- 13 2. Determine different choices they can make with their money and how those choices may affect others
14 (~~Civic/Interpersonal Skills: Character~~) (Critical Thinking and Analysis).
- 15 3. Demonstrate curiosity, imagination, and eagerness to learn more (~~Entrepreneurial Skills:~~
16 ~~Creativity/Innovation~~) (Creativity and Innovation).

17 *Inquiry Questions:*

- 18 1. How does an individual earn money?
- 19 2. What are different methods of payment?
- 20 3. Are all items purchased with money?
- 21 4. **How do charities, non-profits, and other organizations help a community?**

22 *Nature and Skills of ~~Economics~~ Personal Financial Literacy:*

- 23 1. Financially capable individuals understand that financial goals can be met through planning. For
24 example: an individual divides income between current expenses, saving for the future, and
25 philanthropic donations.

26 *Disciplinary, Information, and Media Literacy:*

- 27 1. Compare the benefits and costs of individual choices.
- 28 2. Identify positive and negative incentives that influence the decisions people make.
- 29 3. Explain the role of money in making exchange easier.

1 **Second Grade, Standard 1. History**

2 **Prepared Graduates:**

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
 4 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
 5 how historical knowledge is viewed, constructed, and interpreted.

6 **Grade Level Expectation:**

- 7 1. Ask questions and discuss ideas taken from primary and secondary sources.

8 GLE Code: SS.2.1.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Explain that the nature of history involves stories of the past preserved in various **primary and**
 12 **secondary** sources. ~~For example: images, oral and written accounts, etc.~~
 13 b. ~~Explain the past through primary and secondary sources. For example: images, and oral or written~~
 14 ~~accounts.~~
 15 c. Organize historical events by creating timelines and explaining the information conveyed by them
 16 ~~historical timelines.~~
 17 d. Identify local historical primary and secondary sources from multiple diverse perspectives (for
 18 example: maps, photographs, letters, etc., ~~from the community and/or region~~) al historical artifacts
 19 and generate questions about their functions, ~~and~~ significance, and perspective.
 20 e. ~~Create timelines to understand the development of important community traditions and events.~~

21 **Academic Context and Connections**

22 *Colorado Essential Skills:*

- 23 1. Identify key attributes of a variety of information products. For example: books, newspapers, online or
 24 print articles, ~~etc. social media (Professional Skills: Information Literacy) (Media Literacy).~~
 25 2. Demonstrate curiosity about events and people from the past using primary and secondary sources
 26 ~~(Entrepreneurial Skills: Creativity/ Innovation) (Media Literacy).~~

27 *Inquiry Questions:*

- 28 1. How can two people understand the same event differently?
 29 2. Why is it important to use more than one source for information?
 30 3. How can putting events in order by time help describe the past?
 31 4. What kinds of tools and sources do historical thinkers use to investigate the past?

32 *Nature and Skills of History:*

- 33 1. Historical thinkers gather firsthand accounts of history through a variety of sources, including differing
 34 accounts of the same event.
 35 2. Historical thinkers use primary sources to investigate the past.

1 *Disciplinary, Information, and Media Literacy:*

- 2 1. Apply disciplinary concepts such as perspective to create accounts of the past.
3 2. Listen for the main idea and sequence of events in a social studies text.
4 3. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare
5 and contrast competing theories, points of view, and arguments in the discipline.

6 **Second Grade, Standard 1. History**

7 **Prepared Graduates:**

- 8 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
9 within and among cultures and societies.

10 **Grade Level Expectation:**

- 11 2. ~~Compare~~ Describe how people of various cultures influence neighborhoods and communities over
12 time.

13 GLE Code: SS.2.1.2

14 **Evidence Outcomes**

15 *Students Can:*

- 16 a. ~~Organize historical events of neighborhoods and/or communities chronologically.~~
17 b. Compare and contrast neighborhoods and/or communities, both past and present, through studies of
18 their people and events. For example: the National Western Stock Show, state/county fairs, and
19 community events.
20 c. ~~Give examples of people and events from different varying perspectives and cultures that brought~~
21 ~~important changes to a neighborhood and/or community—For example: African Americans, Latinos,~~
22 ~~Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities.~~
23 d. ~~Compare and contrast~~ Describe the changes differences within one neighborhood and/or community
24 over time.
25 e. Analyze the interactions and contributions of various people and cultures that have lived in or
26 migrated to neighborhoods and/or communities through the lens multiple diverse perspectives. For
27 Example African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious
28 minorities.
29 f. ~~Give examples of people from different cultures and events that brought important changes to a~~
30 ~~neighborhood and/or community.~~

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences
34 (~~Entrepreneurial Skills: Inquiry/ Analysis~~) (Critical Thinking and Analysis).
35 2. Recognize and describe patterns within and between neighborhoods and communities
36 (~~Entrepreneurial Skills: Inquiry/ Analysis~~) (Critical Thinking and Analysis).
37 3. Investigate to make observations and draw conclusions about neighborhoods and communities
38 (~~Entrepreneurial Skills: Inquiry/ Analysis~~) (Critical Thinking and Analysis).

1 *Inquiry Questions:*

- 2 1. What are the cultural attributes of a neighborhood or community?
3 2. How can understanding the past impact ~~decision-making our understanding of communities~~ today?
4 3. How have ~~people~~, events, and ideas from the past shaped the identity of communities and
5 neighborhoods today?

6 *Nature and Skills of History:*

- 7 1. Historical thinkers investigate relationships between the past and present.
8 2. Historical thinkers organize findings in chronological order as one way to examine and describe the
9 past.
10 3. Historical thinkers examine concepts of change, continuity, and causation in order to explain the past.

11 *Disciplinary, Information, and Media Literacy:*

- 12 1. Apply disciplinary concepts such as change, continuity, and causation to create accounts of
13 neighborhoods and communities in the past.
14 2. Demonstrate positive social behaviors when using technology.
15 3. Begin to identify differing perspectives.

16 **Second Grade, Standard 2. Geography**

17 **Prepared Graduates:**

- 18 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
19 systems, and the connections and relationships among them.

20 **Grade Level Expectation:**

- 21 1. ~~Use geographic terms and tools to describe places and spaces.~~ Using geographic terms and tools to
22 locate and describe spatial patterns and places.

23 GLE Code: SS.2.2.1

24 **Evidence Outcomes**

25 *Students Can:*

- 26 a. Use map keys, legends, symbols, intermediate directions, and a compass rose to locate and describe
27 spaces and places.
28 b. ~~Identify the purpose of the map being presented.~~ For example: a weather map vs. street map.
29 c. ~~Identify and locate various physical features on a map.~~
30 d. Identify the hemispheres, Equator/Prime Meridian, and the North/South poles. ~~on a globe.~~
31 e. Identify and locate cultural, human, political, and natural features using map keys and legends.

32 **Academic Context and Connections**

33 *Colorado Essential Skills:*

- 34 1. Identify key attributes of a variety of geographic tools. For example: globes, maps, and a compass rose
35 ~~(Entrepreneurial Skills: Inquiry/Analysis) (Data Literacy).~~

- 1 2. Find information through the use of geographic technologies. For example: GPS and satellite imagery
2 ~~(Entrepreneurial Skills: Inquiry/Analysis)~~ (Critical Thinking and Analysis).

3 *Inquiry Questions:*

- 4 1. How do you define, organize, and think about the space around you?
5 2. What is a human feature and a physical feature?
6 3. Why do we use geographic tools such as maps, globes, grids, symbols, and keys?
7 4. How would you describe a location without using geographic words?
8 5. How can using the wrong geographic tool or term cause problems?

9 *Nature and Skills of Geography:*

- 10 1. **Spatial Geographic** thinkers use visual representations of the environment.
11 2. **Spatial Geographic** thinkers identify data and reference points to understand space and place.

12 *Disciplinary, Information, and Media Literacy:*

- 13 1. Construct maps, graphs, and other representations of familiar places.
14 2. Describe spaces and places and the relationships and interactions that shape them using geographic
15 tools. For example: maps, graphs, photographs, and other representations.
16 3. Use maps, globes, and other geographic models to identify cultural and environmental characteristics
17 of places.
18 4. Analyze and use information presented visually in a text that supports the words in a text. For
19 example: graphs, charts, flowcharts, diagrams, models, tables.
20 5. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare
21 ~~and contrast~~ competing theories, points of view, and arguments in the discipline.

22 **Second Grade, Standard 2. Geography**

23 **Prepared Graduates:**

- 24 4. Examine the characteristics of places and regions, and the changing nature among geographic and
25 human interactions.

26 **Grade Level Expectation:**

- 27 2. **Explain how** people in communities manage, modify, and depend on their environment.

28 GLE Code: SS.2.2.2

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Explain how communities manage and use nonrenewable and renewable resources.
32 ~~b. Explain how community is defined by physical boundaries and resources.~~
33 c. Explain **how the environment influences** why people settle in certain areas.
34 d. Identify examples of how human activity influences ~~cultural and~~ environmental characteristics of a
35 place over time.
36 e. **Identify examples of how culture and lifestyle are impacted by environmental characteristics.**

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Recognize problems within a community related to the environment and their respective solutions
4 (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (Critical Thinking and Analysis).
5 2. Make observations and draw conclusions about the relationship between a community and their
6 environment (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Critical Thinking and Analysis).

7 *Inquiry Questions:*

- 8 1. How do available resources and their uses ~~create change in~~ impact a community?
9 2. ~~Are renewable and nonrenewable resources managed well? How do you know?~~ How do we know
10 when we are being good stewards of renewable and non-renewable resources? For example: reduce,
11 reuse, and recycle.
12 3. ~~Why are physical features often used as boundaries?~~
13 4. ~~What are the various groups in a community and how are they alike and different?~~
14 5. ~~How do you choose if you should recycle, reduce, reuse, or throw something away?~~
15 6. How does the environment influence people’s decisions about where they live?
16 7. How do humans change the environment of a place over time?
17 8. How does the environment influence the culture and lifestyles of a place?

18 *Nature and Skills of Geography:*

- 19 1. Geographic thinkers compare information and data and recognize that environmental factors
20 influence change in communities.
21 2. Geographic thinkers study the uneven distribution and management of resources.
22 3. Geographic thinkers recognize that problems can be identified and possible solutions can be created.
23 4. Geographic thinkers identify and reflect upon personal connections to community systems.
24 5. Geographic thinkers understand that they must manage resources in the environment such as
25 conserving water, safeguarding clean air, managing electricity needs, and reducing the amount of
26 waste.
27 6. Geographic thinkers, within communities, collaborate to modify, manage, and depend on the
28 environment. For example: elected officials decide how to manage resources, and communities may
29 limit hunting, water usage, or other activities.
30 7. Geographic technology is used to gather, track, and communicate how resources might be managed
31 or modified. For example: ski areas track snowfall rates, analyze data for avalanche danger and even
32 create snow.

33 *Disciplinary, Information, and Media Literacy:*

- 34 1. Describe how human activities affect the cultural and environmental characteristics of spaces or
35 places.
36 2. Generate questions to guide research, gather information from print and digital sources, determine
37 biases and credibility of sources, cite sources accurately, and use evidence to answer their research
38 question.
39 3. Demonstrate positive social behaviors when using technology.
40 4. Synthesize information from multiple sources to demonstrate understanding of a topic.

1 Second Grade, Standard 3. Economics

2 Prepared Graduates:

- 3 ~~5. Understand the allocation of scarce resources in societies through analysis of individual choice,~~
4 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies
5 through the analysis of individual choice, market interaction, and public policy.

6 Grade Level Expectation:

- 7 1. Explain how scarcity of resources means individuals ~~Resources are scarce, so individuals~~ may not have
8 access to the goods and services they want or need.

9 GLE Code: SS.2.3.1

10 Evidence Outcomes

11 *Students Can:*

- 12 a. Explain scarcity of goods and resources.
13 b. Identify and categorize goods and services and ~~recognize~~ provide examples of each.
14 c. Give examples of choices people make when resources are scarce.
15 d. Identify possible solutions when there are limited resources and unlimited wants.

16 Academic Context and Connections

17 *Colorado Essential Skills:*

- 18 1. Demonstrate an understanding of cause and effect related to personal decisions (~~Civic/Interpersonal~~
19 ~~Skills: Character~~) (Critical Thinking and Analysis).
20 2. Recognize problems that arise from scarcity and their respective solutions (~~Entrepreneurial Skills:~~
21 ~~Critical Thinking/ Problem Solving~~) (Critical Thinking and Analysis).

22 *Inquiry Questions:*

- 23 1. How does scarcity affect purchasing decisions?
24 2. What goods and services do you use?
25 3. How are resources used in various communities?
26 4. ~~What are some ways to find out about the goods and services used in other communities?~~ What do
27 people and communities do when a resource is scarce?

28 *Nature and Skills of Economics:*

- 29 1. Economic thinkers analyze choices that individuals make to predict patterns and determine demand.
30 2. Economic thinkers analyze how goods and services are produced and priced.
31 3. Economic thinkers analyze scarcity of resources and its impact on the cost of goods and services.

32 *Disciplinary, Information, and Media Literacy:*

- 33 1. Apply disciplinary concepts such as decision-making, exchange, and markets to determine the benefits
34 and costs of a particular choice.

1 **Second Grade, Standard 4. Civics**

2 **Prepared Graduates:**

- 3 6. Express an understanding of how civic participation affects policy by applying the rights and
4 responsibilities of a citizen.

5 **Grade Level Expectation:**

- 6 1. ~~Advocate for ideas to~~ Investigate ways in which ideas and actions can improve communities.

7 GLE Code: SS.2.4.1

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Compare ways that people may effectively express their ideas and viewpoints ~~in ways that are~~
11 ~~effective and respectful to others~~ while being respectful to others.
- 12 b. Analyze how ~~people in diverse groups~~ community members and groups with diverse perspectives
13 ~~(including, but not limited to, African Americans, Latinos, Asian Americans, Indigenous Peoples,~~
14 ~~LGBTQ, and religious minorities)~~ monitor ~~advocate for their interests and responsibly~~ influence
15 decisions in their community.
- 16 ~~c. Identify whether information presented, or statements made, are facts or opinions.~~
- 17 d. Describe ways in which you can take an active part in improving your school or community.
- 18 e. Identify and compare examples of civic responsibilities ~~such as volunteering in the community,~~ that
19 are important to privileged and marginalized individuals, families, and communities. ~~For example:~~
20 ~~African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities~~
21 ~~families. (For example: voting and representation and lobbying and organizing).~~
- 22 f. Describe the characteristics that enable a community ~~member to engage in the community~~
23 ~~responsibly and effectively.~~

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Identify and reflect upon personal connections to community systems ~~(Civic/Interpersonal Skills: Civic~~
27 ~~Engagement)~~ (Civic Engagement).
- 28 2. Model positive behaviors for others ~~(Professional Skills: Leadership)~~ (Civic Engagement).

29 *Inquiry Questions:*

- 30 1. What are beliefs that help people live together in communities?
- 31 2. What civic responsibilities do you think are important?
- 32 3. How can different cultures and beliefs influence a community?
- 33 4. What are responsible ways to advocate for ideas in a community?
- 34 5. ~~How do we make sure that all perspectives are represented?~~
- 35 6. ~~What are responsible ways to gather information in order to make informed decisions and advocate~~
36 ~~for the community?~~
- 37 7. ~~How do we know when information is factual or someone’s opinion? How does that influence how I~~
38 ~~use the information?~~

1 *Nature and Skills of Civics:*

- 2 ~~1. Civic-minded individuals show responsibility for the well-being of oneself, family, and school~~
- 3 ~~community.~~
- 4 2. Civic-minded individuals listen and participate responsibly as a member of a group.
- 5 3. Civic-minded individuals collaborate to responsibly advocate for the ideas they think will improve
- 6 society. For example: a group lobbies the city council to create a new park or employ more
- 7 firefighters.

8 *Disciplinary, Information, and Media Literacy:*

- 9 1. Use technology resources for problem solving, communication, and illustration of thoughts and ideas.
- 10 2. Compare and contrast the most important points presented by two texts on the same topic.
- 11 3. Write opinion pieces in which students introduce the topic or book they are writing about, state an
- 12 opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to
- 13 connect opinion and reasons, and provide a concluding statement or section.
- 14 4. Write informative/explanatory texts in which students introduce a topic, use facts and definitions to
- 15 develop points, and provide a concluding statement or section.
- 16 5. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and
- 17 effective presence that builds credibility.

18 **Second Grade, Standard 4. Civics**

19 **Prepared Graduates:**

- 20 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
- 21 the global society.

22 **Grade Level Expectation:**

- 23 ~~2. Identify and compare multiple ways that people understand and resolve conflicts and differences.~~
- 24 ~~Explain the roles and characteristics of people who govern different communities.~~

25 GLE Code: SS.2.4.2

26 **Evidence Outcomes**

27 *Students Can:*

- 28 ~~a. Analyze Explain ways that diverse groups, communities, and individuals individuals, groups, and~~
- 29 ~~communities of Indigenous, African, Latino, and Asian descent) collaborate, work through conflict, and~~
- 30 ~~promote equality, justice, and responsibility. social change. For example: changes to classroom rules~~
- 31 ~~or strategies used in the Civil Rights Movement. Voting Rights Acts. Identify the role(s) of~~
- 32 ~~government. For example: establish order, provide security, and accomplish common goals.~~
- 33 ~~b. Compare examples of power and authority and identify strategies that could be used to address an~~
- 34 ~~imbalance. For example: anti bullying, mediation, equity vs. equality, and deliberation. Identify the~~
- 35 ~~roles and characteristics of various leaders at the local, state, and national levels. For example: the~~
- 36 ~~President of the United States, the Governor of Colorado, and the city mayor.~~
- 37 ~~c. Identify and give examples of appropriate and inappropriate uses of power and/or authority and the~~
- 38 ~~consequences for abuse of power. Identify qualities of positive leadership and how leaders~~
- 39 ~~contribute to a group or community.~~

- 1 d. ~~Demonstrate skills to understand and resolve conflicts or differences.~~ Identify services provided by
- 2 the local or state government. For example: police and fire protection, maintenance of roads, and
- 3 snow removal.
- 4 e. ~~Identify strategies to address imbalances of power conflict. For example: Anti-bullying, deliberation~~
- 5 ~~and mediation, equity fairness vs. equality, self-advocacy, etc.~~

6 Academic Context and Connections

7 *Colorado Essential Skills:*

- 8 1. Compare attitudes and beliefs as an individual to others (~~Civic/Interpersonal Skills: Global/Cultural~~
- 9 ~~Awareness~~) (Social Awareness).
- 10 2. Appropriately express a range of emotions to communicate personal ideas/needs (~~Personal Skills: Self-~~
- 11 ~~Awareness~~) (Self-Management).

12 *Inquiry Questions:*

- 13 1. ~~What happens when someone uses power unwisely?~~ What can happen when someone has too much
- 14 power and/or authority and abuses it?
- 15 2. What are ~~good~~ ways leaders collaborate to solve differences?
- 16 3. ~~How does the balance of power leaders impact social change and participation?~~ What are the
- 17 characteristics of positive leaders?
- 18 4. ~~What in our nation of conflict as the result of an imbalance of power? For example: conflict over~~
- 19 ~~nonrenewable resources, city planning, water rights, segregation, and discrimination, etc.~~ Who are
- 20 positive leaders in the group or community?
- 21 5. ~~What do equality, justice, and responsibility look like in the world?~~ What are some examples in the
- 22 community of people helping others? ~~addressing social inequalities?~~ For example: ~~The Civil Rights~~
- 23 ~~Movement~~ and collecting food for the hungry.

24 *Nature and Skills of Civics:*

- 25 1. Civic-minded individuals examine how culture influences the disposition of rules, laws, rights, and
- 26 responsibilities.
- 27 2. Civic-minded individuals ~~understand that power and authority shape individual participation.~~ can
- 28 identify the President of the United States, the Governor of Colorado, and other elected officials.
- 29 3. Civic-minded individuals can discuss the responsibilities of the governor and other elected officials to
- 30 make and enforce laws.

31 *Disciplinary, Information, and Media Literacy:*

- 32 1. Begin to identify differing perspectives.
- 33 2. Use technology resources for problem solving, communication, and illustration of thoughts and ideas.
- 34 3. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare
- 35 and contrast competing theories, points of view, and arguments in the discipline.

36 Second Grade, Standard 5. Personal Financial Literacy

37 Prepared Graduates:

- 38 8. Apply economic reasoning skills to make informed personal financial decisions.

1 **Grade Level Expectation:**

- 2 1. Investigate costs and benefits to make informed financial decisions.

3 GLE Code: SS.2.5.1

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Assess priorities when making financial decisions.
- 7 b. ~~Classify goals as short-term or long-term.~~ Classify financial goals. For example: a need or want, or
8 short-term or long-term goals.
- 9 c. ~~Differentiate the monetary value for a variety of goods and services.~~ Recognize that different goods
10 and services have different monetary values.
- 11 d. Acknowledge that ~~non-monetary value varies~~ financial priorities vary ~~from person to person~~ among
12 people and communities for goods and services. For example: going to the hairdresser, buying brand
13 name items.
- 14 e. Predict positive and negative consequences when making financial decisions. For example: If... Then...
15 decision making.
- 16 f. ~~Use addition and subtraction within 100 to~~ Solve simple financial word problems ~~about making to aid~~
17 in making financial decisions. For example: a video game costs \$20. If I earn \$5 per week in allowance,
18 I will need to save for ____ weeks to earn enough money.

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 1. Identify consequences (positive and negative) of a financial decision (~~Entrepreneurial Skills:~~
22 ~~Inquiry/Analysis~~) (Critical Thinking and Analysis).
- 23 2. Understand how to reduce risk depending on the financial choices they make (~~Entrepreneurial Skills:~~
24 ~~Risk-Taking~~) (Critical Thinking and Analysis).
- 25 3. Demonstrate an understanding of cause and effect related to different financial decisions
26 (~~Civic/Interpersonal Skills: Character~~) (Critical Thinking and Analysis).

27 *Inquiry Questions:*

- 28 1. What is a financial goal?
- 29 2. What strategies can help individuals achieve their ~~financial short-term goals and long-term~~ goals?
- 30 3. What influences your financial goals and priorities?
- 31 4. How do individuals ~~make and~~ analyze the ~~positive and negative~~ consequences of financial decisions?
- 32 5. How can I use my math skills and strategies to help me make financial decisions?

33 *Nature and Skills of **Economics** Personal Financial Literacy:*

- 34 1. Financially capable individuals use good decision-making tools in planning their spending and saving.
- 35 2. Financially capable individuals make financial decisions based on responsible evaluation of the
36 consequences.
- 37 3. Financially capable individuals make purchase decisions based on such things as quality, price, and
38 personal goals. For example, you decide whether to spend money on candy or the movies.

1 *Disciplinary, Information, and Media Literacy:*

- 2 1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,
3 descriptive details, speaking clearly at an understandable pace.
- 4 2. Compare the benefits and costs of individual choices.
- 5 3. Identify positive and negative incentives that influence the decisions people make.
- 6 4. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and
7 effective presence that builds credibility.

1 **Third Grade, Standard 1. History**

2 **Prepared Graduates:**

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
4 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
5 how historical knowledge is viewed, constructed, and interpreted.

6 **Grade Level Expectation:**

- 7 1. Compare primary and secondary sources when explaining the past.

8 GLE Code: SS.3.1.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Compare primary sources with works of fiction about the same topic.
12 b. Use a variety of primary sources such as artifacts, pictures, oral histories, and documents, to help
13 determine factual information about historical events.
14 c. Compare information from multiple sources recounting the same event.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Articulate the most effective kinds of historical sources to access information needed for
18 understanding historic events (~~Professional Skills: Information Literacy~~) (~~Media Literacy~~).
19 2. Ask questions to develop further understanding of reliability of various kinds of historical sources
20 (~~Professional Skills: Self-Advocacy~~) (~~Critical Thinking and Analysis~~).

21 *Inquiry Questions:*

- 22 1. How do historical fact, opinion and fiction uniquely influence an individual's understanding of history?
23 2. How do historical thinkers determine the accuracy of history?
24 3. What types of questions do historical thinkers ask about the past?
25 4. Why do historical thinkers use multiple sources to study history?

26 *Nature and Skills of History:*

- 27 1. Historical thinkers use primary sources to distinguish fact from fiction.
28 2. Historical thinkers distinguish fact from fiction when used to make informed decisions. For example:
29 consumers must critically analyze advertisements for facts, and nonfiction writers must verify
30 historical accuracy.
31 3. Historical thinkers compare information provided by different historical sources about the past.
32 4. Historical thinkers infer the intended audience and purpose of a historical source from information
33 within the source itself.
34 5. Historical thinkers use information about a historical source, including the author, date, place of
35 origin, intended audience, and purpose to judge the extent to which the source is useful.
36 6. Historical thinkers make inferences about the intended audience and purpose of a primary source
37 from information within the source itself.

1 *Disciplinary, Information, and Media Literacy:*

- 2 1. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,
3 taking into consideration the different opinions people have about how to answer the questions.
4 2. Gather relevant information from multiple sources while using the origin, structure, and context to
5 guide the selection.
6 3. Use distinctions between fact and opinion to determine the credibility of multiple sources.
7 4. Distinguish their own point of view from that of the author.
8 5. Compare and contrast the most important points and key details presented in two texts on the same
9 topic.
10 6. Write opinion pieces on topics or texts, supporting a point of view with reasons.
11 7. Use evidence to develop claims in response to compelling questions.
12 8. Communicate information using technology.

13 **Third Grade, Standard 1. History**

14 **Prepared Graduates:**

- 15 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
16 within and among cultures and societies.

17 **Grade Level Expectation:**

- 18 **2. Identify how** people in the past influenced the development and interaction of different communities
19 or regions.

20 GLE Code: SS.3.1.2

21 **Evidence Outcomes**

22 *Students Can:*

- 23 a. Compare past and present situations and events.
24 b. Give examples of people, events, and developments that brought important changes to a community
25 or region.
26 c. Describe the history, interaction, and contribution of the various peoples and cultures ~~including, but~~
27 ~~not limited to, African Americans, Asian Americans, Indigenous Peoples, Latinos, LGBTQ, and religious~~
28 ~~groups minorities~~ that have lived in or migrated to a community or region and how that migration has
29 influenced change and development.

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. Recognize how members of a community rely on each other and interact to influence the
33 development of their communities (~~Civic/Interpersonal Skills: Collaboration/Teamwork~~) (~~Civic~~
34 ~~Engagement~~).

35 *Inquiry Questions:*

- 1 1. How have people **from the past** from **diverse** groups, **identities, and cultures** lived together and
- 2 interacted with each other **in the past**? **For example: African Americans, Asian Americans, Indigenous**
- 3 **Peoples, Latinos, LGBTQ, and religious minorities.**
- 4 2. What types of questions do people ask to learn about the past?
- 5 3. How has a region changed and yet remained the same over time?

6 *Nature and Skills of History:*

- 7 1. Historical thinkers ask questions to guide their research into the past.
- 8 2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups
- 9 in the past.
- 10 3. Historical thinkers use context and information from the past to make connections and inform
- 11 decisions in the present. For example: the development and traditions of various groups in a region
- 12 affect the economic development, tourist industry, and cultural makeup of a community.
- 13 4. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details
- 14 with relevant information and data.
- 15 5. Historical thinkers explain probable causes and effects of events and developments.

16 *Disciplinary, Information, and Media Literacy:*

- 17 1. Compare and contrast the most important points and key details presented in two texts on the same
- 18 topic.
- 19 2. Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.
- 20 3. Provide reasons that support the opinion.
- 21 4. Provide a concluding statement or section.
- 22 5. Introduce a topic and group related information together; include illustrations when useful to aid
- 23 comprehension.
- 24 6. Develop the topic with facts, definitions, and details.
- 25 7. Conduct short research projects that build knowledge about a topic.
- 26 8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,
- 27 taking into consideration the different opinions people have about how to answer the questions.
- 28 9. Communicate information using technology.

29 **Third Grade, Standard 2. Geography**

30 **Prepared Graduates:**

- 31 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
- 32 systems, and the connections and relationships among them.

33 **Grade Level Expectation:**

- 34 1. Use geographic tools to ~~develop~~ **apply** spatial thinking **skills**.

35 GLE Code: SS.3.2.1

36 **Evidence Outcomes**

37 *Students Can:*

- 38 a. Read and interpret information from geographic tools and formulate geographic questions.

- 1 b. Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of
- 2 Colorado, and neighboring states on maps.
- 3 c. Describe the natural and man-made features of a specific area on a map.
- 4 d. Identify geography-based problems and examine the ways that people have tried to solve them.

5 Academic Context and Connections

6 *Colorado Essential Skills:*

- 7 1. Articulate the most effective geographic tools to access information needed for developing spatial
- 8 thinking (~~Professional Skills: Information Literacy~~) (~~Critical Thinking and Analysis~~).

9 *Inquiry Questions:*

- 10 1. What questions do geographers ask?
- 11 2. How does the geography of where we live influence how we live?
- 12 3. How do physical features provide opportunities and challenges to regions?
- 13 ~~4. How have the cultural experiences of groups in different regions influenced practices regarding the~~
- 14 ~~local environment?~~

15 *Nature and Skills of Geography:*

- 16 1. ~~Geographic Spatial~~ thinkers use and interpret information from geographic tools to investigate
- 17 geographic questions.
- 18 2. ~~Geographic Spatial~~ thinkers use geographic tools to answer questions about places and locations such
- 19 as where to locate a business or park and how to landscape a yard.
- 20 3. ~~Geographic Spatial~~ thinkers develop the skills to organize and make connections such as reading a
- 21 map and understanding where you are, where you want to go, and how to get to the destination.
- 22 4. Geographic thinkers use maps, satellite images, photographs, and other representations to explain
- 23 relationships between the locations of places and regions and their environmental characteristics.

24 *Disciplinary, Information, and Media Literacy:*

- 25 1. Use information gained from illustrations such as maps and photographs, as well as the words in a text
- 26 to demonstrate understanding of the text. For example: where, when, why, and how key events
- 27 occur.
- 28 2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,
- 29 taking into consideration the different opinions people have about how to answer the questions.
- 30 3. Find information using technology.

31 Third Grade, Standard 2. Geography

32 Prepared Graduates:

- 33 4. Examine the characteristics of places and regions, and the changing nature among geographic and
- 34 human interactions.

35 Grade Level Expectation:

- 36 2. Define the concept of region ~~is developed~~ through an examination of similarities and differences in
- 37 places and communities.

38 GLE Code: SS.3.2.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Observe and describe the physical, cultural, and human-made characteristics of a local region. For
- 4 example: the Eastern Plains, San Luis Valley, Pikes Peak, Northwest, Front Range, South Central,
- 5 Southwest, and Western Slope.
- 6 b. Identify the factors that make a region unique. For example: cultural diversity, industry and
- 7 agriculture, and landforms.
- 8 c. Give examples of places that are similar and different from a local region.
- 9 d. Characterize regions using different types of features such as physical, political, cultural, urban and
- 10 rural attributes.

11 **Academic Context and Connections**

12 *Colorado Essential Skills:*

- 13 1. Investigate a variety of places and communities and draw conclusions about regions (**Entrepreneurial**
- 14 **Skills: Inquiry/Analysis**) (**Critical Thinking and Analysis**).

15 *Inquiry Questions:*

- 16 1. Are regions in the world more similar or different?
- 17 2. Why do people describe regions using human or physical characteristics?
- 18 3. What are the geographic characteristics of a region?
- 19 4. How do cultures lead to similarities and differences between regions?

20 *Nature and Skills of Geography:*

- 21 1. Geographic thinkers analyze connections among places.
- 22 2. Geographic thinkers compare and contrast characteristics of regions when making decisions and
- 23 choices such as where to send children to school, what part of town to live in, what type of climate
- 24 suits personal needs, and what region of a country to visit.
- 25 3. Geographic thinkers can explain how natural and human-made catastrophic events in one place affect
- 26 people living in other places.

27 *Disciplinary, Information, and Media Literacy:*

- 28 1. Use information gained from illustrations such as maps and photographs, as well as the words in a text
- 29 to demonstrate understanding of the text. For example: where, when, why, and how key events
- 30 occur.
- 31 2. Compare and contrast the most important points and key details presented in two texts on the same
- 32 topic.
- 33 3. Identify disciplinary concepts and ideas associated with a compelling question that are open to
- 34 different interpretations.
- 35 4. Find information using technology.

36 **Third Grade, Standard 3. Economics**

37 **Prepared Graduates:**

- 1 ~~5. Understand the allocation of scarce resources in societies through analysis of individual choice,~~
2 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies through
3 the analysis of individual choice, market interaction, and public policy.

4 **Grade Level Expectation:**

- 5 1. Explain how producers and consumers exchange goods and services in different ways.

6 GLE Code: SS.3.3.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Describe the difference between producers and consumers and explain how they need each other.
10 b. Describe and give examples of forms of exchange. For example: monetary exchange and barter.
11 c. Describe how the exchange of goods and services between businesses and consumers affects all
12 parties.
13 d. Recognize that different currencies exist and explain the functions of money. For example: medium of
14 exchange, store of value, and measure of value.
15 e. Cite evidence to show how trade benefits individuals, businesses, and communities, and increases
16 interdependency.

17 **Academic Context and Connections**

18 *Colorado Essential Skills:*

- 19 1. Recognize how members of a community rely on each other through exchanging goods and services,
20 considering personal exchange behaviors (~~Civic/Interpersonal Skills: Collaboration/Teamwork~~) (~~Civic~~
21 ~~Engagement~~).
22 2. Identify and explain the perspectives of all parties participating in an exchange (~~Civic/Interpersonal~~
23 ~~Skills: Global/Cultural Awareness~~) (~~Global and Cultural Awareness~~).

24 *Inquiry Questions:*

- 25 ~~1. What would happen if there was no such item as money?~~
26 2. What would happen if consumers did not want what a producer made?
27 3. What would the world look like if there was no transportation that could move goods more than 50
28 miles?

29 *Nature and Skills of Economics:*

- 30 1. Economic thinkers analyze trade and the use of money.
31 2. Economic thinkers describe and study the importance of exchange in a community.
32 3. Economic thinkers understand that goods and services are exchanged in multiple ways and are a part
33 of everyday life such as purchasing or trading items.
34 4. Economic thinkers realize that production, consumption, and the exchange of goods and services are
35 interconnected in the world. For example: vegetables from California are sold at Colorado markets
36 and an ice storm in Florida affects orange juice supplies for the world.
37 5. Economic thinkers can explain why people voluntarily exchange goods and services when both parties
38 expect to gain as a result of the trade.

- 1 6. Economic thinkers understand why people specialize and trade, and how that leads to increased
2 economic interdependence in the world economy.

3 *Disciplinary, Information, and Media Literacy:*

- 4 1. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in
5 technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
6 2. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,
7 descriptive details, speaking clearly at an understandable pace.
8 3. Begin to identify differing perspectives.
9 4. Explain the role of money in making exchange easier.
10 5. Identify examples of the variety of resources that are used to produce goods and services. For
11 example: human capital, physical capital, and natural resources.

12 **Third Grade, Standard 4. Civics**

13 **Prepared Graduates:**

- 14 6. Express an understanding of how civic participation affects policy by applying the rights and
15 responsibilities of a citizen.

16 **Grade Level Expectation:**

- 17 1. Respect the views and rights of others.

18 GLE Code: SS.3.4.1

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. Identify and apply the elements of civil discourse. For example: listening with respect ~~for~~
22 ~~understanding~~, speaking in a respectful manner, ~~and restating an opposing viewpoint or opinion~~.
23 b. Identify important personal rights in a democratic society and how they relate to others' rights.
24 c. Give examples of the relationship between rights and responsibilities.
25 d. ~~Restate the view or opinion of others with their reasoning when it is different from one's own.~~

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

- 28 1. Appropriately express one's own emotions, thoughts, and values and identify how they influence
29 behavior (~~Personal Skills: Self-Awareness~~) (Self Awareness).
30 2. Regulate reactions to differing perspectives (~~Personal Skills: Adaptability/Flexibility~~) (Adaptability and
31 Flexibility).
32 3. Identify and explain a different perspective when exploring events or ideas (~~Civic/Interpersonal Skills:~~
33 ~~Global/Cultural Awareness~~) (Global and Cultural Awareness).
34 4. State a position and reflect on possible objections to assumptions and implications of the position
35 (~~Civic/Interpersonal Skills: Character~~) (Self Advocacy and Initiative).

36 *Inquiry Questions:*

- 1 1. What are the essential elements of compromise that enable conflict to be transformed into
- 2 agreement?
- 3 2. Why is personal advocacy important in a community with diverse views?
- 4 3. What would a community be like if individuals from various groups did not respect each other's rights
- 5 and views?
- 6 ~~4. Why do some groups, such as African Americans, Asian Americans, Indigenous Peoples, Latinos,~~
- 7 ~~LGBTQ, and religious minorities, feel like their voices are not being heard? How can community~~
- 8 ~~members ensure that all voices and opinions are heard?~~

9 *Nature and Skills of Civics:*

- 10 1. Civic-minded individuals take the opportunity to make positive changes in their community.
- 11 2. Civic-minded individuals recognize the value of respecting the rights and views of others.
- 12 3. Civic-minded individuals understand that a respect for the views of others helps to learn and
- 13 understand various perspectives, thoughts, and cultures. For example: environmentalists, industry,
- 14 and government work together to solve issues around energy and other resources.
- 15 4. Civic-minded individuals understand that virtues, such as honesty, mutual respect, cooperation, and
- 16 attentiveness to multiple perspectives, should be used when they interact with each other on public
- 17 matters.
- 18 ~~5. Civic-minded individuals understand that some of the most impactful and necessary changes to~~
- 19 ~~institutions have required the breaking of rules and demanding justice, even if these demands are~~
- 20 ~~not mainstream and are met with resistance.~~

21 *Disciplinary, Information, and Media Literacy:*

- 22 1. Distinguish their own point of view from that of the author of a text.
- 23 2. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of
- 24 inappropriate use.
- 25 3. Use technology resources for problem solving, communication, and illustration of thoughts and ideas.
- 26 4. Provide opportunities to use technology to research multiple views on issues to better understand the
- 27 evolution of rights. For example: lawyers research court findings and individuals engage in civic
- 28 discourse regarding issues of the day through the internet.
- 29 5. Gather relevant information from multiple sources while using the origin, structure, and context to
- 30 guide the selection.
- 31 6. Present a summary of arguments and explanations to others outside the classroom using print and
- 32 oral technologies.

33 **Third Grade, Standard 4. Civics**

34 **Prepared Graduates:**

- 35 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
- 36 the global society.

37 **Grade Level Expectation:**

- 38 2. **Identify Describe** the origins, structures, and functions of local government.

39 GLE Code: SS.3.4.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Explain the origins and structures ~~and functions~~ of local government.
- 4 b. ~~Identify and~~ Explain the services local governments provide and how those services are funded. ~~For~~
5 ~~example: Voting, lobbying, protesting, organizing, and engaging in discourse with elected officials.~~
- 6 c. Identify and explain a variety of roles leaders, citizens, and others play in local government.
- 7 d. Describe how local government provides opportunities for people to exercise their rights and initiate
8 change.
- 9 e. ~~Discuss the role of elections in choosing specific candidates to represent the public interest in local~~
10 ~~government.~~

11 **Academic Context and Connections**

12 *Colorado Essential Skills:*

- 13 1. Connect knowledge from personal experiences in schools and communities to civic engagement
14 (~~Civic/Interpersonal Skills: Civic Engagement~~) (Civic Engagement).

15 *Inquiry Questions:*

- 16 1. How are local governments and citizens interdependent?
- 17 2. How do individuals get involved in their local government?
- 18 3. How do local governments and citizens help each other?
- 19 4. Why do people create governments?
- 20 5. How do people, places, and events help us understand the ideals of democratic government?
- 21 6. **Why is it important to vote?**

22 *Nature and Skills of Civics:*

- 23 1. Civic-minded individuals are involved in their local government.
- 24 2. Civic-minded individuals know how personal advocacy and involvement can lead to change in
25 communities.
- 26 3. Civic-minded individuals have a knowledge of the origins, structures, and functions of local
27 government which enables participation in the democratic process. For example: groups and
28 governments work together to create a safe environment in the community.
- 29 4. Civic-minded individuals understand the important institutions of their society and the principles that
30 these institutions are intended to reflect.
- 31 5. Civic-minded individuals use a range of deliberative and democratic procedures to make decisions
32 about and act on civic problems in their classrooms and schools.

33 *Disciplinary, Information, and Media Literacy:*

- 34 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 35 2. Gather relevant information from multiple sources while using the origin, structure, and context to
36 guide the selection.
- 37 3. Identify the main idea and sequence of events in a social studies context.
- 38 4. Present information orally and in writing.

39 **Third Grade, Standard 5. Personal Financial Literacy**

1 **Prepared Graduates:**

- 2 8. Apply economic reasoning skills to make informed personal financial decisions.

3 **Grade Level Expectation:**

- 4 1. Create a plan to meet a financial goal.

5 GLE Code: SS.3.5.1

6 **Evidence Outcomes**

7 *Students Can:*

- 8 a. Give examples of short-term spending and savings goals.
- 9 b. Identify **activities** that **children individuals** can do to earn money to reach personal financial goals.
- 10 c. Differentiate the role of income and expenses when creating a budget.
- 11 d. Create a plan with specific steps to reach a short-term financial goal.
- 12 e. Model strategies to achieve a personal financial goal using arithmetic operations.

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. Use a variety of strategies to achieve a financial goal, such as buying a new toy. ~~Define the problem~~
16 ~~(something they want to buy) using a variety of strategies of how to reach their financial goal~~
17 ~~(Entrepreneurial Skills: Critical Thinking/Problem Solving)~~ (Critical Thinking and Analysis).
- 18 2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities that will help
19 reach a financial goal ~~(Entrepreneurial Skills: Risk Taking)~~ (Creativity and Innovation).
- 20 3. Set goals and develop strategies to remain focused on learning and reaching their financial goals
21 ~~(Personal Skills: Perseverance/Resilience)~~ (Perseverance and Resilience).
- 22 4. Recognize how members of a community rely on each other, considering personal contributions as
23 applicable, when creating and completing a plan to reach a financial goal ~~(Civic/Interpersonal Skills:~~
24 ~~Collaboration/Teamwork)~~ (Collaboration and Teamwork).
- 25 5. Demonstrate an understanding of cause and effect related to personal decisions they make regarding
26 reaching a financial goal ~~(Entrepreneurial Skills: Inquiry/Analysis)~~ (Critical Thinking and Analysis).
- 27 6. Articulate task requirements and identify deadlines when developing a plan to meet a financial goal
28 ~~(Professional Skills: Task/Time Management)~~ (Self-Management).

29 *Inquiry Questions:*

- 30 1. What would happen if an individual spent all earnings on entertainment?
- 31 2. Why do individuals give away money?
- 32 3. Why is personal financial goal setting important?
- 33 4. How does an individual know when a good short-term goal is well-written?

34 *Nature and Skills of **Economics Personal Financial Literacy:***

- 35 1. Financially capable individuals create goals and work toward meeting them.
- 36 2. Financially capable individuals understand the cost and the accountability associated with borrowing.

- 1 3. Financially capable individuals understand that personal financial goal setting is a lifelong activity and
2 short-term goal setting is essential to that process. For example: saving for a fish aquarium or
3 skateboard.
- 4 4. Financially capable individuals understand that an analysis of various options **for borrowing** and
5 creating short- and long-term goals **for borrowing** is a lifelong skill. **For example: Adults borrow money**
6 **to buy a car or go on a vacation.**

7 *Disciplinary, Information, and Media Literacy:*

- 8 1. Compare the benefits and costs of individual choices.
- 9 2. Identify positive and negative incentives that influence the decisions people make.
- 10 3. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare
11 **and contrast** competing theories, points of view, and arguments in the discipline.

1 Fourth Grade, Standard 1. History

2 Prepared Graduates:

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
4 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
5 how historical knowledge is viewed, constructed, and interpreted.

6 Grade Level Expectation:

- 7 1. Analyze primary and secondary sources from multiple points of view to develop an understanding of
8 the history of Colorado.

9 GLE Code: SS.4.1.1

10 Evidence Outcomes

11 *Students Can:*

- 12 a. Draw inferences about Colorado history from primary sources such as journals, diaries, maps, ~~treaties,~~
13 ~~oral histories,~~ etc.
- 14 b. Identify cause-and-effect relationships using primary sources to understand the history of Colorado's
15 development.
- 16 c. Explain, through multiple perspectives, ~~the cause-and-effect relationships in~~ the human interactions
17 among people and cultures that ~~have lived in~~ are indigenous to or migrated to present-day
18 Colorado. ~~For example: American Indians, Spanish explorers, trappers/traders, and European settlers.~~
19 ~~after westward expansion.~~ Including but not limited to: historic tribes of Colorado ~~Colorado tribes,~~ the
20 Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders.
- 21 d. Identify and describe how ~~major~~ political and cultural groups have affected the development of the
22 region. Including but not limited to: African American, Latino, Asian American, Indigenous Peoples,
23 ~~LGBTQ,~~ religious groups, and European settlers.
- 24 e. ~~Identify and describe~~ Discuss the ~~processes~~ multiple perspectives of settler colonialism/Westward
25 Expansion and the impact on the political and cultural landscape of the region presently known as
26 Colorado.

27 Academic Context and Connections

28 *Colorado Essential Skills:*

- 29 1. Identify and explain the perspectives of the various groups important in Colorado history when
30 exploring the development of the state. ~~For example: African American, Latino, Asian American,~~
31 ~~Indigenous Peoples, LGBTQ, religious groups, working class, and labor unions (Civic/Interpersonal~~
32 ~~Skills: Global/Cultural Awareness) (Global and Cultural Awareness).~~
- 33 2. Recognize and describe cause-and-effect relationships in the history of Colorado (~~Entrepreneurial~~
34 ~~Skills: Inquiry/Analysis) (Critical Thinking and Analysis).~~

35 *Inquiry Questions:*

- 36 1. How have past events influenced present-day Colorado and the Rocky Mountain region?
37 2. Why is it important to know the sequence of events and people in Colorado history?
38 3. How can primary sources help us learn about the past or create more questions about our state's
39 history?

- 1 4. What social and economic decisions caused **people to locate or relocate** in various regions of
- 2 Colorado?
- 3 5. **What factors caused the displacement of Indigenous Peoples in the region now called Colorado?**
- 4 6. **How does one's perspective influence the words we use when studying events in history? For**
- 5 **example: settler colonialism and Westward Expansion?**

6 *Nature and Skills of History:*

- 7 1. Historical thinkers seek accounts of history from multiple perspectives and from multiple sources.
- 8 2. Historical thinkers analyze patterns and themes throughout time.
- 9 3. Historical thinkers use primary sources as references for research.
- 10 4. Historical thinkers recognize important events in Colorado and can put them in chronological order to
- 11 understand cause and effect such as **the interactions of ~~confrontation of Indigenous Peoples~~**
- 12 **defending their homelands/way of life from settler colonialism/Westward Expansion; ~~migration west~~**
- 13 **and ~~clashes with Native Americans~~**; discovery of gold and the Gold Rush; the growth of cities and
- 14 towns, the development of law; the development of the state Constitution; and prohibition of slavery.
- 15 5. Historical thinkers can explain why individuals and groups during the same historical period differed in
- 16 their perspectives.

17 *Disciplinary, Information, and Media Literacy:*

- 18 1. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the
- 19 differences in focus and the information provided.
- 20 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 21 3. Develop the topic with facts, definitions, concrete details, quotations, or other information and
- 22 examples related to the topic.
- 23 4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 24 5. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 25 6. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,
- 26 taking into consideration the different opinions people have about how to answer the questions.
- 27 7. Begin to discuss historical perspectives.
- 28 8. Communicate information using technology.
- 29 9. Articulate the most effective options to access information needed for a specific purpose.
- 30 10. Find information using technology.

31 **Fourth Grade, Standard 1. History**

32 **Prepared Graduates:**

- 33 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
- 34 within and among cultures and societies.

35 **Grade Level Expectation:**

- 36 2. **Describe** the historical eras, individuals, groups, ideas, and themes in Colorado history and their
- 37 relationship to key events in the United States within the same historical period.

38 GLE Code: SS.4.1.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Construct a timeline of the major events in Colorado history.
- 4 b. Explain the relationship between major events in Colorado history and events in United States
5 history during the same era. **Including but not limited to: Colorado statehood, the Ludlow and Sand**
6 **Creek Massacres, creation of national parks in Colorado, the Great Depression, the Dust Bowl,**
7 **Amaché, ~~civil rights protests~~, Chicano movement, and busing in Denver.**
- 8 c. Describe both past and present interactions among the people and cultures in Colorado. For
9 example: **American Indians, African Americans, Latinos, Asian Americans, Indigenous Peoples,**
10 **LGBTQ, and religious groups.**
- 11 d. Describe the impact of various technological developments. For example: changes in mining
12 technologies, **agricultural technology (e.g., center pivot irrigation),** transportation, early 20th
13 century industrial developments, and ~~mid-to-late~~ 20th century nuclear and computer technologies.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. Recognize and describe cause-and-effect relationships within Colorado history and draw conclusions
17 about how various events and people affected the development of the state (**Entrepreneurial Skills:**
18 **Inquiry/Analysis**) (**Critical Thinking and Analysis**).

19 *Inquiry Questions:*

- 20 1. In what ways have geographic, economic, cultural, and technological changes influenced Colorado
21 today?
- 22 2. Why did people of various ~~cultures~~ **cultural groups such as African Americans, Latinos, Asian**
23 **Americans, Indigenous Peoples, LGBTQ, and religious minorities** migrate to and settle in
24 Colorado?
- 25 3. To what extent **has** unity, diversity, **and discord** shaped Colorado?
- 26 4. How have various individuals, groups, and ideas affected the development of Colorado?
- 27 5. **What happened to early African American communities such as Dearfield, Lincoln Hills, or Five**
28 **Points in Denver?**

29 *Nature and Skills of History:*

- 30 1. Historical thinkers analyze patterns and themes across time periods.
- 31 2. Historical thinkers use context and information from the past to make connections and inform current
32 decisions. For example: Colorado has had a history of boom-and-bust cycles that have influenced the
33 decisions of city and state planners.
- 34 3. Historical thinkers realize that technological developments continue to evolve and affect the present.
35 For example: environmental issues have had an impact on Colorado from the Gold Rush to modern
36 pollution.
- 37 4. Historical thinkers compare life in specific historical time periods to life today.

- 1 5. Historical thinkers generate questions about individuals and groups who have shaped significant
- 2 historical changes and continuities.
- 3 6. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details
- 4 with relevant information and data.

5 *Disciplinary, Information, and Media Literacy:*

- 6 1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which
- 7 related ideas are grouped to support the writer’s purpose.
- 8 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 9 3. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 10 4. Conduct short research projects that build knowledge through investigation of different aspects of a
- 11 topic.
- 12 5. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 13 6. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,
- 14 taking into consideration the different opinions people have about how to answer the questions.
- 15 7. Articulate the most effective options to access information needed for a specific purpose.
- 16 8. Find information using technology.

17 **Fourth Grade, Standard 2. Geography**

18 **Prepared Graduates:**

- 19 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
- 20 systems, and the connections and relationships among them.

21 **Grade Level Expectation:**

- 22 1. Use geographic tools to research and answer questions about Colorado geography.

23 GLE Code: SS.4.2.1

24 **Evidence Outcomes**

25 *Students Can:*

- 26 a. Answer questions about Colorado regions using maps and other geographic tools.
- 27 b. Use geographic grids, **including latitude and longitude**, to locate places and answer questions about
- 28 maps and images of Colorado.
- 29 c. Create and investigate geographic questions about Colorado in relation to other places.
- 30 d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due
- 31 to human activity.
- 32 e. Describe similarities and differences between the physical geography of Colorado and its neighboring
- 33 states.

34 **Academic Context and Connections**

35 *Colorado Essential Skills:*

- 1 1. Articulate the most effective tools to access information about the geography of Colorado
2 (~~Professional Skills: Information Literacy~~) (~~Media Literacy~~).
- 3 2. Ask questions to develop further understanding about the geography and development of Colorado
4 (~~Professional Skills: Self-Advocacy~~) (~~Critical Thinking and Analysis~~).

5 *Inquiry Questions:*

- 6 1. Which geographic tools are best to locate information about a place?
- 7 2. Why did settlements and large cities develop where they did in Colorado?
- 8 3. How are the regions of Colorado defined by geography?
- 9 4. How does the physical location of Colorado affect its relationship with other regions of the United
10 States and the world?

11 *Nature and Skills of Geography:*

- 12 1. ~~Spatial Geographic~~ thinkers gather appropriate tools to formulate and answer questions related to
13 space and place.
- 14 2. ~~Spatial Geographic~~ thinkers use tools to compare and contrast geographic locations.
- 15 3. ~~Spatial Geographic~~ thinkers use geographic tools to answer questions about the state and region to
16 make informed choices. For example: a family reads a weather map and researches road conditions to
17 inform their decision to go to the mountains in the winter.
- 18 4. ~~Spatial Geographic~~ thinkers use geographic tools to collect and analyze data regarding an area where
19 people live.
- 20 5. Geographic thinkers identify evidence that draws information from multiple sources in response to
21 compelling questions.
- 22 6. Geographic thinkers use evidence to develop claims in response to compelling questions.

23 *Disciplinary, Information, and Media Literacy:*

- 24 1. Integrate information from two texts on the same topic in order to write or speak about the subject
25 knowledgeably.
- 26 2. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which
27 related ideas are grouped to support the writer's purpose.
- 28 3. Develop the topic with facts, definitions, concrete details, quotations, or other information and
29 examples related to the topic.
- 30 4. Provide a concluding statement or section related to the information or explanation presented.
- 31 5. Identify disciplinary concepts and ideas associated with a compelling question that are open to
32 different interpretations.
- 33 6. Access relevant information needed for a specific purpose.
- 34 7. Find and communicate information using technology.

35 **Fourth Grade, Standard 2. Geography**

36 **Prepared Graduates:**

- 37 4. Examine the characteristics of places and regions, and the changing nature among geographic and
38 human interactions.

39 **Grade Level Expectation:**

- 1 ~~2. Connections are developed within and across human and physical systems.~~ Examine the relationship
2 between the physical environment and its effect on human activity.

3 GLE Code: SS.4.2.2

4 Evidence Outcomes

5 *Students Can:*

- 6 a. Describe how the physical environment provides opportunities for and places constraints on human
7 activities.
- 8 b. Explain how physical environments influenced ~~and limited~~ immigration into the state **over time**.
- 9 c. Analyze how people use geographic factors in creating settlements and have adapted to and modified
10 the local physical environment.
- 11 d. Describe how places in Colorado are connected by movement of goods, services, and technology.

12 Academic Context and Connections

13 *Colorado Essential Skills:*

- 14 1. Define the problems faced by people in Colorado because of the physical environment they
15 encountered (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (Critical Thinking and Analysis).

16 *Inquiry Questions:*

- 17 1. What physical characteristics led various cultural groups to select the places they did for settlement in
18 Colorado?
- 19 2. How did Colorado settlers alter their environment to facilitate communication and transportation?
- 20 3. How does the physical environment affect human activity?
- 21 4. How does human activity affect the environment?

22 *Nature and Skills of Geography:*

- 23 1. ~~Spatial~~ **Geographic** thinkers use maps, satellite images, photographs, and other representations to
24 explain relationships between the locations of places and regions and their environmental
25 characteristics.
- 26 2. Geographic thinkers evaluate how physical features affect the development of a sense of place.
- 27 3. Geographic thinkers consider geographic factors when making settlement decisions. For example:
28 Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts
29 developed in the Rocky Mountains.
- 30 4. Geographic thinkers can describe how environmental and cultural characteristics influence population
31 distribution in specific places or regions in Colorado.
- 32 5. Geographic thinkers explain how cultural and environmental characteristics affect the distribution and
33 movement of people, goods, and ideas.
- 34 6. Geographic thinkers explain how human settlements and movements relate to the locations and use
35 of various natural resources.

36 *Disciplinary, Information, and Media Literacy:*

- 37 1. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the
38 differences in focus and the information provided.

- 1 2. Integrate information from two texts on the same topic in order to write or speak about the subject
- 2 knowledgeably.
- 3 3. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 4 4. Introduce a topic clearly and group-related information in paragraphs and sections; include formatting
- 5 (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.
- 6 5. Identify disciplinary concepts and ideas associated with a compelling question that are open to
- 7 different interpretations.
- 8 6. Explain how supporting questions help answer compelling questions in an inquiry.
- 9 7. Articulate the most effective options to access information needed for a specific purpose.
- 10 8. Find information using technology.
- 11 9. Communicate information using technology.

12 **Fourth Grade, Standard 3. Economics**

13 **Prepared Graduates:**

- 14 ~~5. Understand the allocation of scarce resources in societies through analysis of individual choice, market~~
- 15 ~~interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies through the
- 16 ~~analysis of individual choice, market interaction, and public policy.~~

17 **Grade Level Expectation:**

- 18 **1. Explain how** people respond to positive and negative incentives.

19 GLE Code: SS.4.3.1

20 **Evidence Outcomes**

21 *Students Can:*

- 22 **a.** Define positive and negative economic incentives and describe how people typically respond **to those**
- 23 ~~when given positive or negative~~ incentives.
- 24 **b.** In a given situation, create a plan of appropriate incentives to achieve a desired result. For example:
- 25 offering a prize to the person who picks up the most trash on the playground.
- 26 **c.** Give examples of the kinds of goods and services produced in Colorado, in different historical periods,
- 27 and their connection to economic incentives.
- 28 **d.** Explain how productive resources (natural, human, and capital) have influenced the types of goods
- 29 produced and services provided in Colorado.

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. Set goals and develop strategies which take into account positive and negative incentives in order to
- 33 remain focused on learning goals (**Personal Skills: Perseverance/Resilience**) (**Perseverance and**
- 34 **Resilience**).

35 *Inquiry Questions:*

- 36 1. Why are different goods and services important at different times in Colorado's history?
- 37 2. How have science and technology changed the economy of Colorado?

- 1 3. How have natural, human, and capital resources had both positive and negative impacts on the
- 2 development of Colorado?
- 3 4. How can you explain why people or communities make the decisions that they do?

4 *Nature and Skills of Economics:*

- 5 1. Economic thinkers study positive incentives and how they influence behavior predictably over time.
- 6 For example: responsible individuals save for the future and move for better job opportunities.
- 7 2. Economic thinkers study how negative incentives influence behavior predictably over time. For
- 8 example: people move or refuse to relocate due to poor climate or resource shortages.
- 9 3. Economic thinkers investigate alternative ways to use the resources in terms of their advantages and
- 10 disadvantages.
- 11 4. Economic thinkers use both positive and negative incentives to affect behavior. For example: the
- 12 tourism industry uses incentives to attract tourists and government agencies use tickets to discourage
- 13 speeding and fines for not following regulations.

14 *Disciplinary, Information, and Media Literacy:*

- 15 1. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 16 2. Identify disciplinary concepts and ideas associated with a compelling question that are open to
- 17 different interpretations.
- 18 3. Identify the main idea, sequence of events, and cause and effect in a social studies context.
- 19 4. Present information orally and in writing.

20 **Fourth Grade, Standard 4. Civics**

21 **Prepared Graduates:**

- 22 6. Express an understanding of how civic participation affects policy by applying the rights and
- 23 responsibilities of a citizen.

24 **Grade Level Expectation:**

- 25 1. ~~Identify and~~ Investigate ~~and analyze~~ multiple perspectives on civic issues.

26 GLE Code: SS.4.4.1

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Give examples of issues faced by the state of Colorado and develop possible solutions.
- 30 b. Provide supportive arguments for both sides of a current public policy debate **involving diverse**
- 31 **stakeholders.**
- 32 c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed
- 33 and resolved. **Including but not limited to: the contributions of African Americans, Latinos, Japanese**
- 34 **Americans, Indigenous Peoples, LGBTQ, and religious groups. minorities. For example: Ralph Carr,**
- 35 **and Executive Order 9066.**
- 36 d. Identify and use appropriate sources to investigate and analyze issues from multiple **diverse**
- 37 **perspectives. including from African Americans, Latinos, Asian Americans, Indigenous Peoples,**
- 38 **LGBTQ, and religious minorities.**

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Regulate reactions to differing perspectives (~~Personal Skills: Adaptability/Flexibility~~) (Adaptability and
4 Flexibility).
5 2. Identify and explain multiple perspectives when exploring issues faced by the state of Colorado
6 (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (Global and Cultural Awareness).
7 3. Participate in social or community activities (Civic Engagement).

8 *Inquiry Questions:*

- 9 ~~1. How can government answer questions about issues in a state in various ways?~~
10 2. How do diverse opinions enrich a community? ~~including multiple perspectives such as African~~
11 ~~American, Asian American, Indigenous People, Latinos, LGBTQ, and religious minorities?~~
12 3. How does an individual’s experience and background influence perception of an issue?
13 4. Why is it important for those who are most impacted by an issue to be involved in creating
14 solutions? ~~at hand to have a seat at the table and to have a hand in creating solutions?~~
15 5. Why is it important to research issues and engage in civil debates?
16 6. ~~How can you make sure~~ Why is it important that all voices are heard by local and state government
17 officials? For example: groups and individuals representing African Americans, Latinos, Asian
18 Americans, Indigenous Peoples, LGBTQ, and religious minorities groups? ~~voices are being heard by~~
19 ~~local and state governments?~~

20 *Nature and Skills of Civics:*

- 21 1. Civic-minded individuals understand that virtues, such as honesty, mutual respect, cooperation, and
22 attentiveness to multiple perspectives, should be used when they interact with each other on public
23 matters.
24 2. Civic-minded individuals recognize opportunities to study the effectiveness of various ways to
25 influence state public policy.
26 3. Civic-minded individuals understand the relationship between state/~~tribal~~ government and **citizens.**
27 ~~tribal government.~~
28 4. Civic-minded individuals study the art of debate, critical reasoning, and active listening to foster
29 informed choices. For example: school boards review the pros and cons of an issue such as dress
30 codes and then make a policy decision.
31 5. Civic-minded individuals identify the beliefs, experiences, perspectives, and values that underlie their
32 own and others’ points of view about civic issues.
33 6. Civic-minded individuals critique arguments and provide explanations.

34 *Disciplinary, Information, and Media Literacy:*

- 35 1. Draw evidence from literary or informational texts to support analysis, reflection, and research.
36 2. Integrate information from two texts on the same topic in order to write or speak about the subject
37 knowledgeably.
38 3. Identify disciplinary concepts and ideas associated with a compelling question that are open to
39 different interpretations.
40 4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,
41 taking into consideration the different opinions people have about how to answer the questions.

- 1 5. Gather relevant information from multiple sources while using the origin, structure, and context to
- 2 guide the selection.
- 3 6. Present information orally and in writing.
- 4 7. Use technology to efficiently and effectively access information.
- 5 8. **Understanding the consequences of how and what one chooses to communicate.**

6 **Fourth Grade, Standard 4. Civics**

7 **Prepared Graduates:**

- 8 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
- 9 the global society.

10 **Grade Level Expectation:**

- 11 2. **Describe** the origins, structures, and functions of the Colorado government.

12 GLE Code: SS.4.4.2

13 **Evidence Outcomes**

14 *Students Can:*

- 15 a. Explain the historical foundation and events that led to the Colorado Constitution and the formation
- 16 of the three branches of Colorado government.
- 17 b. Identify and explain a variety of roles leaders, citizens, and others play in state government.
- 18 c. Identify and explain the services the state government provides and how those services are funded.
- 19 d. Describe how the decisions of the state government affect local governments and interact with the
- 20 federal government and sovereign indigenous nations.
- 21 e. Describe how a citizen might engage in local and state government to demonstrate their rights or
- 22 initiate change.

23 **Academic Context and Connections**

24 *Colorado Essential Skills:*

- 25 1. Recognize how members of a community rely on each other to make decisions and enact change
- 26 (~~Civic/Interpersonal Skills: Collaboration/Teamwork~~) (Civic Engagement).

27 *Inquiry Questions:*

- 28 1. What would state government look like if one branch had more power than the others?
- 29 2. What would Colorado be like without a state government?
- 30 3. To what extent were various individuals and organizations in the state important in the development
- 31 of Colorado's government?

32 *Nature and Skills of Civics:*

- 33 1. Civic-minded individuals understand the importance of the processes and rules by which groups of
- 34 people make decisions, govern themselves, and address public problems.
- 35 2. Civic-minded individuals know the origins, structure, and functions of Colorado's government and how
- 36 it provides for participation, influence, and benefits. For example: individuals can vote on ballot issues
- 37 that affect taxes.

- 1 3. Civic-minded individuals investigate resources and ask for government support and services. For
2 example: someone wanting to open a restaurant can visit the Department of Health website to get
3 information.
- 4 4. Civic-minded individuals can explain different strategies and approaches that students and others
5 could take in working alone and together to address local, regional, and global problems, and predict
6 possible results of their actions. **For example: citizens can volunteer to help with cultural celebrations
7 at their local library to help others learn about and respect diverse cultures in their community.**

8 *Disciplinary, Information, and Media Literacy:*

- 9 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 10 2. Report on a topic or text, tell a story, or recount an experience in an organized manner, using
11 appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an
12 understandable pace.
- 13 3. Present information orally and in writing.
- 14 4. Use technology to efficiently and effectively access information.
- 15 ~~5. Demonstrate an understanding of chronology.~~
- 16 ~~6. Identifying how laws, rules, and policies need to evolve as society responds to technological
17 advancements.~~

18 **Fourth Grade, Standard 5. Personal Financial Literacy**

19 **Prepared Graduates:**

- 20 8. Apply economic reasoning skills to make informed personal financial decisions.

21 **Grade Level Expectation:**

- 22 1. Determine the opportunity cost when making a choice.

23 GLE Code: SS.4.5.1

24 **Evidence Outcomes**

25 *Students Can:*

- 26 a. Define choice and opportunity cost.
- 27 b. Determine the relationship between long-term goals and opportunity cost.
- 28 ~~c. Analyze scenarios of choices including opportunity cost. **For example: how to spend allowance money
29 or purchase school supplies.**~~

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. Make connections between information gathered and personal experiences to apply and/or test
33 solutions when making a purchase (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (~~Self
34 Advocacy and Initiative~~).
- 35 2. Regulate one's emotions, thoughts, and behaviors in different situations when making a purchase
36 (~~Personal Skills: Personal Responsibility~~) (~~Self-Management~~).
- 37 3. Ask questions to develop further personal understanding of how to make informed purchases
38 (~~Professional Skills: Self-Advocacy~~) (~~Critical Thinking and Analysis~~).

1 *Inquiry Questions:*

- 2 1. What different ways does an individual have to get information when deciding between purchase
3 options?
- 4 2. How does analyzing opportunity costs help an individual to make decisions about a purchase? ~~you~~
5 ~~know when a good decision has been made about a purchase?~~
- 6 ~~3. How do you know when a bad decision has been made about a purchase?~~
- 7 4. What outside influences (peer pressure) can affect spending decisions?

8 *Nature and Skills of ~~Economics~~ Personal Financial Literacy:*

- 9 1. **Financially capable individuals** analyze opportunity costs associated with making decisions.
- 10 2. **Financially capable individuals** analyze data to forecast possible outcomes.
- 11 3. **Financially capable individuals** understand that the relationship between choice and opportunity cost
12 leads to good decision-making. For example: a business may have an opportunity to purchase
13 inexpensive land, but the cost may be in the travel time.
- 14 4. **Financially capable individuals** compare the benefits and costs of individual choices.
- 15 5. **Financially capable individuals** identify positive and negative incentives that influence the decisions
16 people make.

17 *Disciplinary, Information, and Media Literacy:*

- 18 1. Integrate information from two texts on the same topic in order to write or speak about the subject
19 knowledgeably.
- 20 2. Use precise language and domain-specific vocabulary to inform about or explain the topic.

1 Fifth Grade, Standard 1. History

2 Prepared Graduates:

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
4 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
5 ~~how historical knowledge is viewed, constructed, and interpreted.~~

6 Grade Level Expectation:

- 7 1. Analyze primary and secondary sources from multiple points of view to develop an understanding of
8 early United States history.

9 GLE Code: SS.5.1.1

10 Evidence Outcomes

11 *Students Can:*

- 12 a. Recognize how historical context can affect the perspective of historical sources.
13 b. Examine significant historical documents. For example: ~~the Proclamation of 1763~~, the Stamp Act, the
14 Declaration of Independence, the Constitution, ~~and treaties with Indigenous Nations such as the Two~~
15 ~~Row Wampum Treaty.~~
16 c. Interpret timelines of eras and themes in North America from ~~early Indigenous Peoples~~ through
17 ~~European colonization~~ the European Age of Exploration/post-Columbian colonization and the
18 establishment of the United States Government.
19 d. Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in ~~early North~~
20 ~~America. from European colonization through the establishment of the United States government.~~

21 Academic Context and Connections

22 *Colorado Essential Skills:*

- 23 1. Make observations and draw conclusions from a variety of sources when studying American history
24 (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Media Literacy).
25 2. Identify and explain multiple perspectives when exploring events, ideas, and issues in United States
26 history (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (Global and Cultural Awareness).

27 *Inquiry Questions:*

- 28 1. How do sources with varied perspectives help us to understand what happened in the past?
29 2. Why is it important to understand the historical context of events?
30 3. How might history be different without the Declaration of Independence?
31 4. ~~Why is it important to understand and empathize with the perspectives of diverse groups involved in~~
32 ~~early United States history? For example: African Americans, Latinos, Asian Americans, Indigenous~~
33 ~~Peoples, LGBTQ, and religious and immigrant groups. workers/labor unions etc.~~

34 *Nature and Skills of History:*

- 35 1. Historical thinkers analyze and interpret primary and secondary sources to make inferences about
36 various time periods and show cause-and-effect relationships.
37 2. Historical thinkers seek people, places, and events that tell the story of history from multiple
38 perspectives.

- 1 3. Historical thinkers examine data for point of view, historical context, distortion, or propaganda.
- 2 4. Historical thinkers apply the historical method of inquiry to continuously interpret and refine history.
- 3 For example: political cartoonists portray multiple perspectives of events, and newspapers may be
- 4 biased in coverage of events throughout time.
- 5 5. Historical thinkers generate questions about individuals and groups who have shaped significant
- 6 historical changes and continuities.
- 7 6. Historical thinkers explain why individuals and groups during the same historical period differed in
- 8 their perspectives.
- 9 7. Historical thinkers explain connections among historical contexts and people’s perspectives at the
- 10 time.
- 11 8. Historical thinkers summarize how different kinds of historical sources are used to explain events in
- 12 the past.
- 13 9. Historical thinkers gather relevant information from multiple sources while using the origin, structure,
- 14 and context to guide the selection.
- 15 10. Historical thinkers use evidence to develop claims in response to compelling questions.

16 *Disciplinary, Information, and Media Literacy:*

- 17 1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in
- 18 the point of view they represent.
- 19 2. Integrate information from several texts on the same topic in order to write or speak about the
- 20 subject knowledgeably.
- 21 3. Provide logically ordered reasons that are supported by facts and details.
- 22 4. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 23 5. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 24 6. Articulate the most effective options to access information needed for a specific purpose.
- 25 7. Communicate information using technology.
- 26 8. **Understanding how rules for respecting others’ belongings apply to digital content and information**
- 27 **privacy.**

28 **Fifth Grade, Standard 1. History**

29 **Prepared Graduates:**

- 30 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
- 31 within and among cultures and societies.

32 **Grade Level Expectation:**

- 33 2. **Examine** the historical eras, individuals, groups, ideas, and themes in North America from **European**
- 34 **colonization through the establishment of the United States Government from early Indigenous**
- 35 **Peoples through the European Age of Exploration/post-Columbian colonization** and the establishment
- 36 of the United States Government.

37 GLE Code: SS.5.1.2

38 **Evidence Outcomes**

39 *Students Can:*

- 1 a. ~~Identify and~~ Explain cultural interactions ~~between the~~ among various groups such as Indigenous Peoples, enslaved individuals (both Indigenous and African), and European colonists. ~~American Indians, and enslaved individuals.~~ For example: ~~The Columbian Exchange~~ the cultural genocide of Indigenous Peoples, chattel slavery of Africans, the League of the Iroquois, Spanish missions, and ~~various~~ trade networks.
- 2
- 3
- 4
- 5
- 6 b. Identify and describe ~~the contributions of~~ significant individuals and groups of ~~American Indians~~ Indigenous Peoples, enslaved individuals, and European colonists ~~through before~~ the American Revolution. For example: Crispus Attucks, Sybil Luddington, Benjamin Banneker, Thomas Jefferson, and Patrick Henry.
- 7
- 8
- 9
- 10 c. ~~Explain the development of~~ Describe the political, social, and economic ~~institutions in the British~~ American colony's reasons for the settlement of the European and American colonies and how it affected Indigenous Peoples and enslaved Africans.
- 11
- 12
- 13 d. Analyze important political, social, economic, and military developments leading to and during the American Revolution.
- 14
- 15 e. Investigate causes and effects of significant events in early United States history. For example: the establishment of Jamestown, George Washington's crossing of the Delaware River, the French and Indian War, and the Constitutional Convention.
- 16
- 17

18 Academic Context and Connections

19 *Colorado Essential Skills:*

- 20 1. Identify and explain multiple perspectives ~~including African Americans, Latinos, Asian Americans,~~ Indigenous Peoples, LGBTQ, and religious groups ~~minorities~~ when exploring events, ideas, issues in United States history (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (Global and Cultural Awareness).
- 21
- 22
- 23

24 *Inquiry Questions:*

- 25 1. How did historical events and individuals impact diversity in the United States?
- 26 2. ~~How did important American documents shape American beliefs and values? How did beliefs and values shape the founding documents?~~
- 27
- 28 3. To what extent did individuals and their ideas contribute to the establishment of the United States government?
- 29
- 30 4. ~~Whose voices were left out of the process of establishing the United States government? How have omissions in the historical record shaped our perception of history?~~
- 31
- 32 5. Why is it important to understand the perspective of multiple diverse groups involved in early United States history?
- 33
- 34 6. How did European colonization ~~imperialism~~ affect Indigenous and enslaved African populations?
- 35 7. ~~How did European colonization imperialism affect enslaved African populations?~~

36 *Nature and Skills of History:*

- 37 1. Historical thinkers use chronology to organize and study cause-and-effect relationships across time.
- 38 2. Historical thinkers study people, places, and events to tell the story of history from multiple ~~diverse~~ perspectives. ~~including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious groups minorities.~~
- 39
- 40
- 41 3. Historical thinkers examine the context and information from the past to make connections and inform decisions in the present. For example: the concept of liberty continues to be defended by
- 42

- 1 lawyers and citizens; and the rights and responsibilities of citizens continue to evolve through the
- 2 work of policy makers, legislators, judges, lawyers, and individuals.
- 3 4. Historical thinkers generate questions about individuals and groups who have shaped significant
- 4 historical changes and continuities.
- 5 5. Historical thinkers explain connections among historical contexts and people’s perspectives at the
- 6 time.
- 7 6. Historical thinkers summarize how different kinds of historical sources are used to explain events in
- 8 the past.
- 9 7. Historical thinkers use evidence to develop a claim about the past.
- 10 8. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details
- 11 with relevant information and data.

12 *Disciplinary, Information, and Media Literacy:*

- 13 1. Integrate information from several texts on the same topic in order to write or speak about the
- 14 subject knowledgeably.
- 15 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 16 3. Introduce a topic clearly, provide a general observation and focus, and group related information
- 17 logically; include formatting (e.g., headings), illustrations, and multimedia when useful in aiding
- 18 comprehension.
- 19 4. Use precise language and discipline specific vocabulary to inform about or explain the topic.
- 20 5. Conduct short research projects that use several sources to build knowledge through investigation of
- 21 different aspects of a topic.
- 22 6. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts
- 23 and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable
- 24 pace.
- 25 7. Communicate information using technology.

26 **Fifth Grade, Standard 2. Geography**

27 **Prepared Graduates:**

- 28 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
- 29 systems, and the connections and relationships among them.

30 **Grade Level Expectation:**

- 31 1. Use geographic tools and sources to research and answer questions about United States geography.

32 GLE Code: SS.5.2.1

33 **Evidence Outcomes**

34 *Students Can:*

- 35 a. Answer questions about regions of North America and the United States using various types of maps.
- 36 b. Use geographic tools to identify, locate, and describe places and regions in North America and the
- 37 United States and suggest reasons for their location.
- 38 c. Describe the influence of accessible resources on the development of local and regional communities
- 39 throughout North America and the United States.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Investigate geographic resources to form hypotheses, make observations, and draw conclusions about
4 communities in the United States (**Entrepreneurial Skills: Inquiry/Analysis**) (**Global and Cultural**
5 **Awareness**).

6 *Inquiry Questions:*

- 7 1. How can various types of maps and other geographic tools communicate geographic information
8 incorrectly?
9 2. How do you think differently about data when it is displayed spatially?
10 3. How and why do we label places?
11 4. How have places and regions in the United States been influenced by the physical geography of North
12 America over time?

13 *Nature and Skills of Geography:*

- 14 1. **Spatial Geographic** thinkers use geographic tools to evaluate data in order to answer geographic
15 questions.
16 2. **Spatial Geographic** thinkers locate places and identify resources, physical features, regions, and
17 populations using geographic tools.
18 3. **Spatial Geographic** thinkers use geographic technologies to enhance the ability to locate and analyze
19 maps to answer questions. For example: historians use maps to help recreate settings of historical
20 events, and individuals use maps to learn about different geographic areas.

21 *Disciplinary, Information, and Media Literacy:*

- 22 1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in
23 the point of view they represent.
24 2. Use precise language and domain-specific vocabulary to inform about or explain the topic.
25 3. Conduct short research projects that use several sources to build knowledge through investigation of
26 different aspects of a topic.
27 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts
28 and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable
29 pace.

30 **Fifth Grade, Standard 2. Geography**

31 **Prepared Graduates:**

- 32 4. Examine the characteristics of places and regions, and the changing nature among geographic and
33 human interactions.

34 **Grade Level Expectation:**

- 35 2. **Examine** causes and consequences of movement.

36 GLE Code: SS.5.2.2

37 **Evidence Outcomes**

1 *Students Can:*

- 2 a. Identify variables associated with discovery, exploration, and migration.
- 3 b. Explain migration, trade, and cultural patterns that result from interactions among people, groups,
4 and cultures.
- 5 c. Describe and analyze how specific physical and political features influenced historical events,
6 movements, and adaptation to the environment.
- 7 d. Analyze how cooperation and conflict among **diverse groups of** people contribute(d) to political,
8 economic, and social divisions in the United States.
- 9 e. Give examples of the influence of geography on the history of the United States.

10 **Academic Context and Connections**

11 *Colorado Essential Skills:*

- 12 1. Consider purpose, formality of context and audience, and distinct cultural norms when planning the
13 content, mode, delivery, and expression of analysis of historical events and movements
14 (~~Civic/Interpersonal Skills: Communication~~) (Interpersonal Communication).
- 15 2. Identify and explain multiple perspectives when exploring ideas about conflict in the United States
16 (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (Global and Cultural Awareness).

17 *Inquiry Questions:*

- 18 1. What human and physical characteristics have motivated, prevented, or impeded migration and
19 immigration over time?
- 20 2. How can migration and immigration, **voluntary and involuntary**, be represented geographically?
- 21 3. How has the movement of people and their belongings affected the environment both positively and
22 negatively?

23 *Nature and Skills of Geography:*

- 24 1. Geographic thinkers study patterns of human movement.
- 25 2. Geographic thinkers understand how technology has influenced movement to, colonization of, and
26 the settlement of North America.
- 27 3. Geographic thinkers examine how the migration of individuals affects society including economic and
28 environmental impacts.

29 *Disciplinary, Information, and Media Literacy:*

- 30 1. Draw evidence from geographic tools or informational texts to support analysis, reflection, and
31 research.
- 32 2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,
33 taking into consideration the different opinions people have about how to answer the questions.

34 **Fifth Grade, Standard 3. Economics**

35 **Prepared Graduates:**

- 36 5. ~~Understand the allocation of scarce resources in societies through analysis of individual choice,~~
37 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies
38 through the analysis of individual choice, market interaction, and public policy.

1 **Grade Level Expectation:**

- 2 1. Explain how patterns of trade shaped the development of Early America.

3 GLE Code: SS.5.3.1

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Identify examples of the productive resources and explain how they are used to produce goods and
7 services. For example: land, labor, and capital.
- 8 b. Compare ways in which people and communities exchanged goods and services. For example: barter
9 and monetary exchange.
- 10 c. Identify the goods and services that were traded among different cultures throughout various regions.
- 11 d. Describe how patterns of trade evolved within Early America.
- 12 e. Explain some of the challenges that American colonists faced that would eventually lead them to the
13 creation of commercial banks.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. Investigate to form hypotheses, make observations, and draw conclusions about the development of
17 the systems of exchange in the United States (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Critical
18 Thinking and Analysis).
- 19 2. Recognize how members of a community rely on each other through trade and exchange
20 (~~Civic/Interpersonal Skills: Collaboration/Teamwork~~) (Civic Engagement).

21 *Inquiry Questions:*

- 22 1. How did different cultures or communities in Early America interact with each other?
- 23 2. Why do people trade?
- 24 3. Why do most modern societies choose to use money?
- 25 4. How are financial institutions important to society?

26 *Nature and Skills of Economics:*

- 27 1. Economic thinkers analyze trade and the use of money.
- 28 2. Economic thinkers describe and study the importance of exchange in a community.
- 29 3. Economic thinkers understand the actions of financial institutions in a market economy.
- 30 4. Economic thinkers make decisions about how to use scarce resources to maximize the well-being of
31 individuals and society.
- 32 5. Economic thinkers voluntarily exchange goods and services when both parties expect to gain as a
33 result of the trade.
- 34 6. Economic thinkers understand that the principles of markets apply to markets for goods and services,
35 labor, credit, and foreign exchange.
- 36 7. Economic thinkers understand why people specialize and trade, and how that leads to increased
37 economic interdependence in the world economy.
- 38 8. Economic thinkers gather information from a variety of sources and evaluate the relevance of that
39 information when constructing opinions, explanations, or arguments.

1 *Disciplinary, Information, and Media Literacy:*

- 2 1. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,
3 taking into consideration the different opinions people have about how to answer the questions.
4 2. Integrate information from several texts on the same topic in order to write or speak about the
5 subject knowledgeably.
6 3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
7 4. Identify cause and effect, and fact and opinion.
8 5. Conduct research by locating, gathering, and organizing information using online and print resources.
9 6. Explain content using maps, graphs, charts, and diagrams.
10 7. Use content specific technology tools to support learning.

11 **Fifth Grade, Standard 4. Civics**

12 **Prepared Graduates:**

- 13 6. Express an understanding of how civic participation affects policy by applying the rights and
14 responsibilities of a citizen.

15 **Grade Level Expectation:**

- 16 1. Construct an understanding of the foundations, **rights, and responsibilities** of citizenship in the United
17 States.

18 GLE Code: SS.5.4.1

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. Describe and ~~explain provide sources and~~ examples of individual rights **as a foundation of citizenship**.
22 b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United
23 States. For example: freedom, rule of law, equality, civility, cooperation, respect, responsibility, and
24 civic participation.
25 c. ~~Explain the reasons for the settlement of the American establishment of the colonies by England and~~
26 ~~make connections to Spanish colonies and missions, and French colonies, and Asian American migrant~~
27 ~~laborers.~~
28 d. ~~Define the criteria and process for becoming a citizen.~~ Discuss how the concept of citizenship changed
29 over time in the early American colonies.

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. Recognize how members of a community rely on each other through a variety of ways when creating
33 rules and norms ~~(Civic/Interpersonal Skills: Collaboration/Teamwork)~~ **(Collaboration and Teamwork)**.
34 2. Connect knowledge of the foundations of citizenship in the United States to personal
35 ideas/understandings ~~(Civic/Interpersonal Skills: Civic Engagement)~~ **(Civic Engagement)**.

36 *Inquiry Questions:*

- 1 ~~1. How might citizens view an issue differently because of their backgrounds? Who is considered a~~
- 2 ~~citizen and why?~~
- 3 ~~2. How has citizenship been decided over the course of U.S. history?~~
- 4 ~~3. What is the most important right and responsibility of a citizen?~~
- 5 ~~4. What is the most important responsibility of a citizen?~~
- 6 4. How does the government meet its responsibility to citizens?
- 7 ~~5. Who is the government?~~
- 8 ~~5. What historical or current barriers to citizenship exist? for multiple diverse groups? have affected~~
- 9 ~~African-Americans, Latinos, Asian-Americans, Indigenous Peoples, LGBTQ, and religious minorities?~~

10 *Nature and Skills of Civics:*

- 11 1. Civic-minded individuals understand that civic virtues such as civility, cooperation, respect, and
- 12 responsible participation are foundational components of our society.
- 13 2. Civic-minded individuals understand the significance of peaceful assembly by groups and respectful
- 14 behavior during a performance or speech.
- 15 3. Civic-minded individuals understand that the foundations of citizenship in the United States ensure
- 16 that citizens' rights are being protected. For example: the rule of law applies to everyone in society
- 17 and all individuals and groups are treated with respect.
- 18 4. Civic-minded individuals analyze historical documents to investigate the development of the national
- 19 government.
- 20 5. Civic-minded individuals understand the responsibilities of the national government to its citizens.
- 21 6. Civic-minded individuals understand that in order to act responsibly and effectively, citizens must
- 22 understand the important institutions of their society and the principles that these institutions are
- 23 intended to reflect.
- 24 7. Civic-minded individuals gather information from a variety of sources and evaluate the relevance of
- 25 that information when constructing opinions, explanations, or arguments.

26 *Disciplinary, Information, and Media Literacy:*

- 27 1. Integrate information from several texts on the same topic in order to write or speak about the
- 28 subject knowledgeably.
- 29 2. Conduct research by locating, gathering, and organizing information using online and print resources.

30 **Fifth Grade, Standard 4. Civics**

31 **Prepared Graduates:**

- 32 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
- 33 the global society.

34 **Grade Level Expectation:**

- 35 **2. Investigate** the origins, structures, and functions of the United States government.

36 GLE Code: SS.5.4.2

37 **Evidence Outcomes**

38 *Students Can:*

- 1 a. Explain the ~~historical foundational documents and the significance of the events and foundational~~
2 ~~documents and the events~~ that led to the establishment of the United States government. ~~For~~
3 ~~example:~~ Including but not limited to: the Philadelphia Convention, the colonial experience, the
4 Declaration of Independence, the Articles of Confederation, ~~the Declaration of Sentiments, and the~~
5 Iroquois Confederacy, the Constitution, and the Bill of Rights.
- 6 b. Identify political principles of American democracy and how the Constitution and Bill of Rights reflect
7 and preserve these principles.
- 8 c. Explain the origins, structures, and functions of the three branches of the United States government
9 and the relationships among them.
- 10 d. Describe how the Constitution balances the power of national and state governments. ~~decisions of~~
11 ~~the national government affect local and state government.~~

12 Academic Context and Connections

13 *Colorado Essential Skills:*

- 14 1. Identify and explain multiple perspectives when exploring the events leading to the creation of the
15 United States government and the principles of American democracy (~~Civic/Interpersonal Skills:~~
16 ~~Global/Cultural Awareness~~) (Critical Thinking and Analysis).

17 *Inquiry Questions:*

- 18 1. What are democratic ideals and practices and their historic origins?
- 19 2. Were the Founding Fathers correct in keeping the Constitution open for flexibility and interpretation?
- 20 3. How have historical documents defined and distributed power?
- 21 4. ~~How has the Constitution been amended beginning with the Bill of Rights and since 1787?~~
- 22 5. ~~How does a living document, such as the U.S. Constitution, benefit American democracy over time?~~

23 *Nature and Skills of Civics:*

- 24 1. Civic-minded individuals understand the concept of individual rights as a cornerstone to American
25 democracy.
- 26 2. Civic-minded individuals understand the relationships between individual rights and personal
27 responsibility.
- 28 3. Civic-minded individuals know that the origins, structure, and function of the United States
29 government are studied to create an informed, civically literate, and responsible society. For example:
30 fundamental principles and liberties are still evolving as judges interpret the Constitution, and
31 legislators make laws and local city councils, and boards create regulations.
- 32 4. Civic-minded individuals understand that in order to act responsibly and effectively, citizens must
33 understand the important institutions of their society and the principles that these institutions are
34 intended to reflect.
- 35 5. Civic-minded individuals understand that civics teaches the principles—such as adherence to the
36 social contract, consent of the governed, limited government, legitimate authority, federalism, and
37 separation of powers—that are meant to guide official institutions such as legislatures, courts, and
38 government agencies.

39 *Disciplinary, Information, and Media Literacy:*

- 40 1. Integrate information from several texts on the same topic in order to write or speak about the
41 subject knowledgeably.

- 1 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 2 3. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,
- 3 taking into consideration the different opinions people have about how to answer the questions.
- 4 4. Identify and discuss primary and secondary sources.

5 **Fifth Grade, Standard 5. Personal Financial Literacy**

6 **Prepared Graduates:**

- 7 8. Apply economic reasoning skills to make informed personal financial decisions.

8 **Grade Level Expectation:**

- 9 1. Examine how individuals use financial institutions to manage personal finances.

10 GLE Code: SS.5.5.1

11 **Evidence Outcomes**

12 *Students Can:*

- 13 a. Differentiate between saving and investing.
- 14 b. Establish the function of banking. ~~For example: The Bank of North America.~~
- 15 c. Distinguish between different types of financial institutions such as banks and credit unions, and the
- 16 services provided. For example: checking accounts, savings accounts, investments, and loans.
- 17 d. Create a way to keep track of money spent and money saved.

18 **Academic Context and Connections**

19 *Colorado Essential Skills:*

- 20 1. Make connections between information gathered and personal experiences to apply and/or test
- 21 solutions when choosing a financial institution or financial product (~~Entrepreneurial Skills: Critical~~
- 22 ~~Thinking/Problem Solving~~) (Adaptability and Flexibility).
- 23 2. Express one's own emotions, thoughts, and values and identify how they influence behavior when
- 24 making decisions regarding choosing a financial institution or financial product (~~Personal Skills: Self-~~
- 25 ~~Awareness~~) (Self Awareness).
- 26 3. Ask questions to develop further personal understanding when choosing financial institutions and
- 27 financial products (~~Professional Skills: Self-Advocacy~~) (Self Advocacy and Initiative).

28 *Inquiry Questions:*

- 29 1. What risks and benefits are associated with spending versus saving and investing?
- 30 2. ~~What factors influence choices to save or invest?~~
- 31 3. How can a checking account help to decide how to spend and save?
- 32 4. Why do people use financial institutions rather than self-banking?
- 33 5. How do people choose a financial institution?
- 34 6. ~~What are the risks and benefits of different financial institutions?~~
- 35 7. ~~How do you evaluate if your personal financial goals align with the goals of different financial~~
- 36 ~~institutions?~~

1 *Nature and Skills of ~~Economics~~ Personal Financial Literacy:*

- 2 1. Financially capable individuals research, analyze, and make choices regarding their needs when using
3 financial institutions.
- 4 2. Financially capable individuals identify positive and negative incentives that influence the decisions
5 people make.
- 6 3. Financially capable individuals use technology to track and graph the interest accrued on “virtual”
7 investments, checking and savings accounts, investments, and loans.

8 *Disciplinary, Information, and Media Literacy:*

- 9 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 10 2. Conduct short research projects that use several sources to build knowledge through investigation of
11 different aspects of a topic.
- 12 3. Understand how rules for respecting others’ belongings apply to digital content and information
13 privacy.

1 Sixth Grade, Standard 1. History

2 Prepared Graduates:

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
4 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
5 how historical knowledge is viewed, constructed, and interpreted.

6 Grade Level Expectation:

- 7 1. Analyze and interpret primary and secondary sources to ask and research historical questions about
8 the Western Hemisphere (including North America, South America, Central America, ~~Greenland,~~ and
9 the islands of the Caribbean).

10 GLE Code: SS.6.1.1

11 Evidence Outcomes

12 *Students Can:*

- 13 a. Identify ways different cultures record history in the Western Hemisphere ~~through oral and written~~
14 ~~sources.~~
15 b. Analyze multiple-primary and secondary sources while formulating historical questions about the
16 Western Hemisphere. For example: ~~oral histories,~~ art, artifacts, eyewitness accounts, letters, and
17 diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts.
18 c. Gather, organize, synthesize, and critique information, ~~from multiple and diverse perspectives,~~ to
19 determine if it is sufficient to answer historical questions. ~~about the Western Hemisphere. For~~
20 ~~example: Indigenous People, Latinos, African Americans, Asian Americans, LGBTQ, and religious~~
21 ~~minorities and differing opinions within such groups.~~

22 Academic Context and Connections

23 *Colorado Essential Skills:*

- 24 1. Make connections between information gathered and personal experiences to research historical
25 questions (~~Strategic Learning: Critical Thinking and Problem Solving~~) (Critical Thinking and Analysis).
26 2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and
27 primary sources (~~Entrepreneurial Skills: Creativity/Innovation~~) (Creativity and Innovation).
28 3. ~~Examine various resources, to look for and find value in different perspectives expressed by others~~
29 ~~Respect different perspectives expressed by others~~ (~~Personal Skills: Adaptability/Flexibility~~)
30 (~~Adaptability and Flexibility~~).
31 4. Utilize primary and secondary sources to examine how individuals interpret messages differently, how
32 values and points of view are included or excluded, and how media can influence beliefs and
33 behaviors (~~Professional Skills: Information Literacy~~) (Media Literacy).

34 *Inquiry Questions:*

- 1 1. What questions help us understand ~~the change over time across~~ the development of the Western
- 2 Hemisphere and the interactions of people in the region?
- 3 2. What questions help us understand the interactions of people in the Western Hemisphere and how
- 4 those interactions changed over significant periods of time?
- 5 3. Why do sources on the same topic vary, and how do we determine which ones will help us effectively
- 6 interpret the past?
- 7 4. What key primary sources help us to understand the Western Hemisphere?
- 8 5. How is the bias of the author of a source reflected in the source itself?
- 9 6. How have interactions of the past impacted modern times?
- 10 ~~7. How do we include the voices of marginalized groups such as African Americans, Indigenous Peoples,~~
- 11 ~~and Latinos in our understanding of history in the Western Hemisphere?~~
- 12 8. Why should we include multiple and diverse perspectives in our understanding of history in the
- 13 Western Hemisphere?

14 *Nature and Skills of History:*

- 15 1. Historical thinkers evaluate historical sources **including but not limited to visual, oral, and written** for
- 16 purpose, audience, point of view, context, reliability, and authenticity.
- 17 2. Historical thinkers use primary and secondary sources to develop and evaluate hypotheses and
- 18 interpretations of historical events and figures that are supported by evidence.
- 19 3. Historical thinkers identify points of view, seek multiple sources, and develop and defend a thesis with
- 20 evidence.
- 21 4. Historical thinkers use technology to explore and evaluate for accuracy of information.
- 22 5. Historical thinkers use context and content from the past to make connections to the present.

23 *Disciplinary, Information, and Media Literacy:*

- 24 1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 25 2. Conduct research by locating, gathering, organizing information and data, and evaluating online and
- 26 print resources.
- 27 3. Evaluate information critically and competently.

28 **Sixth Grade, Standard 1. History**

29 **Prepared Graduates:**

- 30 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
- 31 within and among cultures and societies.

32 **Grade Level Expectation**

- 33 2. **Investigate the** historical eras, individuals, groups, ideas, and themes within regions of the Western
- 34 Hemisphere and their relationships with one another.

1 GLE Code: SS.6.1.2

2 Evidence Outcomes

3 *Students Can:*

- 4 a. Explain how people, ~~products,~~ cultures, and ideas interact and are interconnected in the Western
5 Hemisphere and how they have impacted modern times. For example: the “Great Dying” of
6 Indigenous Peoples in the Americas and its consequences; rapid deforestation of the Amazon; anti-
7 colonial and nationalist movements, the Columbian Exchange, and revolutions in energy.
- 8 b. Determine and explain the historical context of key people, events, ~~cause and effect relationships,~~
9 and ideas over time including the examination of different perspectives from people involved. ~~For~~
10 ~~example: Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers,~~
11 ~~colonizers of countries in the Western Hemisphere, and the Columbian Exchange. For example:~~
12 ~~Indigenous contact with European colonizers, pre-colonial experiences of Indigenous Peoples such as~~
13 ~~the Inuit, Maya, Aztec, Inca, the enslavement of peoples in North and South America and the~~
14 ~~Caribbean, and the Columbian Exchange. For example: the complex interactions between majority~~
15 ~~and minority groups and individuals involved in European colonization in the Western hemisphere.~~
- 16 c. Identify examples of the social, political, cultural, and economic development in ~~key areas of the~~
17 Western Hemisphere. For example: the extension of networks of communication, colonial empires,
18 patterns of migration over time, and international trade.
- 19 d. Explain the interdependence and uniqueness among Indigenous Peoples in the Western Hemisphere
20 including the existing conflict and power dynamics ~~within or between Indigenous Peoples and those~~
21 ~~in power. including their influence on modern society.~~

22 Academic Context and Connections

23 *Colorado Essential Skills:*

- 24 1. Make connections between information gathered and personal experiences to ~~research historical~~
25 ~~questions create, research, and revise historical questions~~ (~~Entrepreneurial Skills: Critical~~
26 ~~Thinking/Problem Solving~~) (Creativity and Innovation, Critical Thinking and Analysis).
- 27 2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and
28 primary sources (~~Entrepreneurial Skills: Creativity/Innovation~~) (Creativity and Innovation).
- 29 3. Plan and evaluate complex solutions to global challenges within the Western Hemisphere using
30 multiple disciplinary ~~lenses perspectives~~ such as cultural, ethnic, historical, and scientific (~~Civic~~
31 ~~Interpersonal Skills: Global/Cultural Awareness~~) (Critical Thinking and Analysis).
- 32 4. ~~Examine various resources, to look for and find value in different perspectives expressed by others.~~
33 (~~Personal Skills: Adaptability/Flexibility~~)
- 34 5. Examine different historical perspectives expressed in primary and secondary sources (Critical
35 Thinking and Analysis).
- 36 6. Look for and find value in different perspectives expressed by others (Adaptability/Flexibility).

37 *Inquiry Questions:*

- 1 ~~1. Why have civilizations succeeded and failed? How and why have civilizations experienced continuity~~
- 2 ~~and change?~~
- 3 ~~2. How do philosophies and ideas from ancient civilizations and Indigenous Peoples continue to inform~~
- 4 ~~and affect the present?~~
- 5 ~~3. To what extent does globalization and Westernization depend on a society's resistance to and~~
- 6 ~~adaptation to change over time? To what extent does isolation or interaction influence patterns of~~
- 7 ~~continuity and change?~~
- 8 ~~4. What factors influenced the development of civilizations and nations in the Western Hemisphere?~~
- 9 ~~5. How do groups of people become marginalized?~~
- 10 ~~6. How have technological developments continued to evolve and affect the present?~~

11 *Nature and Skills of History:*

- 12 1. Historical thinkers analyze patterns and themes across time to understand current events.
- 13 ~~2. Historical thinkers study the people, places, ideas, and events in the Western Hemisphere to construct~~
- 14 ~~the story of history from multiple perspectives study the people, places, ideas, and events in the~~
- 15 ~~Western Hemisphere to construct the story of history from diverse and multiple perspectives~~
- 16 ~~including those underrepresented or absent from traditional narratives by using primary and~~
- 17 ~~secondary sources. For example: Ancient civilizations, Indigenous Peoples, cultures as they existed~~
- 18 ~~historically as well as in the present, the impact of pre and post colonization on slavery throughout the~~
- 19 ~~Western Hemisphere, major explorers and the impact of colonialism, independence movements, and~~
- 20 ~~the Asian influence in the Western Hemisphere.~~
- 21 3. Historical thinkers use chronology to organize time.
- 22 4. Historical thinkers examine and evaluate data for context, purpose, perspective, bias, and
- 23 ~~corroboration. interpret, and evaluate data for point of view, historical context, or propaganda and~~
- 24 ~~use it to inform decisions on the current world today.~~
- 25 5. ~~Historical thinkers investigate how philosophies and ideas from ancient civilizations and Indigenous~~
- 26 ~~Peoples of the Western Hemisphere the Aztec, Maya, Inca, and others in history continue to inform~~
- 27 ~~and affect the present.~~
- 28 6. ~~Historical thinkers research how technological developments continue to evolve and affect the~~
- 29 ~~present.~~

30 *Disciplinary, Information, and Media Literacy:*

- 31 1. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 32 2. Identify propaganda, censorship, and bias in the media.
- 33 3. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of
- 34 inappropriate use.
- 35 4. Cite textual evidence from content-specific texts to demonstrate understanding and support an
- 36 analysis of the text, conduct an experiment, or perform a task.

37 **Sixth Grade, Standard 2. Geography**

38 **Prepared Graduates:**

- 1 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
2 systems, and the connections and relationships among them.

3 **Grade Level Expectation:**

- 4 1. Use geographic tools and ~~sources~~ **resources** to research and make geographic inferences and
5 predictions about the Western Hemisphere.

6 GLE Code: SS.6.2.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Use geographic tools to identify, locate, and describe places and regions in the Western Hemisphere
10 to investigate and solve geographic problems. For example: ~~latitude, longitude, scale on maps, globes, and~~
11 ~~implications of building a dam, and deforestation. latitude, longitude, scale on maps, globes, and~~
12 ~~other resources such as map scale, globes, map types/projections, photographs, Global Information~~
13 ~~System, GPS, and satellite imagery.~~
14 b. Collect, analyze, and synthesize data from geographic tools to compare regions in the Western
15 Hemisphere.
16 c. Examine geographic sources to formulate ~~questions~~ and investigate ~~inquiry questions to understand~~
17 ~~the past, analyze the present, or plan for the future. responses~~
18 d. ~~Interpret, apply, and communicate geographic data to justify potential solutions to problems in the~~
19 ~~Western Hemisphere at the local, state, national, and global levels. Interpret geographic~~
20 ~~data/evidence to draw conclusions, make predictions, and justify potential solutions to problems at~~
21 ~~the local, state, national, and global levels.~~

22 **Academic Context and Connections**

23 *Colorado Essential Skills:*

- 24 1. Apply knowledge to set goals, make informed decisions and transfer to new contexts (~~Personal Skills:~~
25 ~~Initiative/Self-Direction~~) (Critical Thinking and Analysis).
26 2. Engage in novel approaches, directions, ideas, and/or perspectives while using ~~the inquiry process to~~
27 ~~analyze primary and secondary inquiry and primary sources~~ (~~Entrepreneurial Skills:~~
28 ~~Creativity/Innovation~~) (Critical Thinking and Analysis).
29 3. ~~Plan and evaluate complex solutions to global challenges, within the Western Hemisphere, which are~~
30 ~~appropriate to their contexts using multiple disciplinary perspectives, such as cultural, historical, and~~
31 ~~scientific. Collaborate with others to plan and evaluate complex solutions to global challenges within~~
32 ~~the Western Hemisphere using multiple disciplinary lenses such as cultural, ethnic, historical, and~~
33 ~~scientific~~ (~~Civic Interpersonal Skills: Global/Cultural Awareness~~) (Global and Cultural Awareness).
34 4. ~~using geographic tools and resources, demonstrate task management attributes. Demonstrate task~~
35 ~~management attributes~~ associated with producing high quality products. For example: ~~including the~~
36 ~~abilities to:~~ (a) Work positively and ethically; (b) Manage time and projects effectively; (c) Multi-task,
37 and; (d) Clearly communicate with others (~~Professional Skills: Task/Time Management~~) (Collaboration
38 and Teamwork, Self-Management).

- 1 5. Apply and communicate solutions by formulating an action plan for real-world problems
- 2 (Communication and Teamwork).
- 3 6. Revisit, reflect on, and revise inquiry questions based on analysis of geographic data (Critical Thinking
- 4 and Analysis).

5 *Inquiry Questions:*

- 6 1. How can geographic tools be used to solve problems in the future?
- 7 2. Why does where we live influence how we live?
- 8 3. How do populations, physical features, ~~resources~~, **distribution of natural resources**, and perceptions of
- 9 places and regions change over time?
- 10 4. How have geographic factors influenced human settlement, economic activity, and land acquisition?

11 *Nature and Skills of Geography:*

- 12 1. **Spatial Geographic** thinkers use geographic tools to develop spatial thinking and awareness skills.
- 13 2. **Spatial Geographic** thinkers use geographic tools to help to solve problems in daily life. For example: a
- 14 car GPS is used to find a location, maps are used by tourists, and directions are found on the internet.
- 15 3. Geographic thinkers evaluate patterns that connect people in the Western Hemisphere to the rest of
- 16 the world.
- 17 4. Geographic thinkers explore how technology is used ~~by individuals and businesses to solve answer~~
- 18 geographic problems. ~~such as the spread of disease, migration patterns, and distribution and loss of~~
- 19 ~~resources like water supplies.~~

20 *Disciplinary, Information, and Media Literacy:*

- 21 1. Integrate visual information such as charts, graphs, photographs, videos, or maps, with other
- 22 information in print and digital texts.
- 23 2. Explain and justify decisions and shared content using online maps, graphs, charts, data and diagrams.
- 24 3. Manage the flow of information from a wide variety of sources.
- 25 4. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and
- 26 effective presence that builds credibility.
- 27 5. Generate questions to guide research, gather information from print and digital sources, determine
- 28 biases and credibility of sources, cite sources accurately, and use evidence ~~their research question and~~
- 29 ~~reasoning~~ to answer **research questions**.
- 30 6. **Examine the presentation of facts and opinions in a text to evaluate its reliability.**

31 **Sixth Grade, Standard 2. Geography**

32 **Prepared Graduates:**

- 33 4. Examine the characteristics of places and regions, and the changing nature among geographic and
- 34 human interactions.

1 **Grade Level Expectation:**

2 **2. Evaluate how** regional differences and perspectives in the Western Hemisphere impact human and
3 environmental interactions.

4 GLE Code: SS.6.2.2

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Classify and analyze the types of human and geographic connections between places **and regions**.
8 b. Identify physical features of the Western Hemisphere and explain their effects on people who reside
9 in those regions.
10 c. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere
11 and give examples of how people have adapted to **and modified** their physical environment.
12 d. **Use characteristics to define physical and political regions of the past and present.**

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. Look for and find value in studying different perspectives expressed by others (~~Personal Skills:~~
16 ~~Adaptability/Flexibility~~) (**Adaptability and Flexibility**).
17 2. Plan and evaluate complex solutions to global challenges within the Western Hemisphere that are
18 appropriate to their contexts using multiple disciplinary ~~perspectives lenses~~ such as cultural, **ethnic**,
19 historical, and scientific (~~Civic Interpersonal Skills: Global/Cultural Awareness~~) (**Global and Cultural**
20 **Awareness**).
21 3. Apply knowledge to set goals, make informed decisions and transfer to new contexts (~~Personal Skills:~~
22 ~~Initiative/Self-Direction~~) (**Creativity and Innovation**).

23 *Inquiry Questions:*

- 24 1. What are different ways to define **regions in** the Western Hemisphere based on human and physical
25 systems?
26 2. ~~How have people interacted with the environment over time in a positive or negative way?~~ What
27 have been the positive and negative consequences of human interactions with the environment?
28 3. ~~How has globalization affected people and places?~~ How has globalization changed the ways societies
29 in the Western Hemisphere interact with people, places, and their environment?
30 4. ~~In what ways are places on Earth interdependent?~~
31 5. How did contact between Western and Eastern societies affect and change the environment?

32 *Nature and Skills of Geography:*

- 1 1. Geographic thinkers ~~analyze data and construct geographic tools to~~ examine places and regions and
- 2 the connections among them.
- 3 2. Geographic thinkers ~~study how human and physical systems vary and interact to make better choices,~~
- 4 ~~decisions, and predictions.~~ analyze the relationship between human and physical systems. For
- 5 example: ~~conflict and cooperation over~~ resource distribution and trade. ~~is based on geographic~~
- 6 ~~features and environmental changes which affect business decisions.~~
- 7 3. Geographic thinkers analyze data regarding physical and human systems to make informed choices,
- 8 solve problems, and make predictions. ~~regarding production, trade, and resource acquisition.~~
- 9 4. ~~Geographic thinkers use geographic information about human and physical systems such as~~
- 10 ~~establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and~~
- 11 ~~security systems like forts and walls, including how these decisions impact peoples, cultures, and~~
- 12 ~~governments.~~

13 *Disciplinary, Information, and Media Literacy:*

- 14 1. Analyze ~~in detail~~ how a key individual, event, or idea is introduced, illustrated, and elaborated in a
- 15 text.
- 16 2. Differentiate between facts and opinions in a text.
- 17 3. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of
- 18 inappropriate use.
- 19 4. Use information accurately and creatively for the issue or problem at hand.
- 20 5. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare
- 21 competing theories, points of view, and arguments in the discipline.

22 **Sixth Grade, Standard 3. Economics**

23 **Prepared Graduates:**

- 24 5. ~~Understand the allocation of scarce resources in societies through analysis of individual choice,~~
- 25 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies
- 26 through the analysis of individual choice, market interaction, and public policy.

27 **Grade Level Expectation:**

- 28 1. ~~Investigate how societies create different economic systems in the Western Hemisphere.~~ Investigate
- 29 how different economic systems developed based on access to resources, societal values, and human
- 30 experiences, ~~in the Western Hemisphere~~ in order to address the problem of scarcity.

31 GLE Code: SS.6.3.1

32 **Evidence Outcomes**

33 *Students Can:*

- 34 a. Describe how **current** economic systems in the Western Hemisphere (such as traditional, command,
- 35 market, and mixed) ~~allocate resources developed.~~ ~~built the current economic systems used today.~~

- 1 b. Use economic reasoning to explain how specialization of production in a country can result in more
- 2 interdependence. For example: international trade patterns.
- 3 c. Explain how different societies view and use money and resources.
- 4 d. Describe the role of competition and supply and demand in the determination of prices and wages in
- 5 a market economy.

6 Academic Context and Connections

7 *Colorado Essential Skills:*

- 8 1. Plan and evaluate complex solutions to global economic system challenges ~~that are appropriate to~~
- 9 ~~their contexts~~ using multiple disciplinary ~~lenses~~ ~~perspectives~~ such as cultural, historical, and scientific
- 10 ~~(Civic/Interpersonal Skills: Global/Cultural Awareness)~~ (Civic Engagement, Global and Cultural
- 11 Awareness).
- 12 2. Look for and find value in different perspectives expressed by others ~~in the Western Hemisphere~~
- 13 ~~(Personal Skills: Adaptability/Flexibility)~~ (Adaptability and Flexibility).
- 14 3. Make connections between information gathered and personal experiences to research economic
- 15 questions ~~(Entrepreneurial Skills: Critical Thinking/Problem Solving)~~ (Critical Thinking and Analysis).

16 *Inquiry Questions:*

- 17 1. How do different economic systems address the distribution of scarce resources and the production of
- 18 goods and services?
- 19 ~~2. How are scarce resources distributed in different types of economic systems?~~
- 20 3. How do consumers and societies address scarcity and opportunity cost?
- 21 4. How do consumers and societies use trade networks to acquire resources?
- 22 ~~5. How do different economies control the means of production and distribution of goods and services?~~

23 *Nature and Skills of Economics:*

- 24 ~~1. Economic thinkers study how and why individuals make decisions about purchases and in different~~
- 25 ~~locations.~~
- 26 ~~2. Economic thinkers study the effects of different types of economies on global interdependence.~~
- 27 ~~3. Economic thinkers explore how economic development varies and can be compared across countries~~
- 28 ~~in the Western Hemisphere including levels of education and average income.~~
- 29 ~~4. Economic thinkers investigate how governments and the private sector cooperate to distribute goods~~
- 30 ~~and services, specialize, and are interdependent in the global economy.~~
- 31 ~~5. Economic thinkers explain how career opportunities are influenced by the type of economic system.~~
- 32 6. Economic thinkers study economic data in order to analyze economic problems.
- 33 7. Economic thinkers use economic tools to recognize patterns of economic exchange to make informed
- 34 decisions and solve economic problems. For example: specialization, trade, opportunity cost,
- 35 interdependence, and supply and demand.
- 36 8. Economic thinkers use disciplinary vocabulary such as Gross Domestic Product, per capita income, and
- 37 the Human Development Index to discuss economic systems in the Western Hemisphere.

38 *Disciplinary, Information, and Media Literacy:*

- 1 1. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating
- 2 an understanding of the topic or text.
- 3 2. Read to identify cause-and-effect relationships, compare and contrast information, fact vs. opinion,
- 4 and author bias.
- 5 3. Use content-specific technology tools to support learning and research.

6 Sixth Grade, Standard 4. Civics

7 Prepared Graduates:

- 8 6. Express an understanding of how civic participation affects policy by applying the rights and
- 9 responsibilities of a citizen.

10 Grade Level Expectation:

- 11 1. ~~Analyze the relationships of different nations in the Western Hemisphere.~~ Examine civic participation
- 12 within different governmental systems of the Western Hemisphere.

13 GLE Code: SS.6.4.1

14 Evidence Outcomes

15 *Students Can:*

- 16 a. ~~Discuss advantages and disadvantages of living in an interconnected world.~~
- 17 b. Examine changes and connections in ideas about citizenship in different times and places in the
- 18 Western Hemisphere ~~including North America, South America, and the islands of the Caribbean.~~ For
- 19 example: Indigenous Peoples may be denied citizenship or citizenship is not always desired, the
- 20 changes in immigration policy, a nation's quota preferences, and naturalization requirements change
- 21 over time.
- 22 c. ~~Describe how groups and individuals influence governments within the Western Hemisphere.~~
- 23 d. Explain how political ideas of significant people and groups interact, are interconnected, and influence
- 24 nations and regions in the Western Hemisphere, both in the past and today. ~~have interacted, are~~
- 25 ~~interconnected, and have influenced nations or groups of nations.~~
- 26 e. Analyze political issues from national and global perspectives over time in ~~North America, South~~
- 27 ~~America, and the Caribbean.~~
- 28 f. Identify historical examples illustrating how people from diverse backgrounds such as ~~African~~
- 29 ~~American, Latino, Asian American, and Indigenous Peoples LGBTQ, and religious minorities in the~~
- 30 Western Hemisphere ~~perceived, reacted to, and influenced perceived and reacted to various national~~
- 31 ~~and international policies and issues. -global issues.~~

32 Academic Context and Connections

33 *Colorado Essential Skills:*

- 1 1. Examine how individuals in the Western Hemisphere interpret messages differently, and how values
2 and points of view are included or excluded (~~Professional Skills: Information Literacy~~) (Data Literacy).
- 3 2. Analyze how a specific problem can manifest itself at local, regional, and global levels, and how media
4 can influence beliefs and behaviors (~~Professional Skills: Information Literacy~~) (Media Literacy).
- 5 3. Plan and evaluate complex solutions to global challenges in the Western Hemisphere ~~in the Western~~
6 ~~Hemisphere, which are appropriate to their contexts~~, using multiple disciplinary lenses ~~perspectives~~
7 such as cultural, ethnic, historical, and scientific (~~Civic/Interpersonal Skills: Global/Cultural~~
8 ~~Awareness~~) (Interpersonal Communication, Global and Cultural Awareness).
- 9 4. Look for and find value in different perspectives expressed by others ~~in the Western Hemisphere~~
10 (~~Personal Skills: Adaptability/Flexibility~~) (Adaptability and Flexibility).
- 11 5. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and
12 respect consensus in decision making (Interpersonal Communication, Collaboration and Teamwork).
- 13 6. Participate in social or community activities (Civic Engagement, Interpersonal Communication).

14 *Inquiry Questions:*

- 15 1. What does it mean to live in an interconnected world?
- 16 2. How can you be a productive member of the global community and a contributing citizen of the
17 United States?
- 18 3. Why are there greater challenges and opportunities when multiple groups interact?
- 19 4. Why do national and global viewpoints sometimes differ?
- 20 ~~5. What are some of the barriers that prevent some people from various communities such as~~
21 ~~African American, Latino, Indigenous peoples, Asian American, LGBTQ, and religious minorities~~
22 ~~from being "contributing" citizens?-~~
- 23 ~~6. What is the myth of the "model minority" and how is it harmful to minority groups?~~

24 *Nature and Skills of Civics:*

- 25 1. Civic-minded individuals discuss and analyze how various government decisions impact people, places,
26 and history.
- 27 2. Civic-minded individuals analyze how the actions of individuals and groups can have a local, national,
28 and international impact.
- 29 3. Civic-minded individuals analyze the relationship between rights and responsibility in national and
30 global contexts.
- 31 4. Civic-minded individuals explain how nations are interconnected and affect each other. ~~on a daily~~
32 ~~basis~~. For example: businesses ~~are may be~~ affected by the laws and regulations of a nation; markets
33 ~~are may be damaged impacted~~ by drought, earthquakes, and other natural disasters throughout the
34 world; and ~~international trade restrictions, election interference, and pandemics also influence~~
35 ~~markets~~.
- 36 5. Civic-minded individuals demonstrate how technology provides daily information regarding the
37 interaction between the United States government and other nations.
- 38 6. Civic-minded individuals apply the inquiry process, collaborative problem-solving, and design thinking
39 to create actionable solutions to civic problems.

- 1 7. Civic-minded individuals investigate inquiry questions by drawing conclusions from and synthesizing
2 relevant evidence from primary and secondary sources, statistical data, current events/media. For
3 example: interviews, surveys, podcasts, news articles, social media, and databases.

4 *Disciplinary, Information, and Media Literacy:*

- 5 1. Describe how a text presents information. For example: text features, evidence, organization,
6 persuasive techniques, word choice, tone. ~~(e.g., sequentially, comparatively, and causally).~~
7 2. Communicate and present information orally, in writing, and through the development of multimedia
8 presentations, and other forms of technology in an effective manner.
9 3. Evaluate sources of information for context, bias, corroboration, propaganda, and differentiate facts
10 from opinions, including using lateral reading and corroboration to verify factual information.
11 4. Evaluate the credibility, authority, relevance, and purpose of online and print sources.

12 **Sixth Grade, Standard 4. Civics**

13 **Prepared Graduates:**

- 14 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
15 the global society.

16 **Grade Level Expectation:**

- 17 2. ~~Systems of government in the Western Hemisphere.~~ Explain how the development and features of
18 systems of government in the Western Hemisphere relate to their citizens.

19 GLE Code: SS.6.4.2

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. ~~Examine and explain the development of foundational principles and essential structures of~~
23 ~~government systems in the Western Hemisphere.~~
24 b. Describe ~~structures and functions of~~ different systems of government in the Western Hemisphere.
25 c. Identify how different systems of government relate to their citizens in the Western Hemisphere and
26 ~~how systems of government create advantages for some of their citizens and disadvantages for~~
27 ~~others.~~
28 d. Compare the economic components of the different systems of government in the Western
29 Hemisphere.
30 e. ~~Compare the various governments and citizens' liberties in the Western Hemisphere.~~ Explain the value
31 each nation and/or culture places on economic prosperity, individual liberty, human rights, freedom
32 of the press, freedom of religion, equal rights, and respect for neighbors.
33 f. Investigate the historical, social, and cultural influences of minorities on civil governments of
34 ~~Colorado, the United States, and the rest of the Western Hemisphere. Central and South America.~~

1 and the Caribbean. For example: Indigenous Peoples, African Americans, Latinos, Asian Americans,
2 LGBTQ, and religious minorities.

3 Academic Context and Connections

4 *Colorado Essential Skills:*

- 5 1. Examine how individuals interpret messages differently, how values and points of view are included or
6 excluded, and how media can influence beliefs and behaviors (~~Professional Skills: Information~~
7 ~~Literacy~~) (Media and Digital Literacy).
- 8 2. Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are
9 appropriate to their contexts, using multiple disciplinary perspectives such as cultural, ethnic,
10 historical, and scientific (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (Civic Engagement,
11 Global and Cultural Awareness).
- 12 3. Look for and find value in different perspectives expressed by others in the Western Hemisphere
13 (~~Personal Skills: Adaptability/Flexibility~~) (Adaptability and Flexibility).
- 14 4. Apply ethical perspectives/concepts to an ethical question/situation/scenario (~~Civic/Interpersonal~~
15 ~~Skills: Character~~) (Civic Engagement, Interpersonal Skills).

16 *Inquiry Questions:*

- 17 1. ~~How do you define good government?~~ What is the purpose of government?
- 18 2. What evidence can you find of effective and ineffective governments in the past and the present?
- 19 3. What would a government look like if you created it?
- 20 4. What are the consequences if a government does not provide for the common good?
- 21 5. ~~How do government systems affect social structure and citizens' quality of life?~~
- 22 6. ~~How do individuals and groups effectively influence government systems through civic activism?~~

23 *Nature and Skills of Civics:*

- 24 1. Civic-minded individuals discuss and evaluate how personal and national actions have global
25 consequences.
- 26 2. Civic-minded individuals ~~analyze current and historical examples of~~ identify ways in which lives are
27 enriched and challenged because of the interconnected nature of a global society.
- 28 3. Civic-minded individuals ~~investigate~~ demonstrate how different forms of government affect daily life.
29 For example: employees work in international corporations and tourists visit countries with different
30 laws, rules, and regulations.
- 31 4. Civic-minded individuals ~~apply knowledge of civic concepts to share how civic education is essential~~
32 ~~for~~ understanding the implications of events around the world.
- 33 5. ~~Civic-minded individuals share how civic education is essential for understanding the implications of~~
34 ~~events around the world.~~
- 35 6. Civic-minded individuals use the inquiry process to ask, investigate, and answer civic questions related
36 to civic issues of the present and past.
- 37 7. Civic-minded individuals understand how people collaborate with others to design, revise, and
38 communicate solutions to civic problems affecting local, regional, and global communities, including
39 connections between local and global societies.

1 *Disciplinary, Information, and Media Literacy:*

- 2 1. Identify key steps in a text’s description of a process related to history/social studies.
3 2. Describe how a text presents information. For example: text features, evidence, organization,
4 persuasive techniques, word choice, tone.
5 3. Evaluate the credibility, authority, relevance, and purpose of ~~accuracy, relevance, appropriateness,~~
6 ~~and bias of~~ online and print sources, including using lateral reading and corroboration to verify factual
7 information.
8 4. Synthesize information from multiple **credible** sources to demonstrate understanding of a topic,
9 including comparing articles, evaluating reliability and intent, evidence, and verifying claims.
10 5. Evaluate sources of information for context, bias, corroboration, propaganda, and differentiate facts
11 from opinions.

12 **Sixth Grade, Standard 5. Personal Financial Literacy**

13 **Prepared Graduates:**

- 14 8. Apply economic reasoning skills to make informed personal financial decisions.

15 **Grade Level Expectation:**

- 16 1. Investigate the role of consumers **and businesses** within the Western Hemisphere.

17 GLE Code: SS.6.5.1

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Explain the roles of buyers and sellers in ~~product, labor, and financial~~ markets.
21 ~~b. Describe the role of competition and supply and demand in the determination of prices and wages in~~
22 ~~a market economy.~~
23 c. Explore how consumer spending decisions and demand impact market economies.
24 d. Analyze how external factors might influence spending decisions for different individuals.
25 e. Understand how basic budgeting, investing, saving, and personal behavior with money affects the
26 economic system as a consumer and/or producer.

27 **Academic Context and Connections**

28 *Colorado Essential Skills:*

- 29 1. Demonstrate an understanding of cause and effect related to personal financial decisions
30 ~~(Civic/Interpersonal Skills: Character)~~ (Civic Engagement, Interpersonal Communication).

- 1 2. Identify and explain multiple perspectives (cultural and global) when exploring economic events,
2 ideas, and issues within the Western Hemisphere (~~Civic/Interpersonal Skills: Global/Cultural~~
3 ~~Awareness~~) (Civic Engagement, Global and Cultural Awareness).
- 4 3. Assess personal strengths and limitations with a well-grounded sense of confidence, optimism, and a
5 growth mindset (~~Personal Skills: Self-Awareness~~) (Self Awareness).

6 *Inquiry Questions:*

- 7 1. How did different societies in the Western Hemisphere define the roles of buyers and sellers in the
8 various markets?
- 9 2. What role did the distribution of resources play in personal financial decisions?
- 10 3. What role has competition and wages played in different cultures?
- 11 4. Why is it important to analyze the various levels of a culture before understanding how individuals in
12 that culture would make financial decisions?
- 13 5. **How might your personal spending impact market growth or decline?**

14 *Nature and Skills of ~~Economics~~ Personal Financial Literacy:*

- 15 1. Financially capable individuals determine how history, location, and the distribution of resources have
16 impacted financial decisions.
- 17 2. Financially capable individuals understand that competition and wages are not just American
18 concepts. These concepts have applied to individual financial decisions long before the birth of the
19 nation.
- 20 3. Financially capable individuals understand that populations within various cultures have made
21 individual financial decisions differently throughout time and location.
- 22 4. **Financially capable individuals identify that peoples' decisions as consumers are formed from diverse
23 and unique experiences.**

24 *Disciplinary, Information, and Media Literacy:*

- 25 1. Analyze how and why individuals, events, and ideas develop **on social media.**
- 26 2. Explain how a question represents key ideas in the field.
- 27 3. Explain points of agreement experts have about interpretations and applications of disciplinary
28 concepts and ideas associated with a compelling question.
- 29 4. Integrate multimedia as effective tools for presenting and clarifying information.

1 Seventh Grade, Standard 1. History

2 Prepared Graduates:

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
4 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
5 how historical knowledge is viewed, constructed, and interpreted.

6 Grade Level Expectation:

- 7 1. ~~Analyze and interpret~~ Use a variety of primary and secondary sources from multiple perspectives in
8 ~~the Eastern Hemisphere~~ to formulate an appropriate thesis supported by relevant evidence.

9 GLE Code: SS.7.1.1

10 Evidence Outcomes

11 *Students Can:*

- 12 a. ~~Utilize~~ Analyze primary and secondary sources to explain the interdependence and uniqueness among
13 peoples in the Eastern Hemisphere ~~during significant eras or events,~~ including their influence on
14 modern society. ~~For example: the Silk Road and cultural diffusion and the Chinese inventions of~~
15 ~~gunpowder and the compass.~~
16 b. Examine primary and secondary sources from ~~multiple and diverse perspectives to from multiple~~
17 ~~perspectives, including those from marginalized groups,~~ identify point of view ~~while formulating~~
18 ~~historical claims and questions.~~ using art, eyewitness accounts, letters and diaries, artifacts, historical
19 sites, charts, graphs, diagrams, and written texts.

20 Academic Context and Connections

21 *Colorado Essential Skills:*

- 22 1. Make connections between information gathered and personal experiences to generate a thesis
23 ~~(Entrepreneurial Skills: Critical Thinking/Problem Solving)~~ (Critical Thinking and Analysis).
24 2. Engage in novel approaches, ideas, and/or perspectives while using inquiry and primary and secondary
25 sources ~~(Entrepreneurial Skills: Creativity/Innovation)~~ (Creativity and Innovation).
26 3. Examine ~~Look for~~ different historical perspectives expressed in primary and secondary sources
27 ~~(Personal Skills: Adaptability/Flexibility)~~ (Adaptability and Flexibility).
28 4. Use a focus statement and questioning protocol to generate, evaluate, improve, and select high
29 quality historical inquiry questions (Critical Thinking and Analysis).
30 5. Utilize primary and secondary sources to examine how individuals interpret messages differently, how
31 values and points of view are included or excluded, and how media can influence beliefs and
32 behaviors (Media, Digital and Data Literacy).

33 *Inquiry Questions:*

- 34 1. Why is continued ~~research and inquiry about~~ ~~questioning of~~ historical events beneficial?

- 1 2. Why do historians often have different interpretations of the same historical events?
- 2 3. ~~How can various primary and secondary perspectives in history be beneficial in understanding past~~
- 3 ~~and current issues?~~ How can analyzing historical events from multiple perspectives be beneficial to
- 4 understanding past and current issues?
- 5 4. ~~Why is it advantageous to identify historical roots of change?~~ How does studying patterns of
- 6 continuity and change help us understand people, places, events, and issues today?
- 7 5. ~~How can an artifact be utilized to interpret history?~~ What can an artifact or primary source document
- 8 reveal about the past?

9 *Nature and Skills of History:*

- 10 1. Historical thinkers construct **an understanding of history** through the gathering and analysis of
- 11 historical sources.
- 12 2. Historical thinkers differentiate between primary and secondary sources and apply this understanding
- 13 to deepen analysis.
- 14 3. Historical thinkers analyze sources deeply by applying understanding of analysis techniques. For
- 15 example: sourcing, contextualization, corroboration, and close reading.
- 16 4. Historical thinkers construct the story of the past by interpreting events from multiple ~~points of view~~
- 17 ~~and various~~ perspectives, including those marginalized or absent from traditional narratives.
- 18 5. Historical thinkers defend a ~~thesis supported position~~ with relevant ~~appropriate~~ evidence from
- 19 multiple primary and secondary sources.

20 *Disciplinary, Information, and Media Literacy:*

- 21 1. Determine the main idea(s) or relevant information of a primary or secondary source.
- 22 2. Analyze multiple points of view to establish a comparative approach to interpretation.
- 23 3. Utilize valid reasoning to develop a supported position on a historic matter.
- 24 4. Cite specific textual evidence to support analysis of primary and secondary sources.
- 25 5. Evaluate the reliability, accuracy, relevance, and bias of online and print sources.

26 **Seventh Grade, Standard 1. History**

27 **Prepared Graduates:**

- 28 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
- 29 within and among cultures and societies.

30 **Grade Level Expectation:**

- 31 2. **Apply an understanding of the** historical context of significant current events, individuals, groups,
- 32 ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another,
- 33 **to draw conclusions, and solve problems.**

34 GLE Code: SS.7.1.2

35 **Evidence Outcomes**

1 *Students Can:*

- 2 a. Identify and explain the historical context of key people, regions, events, and ideas, including the roots
3 of current issues. For example: ~~the contributions of Mansa Musa, the conflicts in the Middle East the~~
4 ~~roots of Abrahamic religions, the significance of political revolutions, the Black Death the implications~~
5 ~~of the Atlantic Slave Trade, the rise of European Nationalism, and the rise of Communism.~~
- 6 b. Investigate and evaluate the social, political, cultural, and technological development of regions in the
7 Eastern Hemisphere. For example: the river valley civilizations, Hammurabi’s Code, ~~Hellenistic period~~
8 ~~Greek democracy, the Roman Republic, the Chinese inventions of gunpowder and the compass, and~~
9 ~~the printing press.~~
- 10 c. Describe the interactions, ~~conflicts~~, and contributions of various peoples and cultures that have lived
11 in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources
12 between countries, the foundations of ~~eastern~~ world religions, the historical roots of current issues,
13 ~~East/West contact, settlement patterns, the Korean War, the war in Vietnam, the Chinese Cultural~~
14 ~~Revolution, the Khmer Rouge in Cambodia, including acts of violence towards groups of people, and~~
15 ~~the discriminatory policies and events preceding those acts.~~
- 16 d. Explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during
17 significant eras or events, including their influence on modern society. For example: African Empires,
18 the Silk Road and cultural diffusion, and the colonization of Africa, India, and Australia.

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 ~~1. Examine how individuals interpret messages differently, how values and points of view are included or~~
22 ~~excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information~~
23 ~~Literacy)~~
- 24 2. Use a focus statement and questioning protocols to generate, evaluate, improve, and select high
25 quality historical inquiry questions (Data Literacy).
- 26 3. Plan and evaluate complex solutions to global challenges within the Eastern Hemisphere using
27 multiple disciplinary perspectives such as cultural, ethnic, historical, and scientific (Civic Engagement).
- 28 4. Examine different historical perspectives expressed in primary and secondary sources (Adaptability
29 and Flexibility).

30 *Inquiry Questions:*

- 31 ~~1. How does the rise or collapse of a government affect surrounding societies over time? How and why~~
32 ~~have civilizations experienced continuity and change over time?~~
- 33 ~~2. What key ideas from ancient Eastern Hemisphere eras continue to demonstrate importance in~~
34 ~~modern times?~~
- 35 ~~3. How have ideas fundamentally changed various cultures in the Eastern Hemisphere?~~
- 36 4. How has technology shaped the development of civilizations?
- 37 ~~5. How do groups of people become marginalized?~~
- 38 6. To what extent does isolation or interaction influence patterns of continuity and change?
- 39 7. What factors influenced the development of civilizations and nations in the Eastern Hemisphere?

1 *Nature and Skills of History:*

- 2 1. Historical thinkers analyze patterns and themes throughout time to understand current events.
3 ~~2. Historical thinkers construct history using a variety of sources.~~ Historical thinkers construct history
4 from facts and real-life events, while also seeking to understand multiple and diverse perspectives and
5 influences on those events.
6 3. Historical thinkers consider multiple ~~points-of-view~~ perspectives to interpret history and outcomes.
7 4. Historical thinkers use chronology to organize time.
8 ~~5. Historical thinkers examine data for contextual meaning and various interpretations.~~ Historical
9 thinkers examine and evaluate data for context, purpose, perspective, bias, and corroboration.

10 *Disciplinary, Information, and Media Literacy:*

- 11 1. Utilizing textual evidence, analyze the development and changes of people, events, and ideas.
12 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally)
13 and explain how it contributes to a topic, text, or issue under study.
14

15 **Seventh Grade, Standard 2. Geography**

16 **Prepared Graduates:**

- 17 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
18 systems, and the connections and relationships among them.

19 **Grade Level Expectation:**

- 20 ~~1. Use geographic tools and resources to research topics on the Eastern Hemisphere to make geographic~~
21 ~~inferences and predictions.~~ Use geographic tools and sources to research and make geographic
22 inferences and predictions about the Eastern Hemisphere.
23

24 GLE Code: SS.7.2.1

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Use maps and geographic tools to find patterns in human systems and/or physical features to
28 investigate and propose a solution to geographic problems.
29 b. Collect, classify, and analyze data to make geographic inferences and predictions.
30 c. Apply inquiry and research utilizing geographic tools. For example: GPS and satellite imagery.
31 d. Interpret maps to make inferences and predictions.
32 e. Investigate geographic sources to formulate inquiry questions to understand the past, analyze the
33 present, or plan for the future.

- 1 f. Assess geographic data to draw conclusions, make predictions, and justify potential solutions to
2 problems in the Eastern Hemisphere at the local, state, national, and global levels using supporting
3 evidence and logical reasoning.

4 Academic Context and Connections

5 *Colorado Essential Skills:*

- 6 1. Test hypotheses/prototype with planned process for getting feedback (~~Entrepreneurial Skills:~~
7 ~~Inquiry/Analysis~~) (Critical Thinking and Analysis).
8 2. Evaluate information using spatial technologies (~~Professional Skills: Use Information/Communication~~
9 ~~Technologies~~) (Data Literacy, Digital Literacy).
10 3. Look for and find value in studying different perspectives expressed by others (Adaptability and
11 Flexibility).
12 4. Plan and evaluate complex solutions to global challenges within the Eastern Hemisphere that are
13 appropriate to their contexts using multiple disciplinary lenses such as cultural, ethnic, historical, and
14 scientific (Civic Engagement, Global and Cultural Awareness).

15 *Inquiry Questions:*

- 16 1. How are different types of maps important in understanding various types of information?
17 2. How could geographic data be used for both positive and negative results?
18 3. What is the importance of using various geographic tools to analyze topics?
19 4. How have migration and settlement patterns been affected by physical geography?

20 *Nature and Skills of Geography:*

- 21 1. ~~Spatial thinkers use geographic tools to discover and investigate geographic patterns.~~ Geographic
22 thinkers construct geographic representations to represent and explain spatial patterns of cultural and
23 environmental characteristics.
24 2. ~~Spatial thinkers use knowledge about the environment to study its influence on individuals and~~
25 ~~groups.~~ Geographic thinkers analyze the relationship between human and environmental patterns.
26 3. Geographic thinkers analyze data regarding physical and human systems to make informed choices,
27 solve problems, and make predictions.

28 *Disciplinary, Information, and Media Literacy:*

- 29 1. Gather relevant information from multiple print and digital sources, using search terms effectively;
30 assess the credibility and accuracy of each source.
31 2. Draw evidence from informational texts to support analysis, reflection, and research.
32 3. Conduct short research projects to answer a question (including a self-generated question), drawing
33 on several sources and generating additional related, focused questions that allow for multiple
34 avenues of exploration.

- 1 4. Conduct an inquiry-based research project that applies critical-thinking skills (analysis, synthesis,
2 evaluation, organization) to information and knowledge in order to construct new understandings,
3 draw conclusions, and create new knowledge.

4 **Seventh Grade, Standard 2. Geography**

5 **Prepared Graduates:**

- 6 4. Examine the characteristics of places and regions, and the changing nature among geographic and
7 human interactions.

8 **Grade Level Expectation:**

- 9 **2. Evaluate regional** differences and perspectives in the Eastern Hemisphere and how they impact
10 human and environmental interactions.

11 GLE Code: SS.7.2.2

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. Determine how physical and political features impact cultural diffusion and regional differences. For
15 example: modern environmental issues, cultural patterns, trade barriers, and economic
16 interdependence.
- 17 b. Examine the geographic location and distribution of resources within a region to determine the
18 economic and social impact on its people. For example: Middle Eastern water rights, the acceptance
19 of refugees from other countries, and the Salt Trade.

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

- 22 1. Look for and find value in perspectives expressed by others (~~Personal Skills:~~
23 ~~Adaptability/Flexibility~~) (**Adaptability and Flexibility**).
- 24 2. Plan **for** and evaluate complex solutions to global challenges using multiple disciplinary lenses such as
25 cultural, **ethnic**, historical, and scientific (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (**Civic**
26 **Engagement, Global and Cultural Awareness**).

27 *Inquiry Questions:*

- 28 1. How do geographers apply information from a variety of sources?
- 29 2. How can a location be in different regions at the same time?
- 30 3. How do regional issues affect larger areas?
- 31 4. How do geographic characteristics impact regional issues?

- 1 5. What are different ways to define regions in the Eastern Hemisphere based on human and physical
2 systems as they ~~remain static and~~ change over time?
3 6. How has globalization changed the ways people ~~societies~~ in the Eastern Hemisphere interact with
4 places and their environment?

5 *Nature and Skills of Geography:*

- 6 1. Geographic thinkers study cultural, ~~ethnic, and religious groups, including marginalized populations,~~
7 ~~groups~~ in order to explain how they view a region and evaluate the use of resources in a region to
8 predict and propose future uses.
9 2. Geographic thinkers study the various definitions of regions ~~to analyze human choice, solve problems,~~
10 ~~and make predictions.~~

11 *Disciplinary, Information, and Media Literacy:*

- 12 1. Analyze informational text(s) to better understand and evaluate the author's perspective and
13 purpose.
14 2. Evaluate the reasons and evidence that authors use to support their arguments and specific claims in
15 informational text(s).
16 3. Distinguish among fact, opinion, and reasoned judgment in a text.
17 4. Identify propaganda, censorship, and bias in texts and other forms of media.

18 **Seventh Grade, Standard 3. Economics**

19 **Prepared Graduates:**

- 20 5. ~~Understand the allocation of scarce resources in societies through analysis of individual choice,~~
21 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies
22 through the analysis of individual choice, market interaction, and public policy.

23 **Grade Level Expectation:**

- 24 1. Describe how economic systems in the Eastern Hemisphere ~~developed based on access to resources,~~
25 ~~societal values, and human experiences in order to~~ address the problem of scarcity.

26 GLE Code: SS.7.3.1

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. ~~Describe how different societies developed economic systems. For example: the barter system,~~
30 ~~traditional, command, market, and mixed.~~ Describe how current economic systems in the Eastern
31 Hemisphere (such as traditional, command, market, and mixed) were developed.
32 b. Evaluate the different economic systems in the Eastern Hemisphere, utilizing economic data. For
33 example: economic growth, per capita income, and standard of living.

- 1 c. Explain how ~~trade~~ supply and demand affects the production of goods and services in different
- 2 regions.
- 3 d. Determine how scarcity affects economic systems in the Eastern Hemisphere.

4 Academic Context and Connections

5 *Colorado Essential Skills:*

- 6 1. ~~Innovate-Discover opportunities~~ Take action from failure, connect learning across domains, and
- 7 recognize new opportunities (~~Entrepreneurial Skills: Risk-Taking~~) (Perseverance and Resilience).
- 8 2. Plan and evaluate complex solutions to global economic system challenges using multiple disciplinary
- 9 ~~perspectives~~ lenses, such as cultural, historical, and scientific (Civic Engagement, Global and Cultural
- 10 Awareness).
- 11 3. Look for and find value in different economic perspectives ~~in the Eastern Hemisphere~~ (Adaptability
- 12 and Flexibility).
- 13 4. Make connections between information gathered and personal experiences to research economic
- 14 questions (Critical Thinking and Analysis, Collaboration and Teamwork).

15 *Inquiry Questions:*

- 16 1. How do different types of economic systems address the distribution of scarce resources, and the
- 17 production of goods and services ~~affect societies~~?
- 18 2. How can economic systems be reflected using data?
- 19 3. How does supply and demand impact the price of goods and services?
- 20 4. When goods and services are scarce what might happen to price? Why?
- 21 5. How does scarcity of resources, goods, and services affect local, regional, and global economies?
- 22 6. How has trade played a role in economic, cultural, and technological change?

23 *Nature and Skills of Economics:*

- 24 1. Economic thinkers study the relationship between local consumers and global producers.
- 25 2. Economic thinkers investigate and inform government actions to reduce or solve social issues.
- 26 3. Economic thinkers compare different economics systems to determine their impact on producers and
- 27 consumers.
- 28 4. Economic thinkers explore how economic development varies and can be compared across countries
- 29 in the Eastern Hemisphere including levels of education and average income.
- 30 5. Economic thinkers use data, such as scarcity and distribution of resources, to make informed decisions
- 31 and propose solutions to problems related to social issues and governmental problems.
- 32 6. Economic thinkers apply an understanding of economic concepts to explain historical phenomena in
- 33 the Eastern Hemisphere.
- 34 7. Economic thinkers analyze patterns of economic exchange, such as interdependence, trade,
- 35 specialization, supply and demand, resource distribution, and standard of living, in order to
- 36 understand the past, solve problems in the present, and plan for the future.

37 *Disciplinary, Information, and Media Literacy:*

- 1 1. Integrate quantitative or technical information expressed in words in a text with a version of that
- 2 information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 3 2. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in
- 4 order to make inferences and gather meaning.
- 5 3. Explain how a question represents key ideas of a discipline.

6 Seventh Grade, Standard 4. Civics

7 Prepared Graduates:

- 8 6. Express an understanding of how civic participation affects policy by applying the rights and
- 9 responsibilities of a citizen.

10 Grade Level Expectation:

- 11 1. ~~Analyze the civic similarities and differences within governmental systems in the Eastern~~
- 12 ~~Hemisphere. Investigate similarities and differences of civic participation within different~~
- 13 ~~governmental systems of the Eastern Hemisphere.~~

14 GLE Code: SS.7.4.1

15 Evidence Outcomes

16 *Students Can:*

- 17 a. Describe civic virtues and principles that guide governments and societies. For example: citizenship,
- 18 civic participation, and rule of law.
- 19 b. Analyze the opportunities and limitations of civic participation in societies in the Eastern Hemisphere.
- 20 c. Give examples illustrating the interactions between nations and their citizens. For example: ~~South~~
- 21 ~~Africa's system of Apartheid, human rights violations, genocide, the one-child policy of China, Shari'ah~~
- 22 ~~law, government sanctioned economic policies, and socialized healthcare and education.~~
- 23 d. Identify ~~international and regional public problems, research ways in which governments~~
- 24 ~~address those problems, and make connections to how the United States government addresses~~
- 25 ~~issues to protect the public good. For example: hungry, disease, poverty, extremism, violence,~~
- 26 ~~and pollution.~~
- 27 e. Compare and contrast examples of governmental implementation ~~application of civic virtues or~~
- 28 ~~principles. For example: South Africa's system of Apartheid and other government sponsored~~
- 29 ~~systems of domestic human rights violations.~~

30 Academic Context and Connections

31 *Colorado Essential Skills:*

- 32 1. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and
- 33 respect consensus in decision making (~~Civic/Interpersonal Skills: Collaboration/Teamwork~~). (Civic
- 34 Engagement, Collaboration and Teamwork)

- 1 2. Participate in social or community activities (~~Civic/Interpersonal Skills: Civic Engagement~~) (Civic
2 Engagement).
- 3 3. Analyze how a specific problem can manifest itself at local, regional, and global levels, and how
4 media can influence beliefs and behaviors (Critical Thinking and Analysis).
- 5 4. Examine how individuals in the Eastern Hemisphere receive messages differently, and how values and
6 points of view are included or excluded (Data Literacy).
- 7 5. Plan and evaluate complex solutions to global challenges in the Eastern Hemisphere, using multiple
8 disciplinary lenses such as cultural, ethnic, historical, and scientific (Civic Engagement, Global and
9 Cultural Awareness).
- 10 6. Look for and find value in different perspectives expressed by others ~~in the Eastern Hemisphere~~
11 (Adaptability and Flexibility).

12 *Inquiry Questions:*

- 13 1. How do international laws, alliances, and organizations help facilitate solutions to global problems, for
14 example, ~~encourage~~ encouraging ethical governmental practices?
- 15 2. How do the ~~aggressive~~ actions of a nation influence other nations and international organizations?
- 16 3. ~~What factors lead to cooperation, competition, or aggression between societies?~~
- 17 4. ~~Why do governments form alliances and join international organizations?~~
- 18 5. How can laws, governments, peacekeeping organizations, and citizens work to recognize the stages
19 of genocide in order to identify instances of genocide, so that it may be prevented and eliminated
20 and ~~work to prevent and eliminate them~~ in the future?
- 21 6. How do citizens perceive, react to, and shape government policies and civic virtues and principles?

22 *Nature and Skills of Civics:*

- 23 1. ~~Civic-minded individuals know the components of various systems of government.~~
- 24 2. Civic-minded individuals develop criteria to apply standards of ethics and quality in evaluating the
25 effectiveness of government.
- 26 3. Civic-minded individuals ~~understand~~ apply an understanding of the connections and complexities of
27 interactions among nations to analyze civic issues.
- 28 4. ~~Civic-minded individuals use the inquiry process to ask, investigate, and answer civic questions related
29 to civic issues of the present and past.~~
- 30 5. Civic-minded individuals collaborate with others to design, revise, and communicate solutions to civic
31 problems affecting local, regional, and global communities, including connections between local and
32 global societies.
- 33 6. Civic-minded individuals discuss and analyze how various government decisions impact people, places,
34 and history.
- 35 7. Civic-minded individuals analyze how the actions of individuals and groups can have a local, national,
36 and international impact.

37 *Disciplinary, Information, and Media Literacy:*

- 38 1. Evaluate sources of information for context, bias, corroboration, propaganda, and distinguish among
39 fact, opinion, and reasoned judgment in a text.

- 1 2. Summarize the points an author/speaker makes and explain how each claim is supported by reasons
2 and evidence.
- 3 3. ~~Conduct research by locating, gathering, organizing information and data, and evaluating online and~~
4 ~~print resources.~~ Evaluate the credibility, authority, relevance, and purpose of online and print
5 sources, including using lateral reading and corroboration to verify factual information.
- 6 4. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of
7 inappropriate use.
- 8 5. Synthesize information from multiple credible sources to demonstrate understanding of a topic,
9 including comparing articles, evaluating reliability and intent, evidence, and verifying claims.
- 10 6. Describe how a text presents information. For example: text features, evidence, organization,
11 persuasive techniques, word choice, and tone.

12 Seventh Grade, Standard 4. Civics

13 Prepared Graduates:

- 14 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
15 the global society.

16 Grade Level Expectation:

- 17 2. **Analyze how** nations in various regions of the Eastern Hemisphere interact with international
18 organizations, govern, organize, and impact their societies in different ways.

19 GLE Code: SS.7.4.2

20 Evidence Outcomes

21 *Students Can:*

- 22 a. Explain the origins, functions, and structure of different governments. For example: dictatorship,
23 totalitarianism, **authoritarian**, **monarchy**, democracy, **constitutional republic**, socialism, **fascism**, and
24 communism.
- 25 b. Evaluate and analyze how various governments and organizations interact, resolve their differences,
26 and cooperate. For example: the African Union (AU), **the Association of Southeast Asian Nations**
27 **(ASEAN)**, **the United Nations**, **the World Bank**, **international** treaties, and diplomacy.
- 28 c. Investigate examples of collaboration and interdependence between international organizations and
29 countries. For example: **the protection of human rights; the role of non-governmental organizations**
30 **(NGOs)**, the Red Cross, World Health Organization, and United Nations Educational, Scientific, and
31 Cultural Organization (UNESCO).

32 Academic Context and Connections

33 *Colorado Essential Skills:*

- 1 1. Apply ethical perspectives/concepts to an ethical question/situation/scenario (~~Civic/Interpersonal~~
2 ~~Skills:Character~~) (Civic Engagement, Self-Awareness).
- 3 2. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and
4 respect consensus in decision making (Civic Engagement, Collaboration and Teamwork).
- 5 3. Analyze how a specific problem can manifest itself at local, regional, and global levels, and how media
6 can influence beliefs and behaviors (Critical Thinking and Analysis).
- 7 4. Examine how individuals in the Eastern Hemisphere interpret messages differently, how values and
8 points of view are included or excluded (Data Literacy).
- 9 5. Plan and evaluate complex solutions to challenges in the Eastern Hemisphere using multiple
10 disciplinary lenses such as cultural, ethnic, historical, and scientific (Civic Engagement, Global and
11 Cultural Awareness).
- 12 6. Look for and find value in different perspectives expressed by others (Adaptability and Flexibility).

13 *Inquiry Questions:*

- 14 1. What are fundamental human rights and how are they protected?
- 15 2. How can governmental policy lead to problems or help solve problems?
- 16 3. ~~What is the purpose of government?~~ How do the origins, structures, and functions of a government
17 relate to its people's values and ideals?
- 18 4. How can governments encourage interaction between societies and international organizations?
- 19 5. How do nations attempt to address conflict and create cooperation through policies of isolation and
20 interaction?
- 21 6. What are the responsibilities of national governments to the global community?

22 *Nature and Skills of Civics:*

- 23 1. Civic-minded individuals can apply civil discourse skills to interact professionally, discuss issues of
24 common concern, form consensus, respond appropriately to differences of opinion, ~~resolve their~~
25 ~~differences~~, and cooperate.
- 26 2. ~~Civic-minded individuals understand that governments have different functions.~~
- 27 3. Civic-minded individuals apply knowledge of the different origins, structures, and functions of
28 governments to investigate civic topics.
- 29 4. Civic-minded individuals can cite evidence, provide logical reasoning, form credible claims, and
30 formulate relevant questions about civic topics.
- 31 5. Civic-minded individuals apply the inquiry process to investigate civic issues including the formulation
32 and revision of questions, and use of civic analysis tools such as surveys, polls, analysis of statistical
33 data, and close reading of primary and secondary sources.
- 34 6. Civic-minded individuals apply knowledge of the similarities and differences between different
35 government systems to understanding local, regional, and international issues.
- 36 7. Civic-minded individuals understand how people collaborate to design, revise, and communicate
37 solutions to civic problems affecting local, regional, and global communities, including connections
38 between local and global societies.

39 *Disciplinary, Information, and Media Literacy:*

- 1 1. Use technology for problem solving, self-directed learning, and extended learning activities.
- 2 2. Use knowledge and research skills to engage in ~~conversation and debate~~ civil discourse and
- 3 polite/professional debate around issues of common concern.
- 4 3. Present claims and findings, emphasizing main points in a focused manner with relevant descriptions,
- 5 facts, details, and examples.
- 6 4. Evaluate, contextualize, and synthesize valid and accurate evidence from multiple credible sources.
- 7 5. Use evaluative techniques such as lateral reading to distinguish between fact, opinion, and reasoned
- 8 judgment, and to determine the credibility of a source.

9 Seventh Grade, Standard 5. Personal Financial Literacy

10 Prepared Graduates:

- 11 8. Apply economic reasoning skills to make informed personal financial decisions.

12 Grade Level Expectation:

- 13 1. Investigate the role of consumers and businesses within the Eastern Hemisphere.

14 GLE Code: SS.7.5.1

15 Evidence Outcomes

16 *Students Can:*

- 17 a. Define resources from an economic and personal finance perspective.
- 18 b. Summarize how the distribution of resources impacts consumerism.
- 19 c. Compare and contrast goods and services ~~choices~~ available to consumers within different cultures as
- 20 they developed in the Eastern Hemisphere throughout history.

21 Academic Context and Connections

22 *Colorado Essential Skills:*

- 23 1. Demonstrate an understanding of cause and effect related to personal decisions (~~Civic/Interpersonal~~
- 24 ~~Skills: Character~~) (Social Awareness, Self-Awareness).
- 25 2. Identify and explain multiple perspectives (cultural and global) when exploring events, ideas, issues
- 26 (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (Civic Engagement, Global and Cultural
- 27 Awareness).

28 *Inquiry Questions:*

- 29 1. What are the similarities and differences between different markets in the Eastern Hemisphere?

30 *Nature and Skills of Economics:*

- 1 1. Financially capable individuals understand that financial decisions have been impacted by the history,
2 location, and distribution of resources of a place.
- 3 2. Financially capable individuals study various factors that influence production such as resources,
4 supply and demand, and price, which affect individual consumer choices over time.
- 5 3. Financially capable individuals understand that the distribution of resources influences cultural growth
6 and development over time and have impacted many of the different early civilizations around the
7 world.
- 8 4. Financially capable individuals understand that competition and wages are not just American
9 concepts. These concepts have applied to individual financial decisions long before the birth of the
10 nation.
- 11 5. Financially capable individuals understand that populations within various cultures have made
12 individual financial decisions differently throughout time and location.

13 *Disciplinary, Information, and Media Literacy:*

- 14 1. Explain how a question represents key ideas in the field.
- 15 2. Analyze how and why individuals, events, and ideas develop.
- 16 3. Explain points of agreement experts have about interpretations and applications of disciplinary
17 concepts and ideas associated with a compelling question.

1 Eighth Grade, Standard 1. History

2 Prepared Graduates:

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
4 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
5 how historical knowledge is viewed, constructed, and interpreted.

6 Grade Level Expectation:

- 7 1. Investigate and evaluate primary and secondary sources **from multiple diverse perspectives** about
8 United States history from the American Revolution through Reconstruction to formulate and defend
9 claims with textual evidence **and logical reasoning**.

10 GLE Code: SS.8.1.1

11 Evidence Outcomes

12 *Students Can:*

- 13 a. Use and interpret documents and other relevant primary and secondary sources pertaining to United
14 States history from multiple **diverse** perspectives. ~~For example: African Americans, Asian~~
15 ~~Americans, Latinos, Indigenous Peoples, and religious minorities' perspectives.~~
16 b. Analyze evidence from multiple sources including those with conflicting accounts about specific
17 events in **both Colorado and** United States history. ~~For example: Indigenous Peoples' and African~~
18 ~~American perspectives on Western colonization and enslavement, Asian American and Latinos'~~
19 ~~perspectives on immigration, the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek~~
20 ~~Massacre.~~
21 c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical
22 inquiry.
23 d. Construct a written historical argument supported by **relevant** evidence **and logical reasoning**
24 demonstrating the use or understanding of primary and secondary sources.
25 e. **Synthesize data from multiple sources in order to connect those sources to the traditional historical**
26 **narrative.**

27 Academic Context and Connections

28 *Colorado Essential Skills:*

- 29 1. Interpret information **as historians** and draw conclusions based on **the best deep analysis of using**
30 **primary and secondary sources** (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (Critical
31 **Thinking and Analysis**).
32 2. Synthesize ideas **as historians** in **insightful original and surprising** ways **by** examining multiple
33 **perspectives from the American Revolution through Reconstruction** (~~Entrepreneurial Skills:~~
34 **Creativity/Innovation**) (Creativity and Innovation).

- 1 3. Make predictions ~~as historians~~ and design data/information collection to analyze conflicting
- 2 perspectives (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Data Literacy).
- 3 4. Look for and find value in perspectives expressed by others (Adaptability and Flexibility).

4 *Inquiry Questions:*

- 5 1. ~~How has the Declaration of Independence influenced other nations?~~
- 6 2. What ideas inspired the writing of America's founding documents?
- 7 3. How have America's founding documents impacted Americans?
- 8 4. Why do historians sometimes come to different conclusions about the same historical events?
- 9 5. ~~Which primary documents have had the greatest impact on the people of the United States?~~
- 10 6. Should and can historians be completely impartial when writing about history?
- 11 7. To what degree is there consistency among historical narratives written by historians about early U.S.
- 12 history?

13 *Nature and Skills of History:*

- 14 1. Historical thinkers interpret history through the **examination** of primary and secondary ~~sources to cite~~
- 15 ~~specific evidence to support analysis of~~ sources with multiple perspectives.
- 16 2. Historical thinkers **gather and synthesize information from** primary and secondary sources to evaluate
- 17 and create hypotheses of historical events and include supporting evidence to defend their claim.
- 18 3. Historical thinkers analyze modern and historical maps, through geographic tools, to explain how
- 19 historical events are shaped by geography.
- 20 4. Historical thinkers use technology to produce and present primary and secondary sources clearly and
- 21 efficiently.
- 22 5. Historical thinkers use the context and content from the past to make connections to the present. For
- 23 example: connecting the Civil War to current social and political issues, the boom-and-bust cycle of
- 24 economics with the Gold Rush, **and the impact of transportation during the development of the**
- 25 **western United States and Colorado.**
- 26 6. Historical thinkers use the historical method of inquiry to interpret and refine history and **analyze**
- 27 **multiple perspectives. and serve as a model for inquiry.** For example: Historians and communities
- 28 preserve historical documents, artifacts, and buildings.
- 29 7. **Historical thinkers apply the inquiry process by developing a focus statement and questioning**
- 30 **protocols to generate, evaluate, improve, and select high quality historical inquiry questions.**
- 31 8. **Historical thinkers apply analysis techniques to deepen understanding of primary and secondary**
- 32 **sources. For example: sourcing, contextualization, corroboration, and close reading.**

33 *Disciplinary, Information, and Media Literacy:*

- 34 1. Seek information from varied sources and perspectives to develop informed opinions and creative
- 35 solutions.
- 36 2. **Evaluate the reliability, accuracy, relevance, and bias of online and print sources.**
- 37 3. **Ask, investigate, and answer historical questions** ~~Answer a historical question~~ through the
- 38 interpretation of primary sources.
- 39 4. **Use criteria to evaluate the quality of claims or evidence in a source.**

- 1 5. Develop a clear sense of historical time, past, present, and future in order to identify the sequence in
2 which events occurred.
- 3 6. Conduct research by locating, gathering, and organizing information to present orally and in writing by
4 using appropriate technology resources to support learning.

5 Eighth Grade, Standard 1. History

6 Prepared Graduates:

- 7 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
8 within and among cultures and societies.

9 Grade Level Expectation:

- 10 2. ~~Analyze~~ Develop a contextual understanding of the historical eras, individuals, groups, ideas, and
11 themes from the origins of the American Revolution through Reconstruction.

12 GLE Code: SS.8.1.2

13 Evidence Outcomes

14 *Students Can:*

- 15 a. Determine and explain the historical context of key people and events from the ~~Revolutionary War Era~~
16 ~~origins of the American Revolution~~ through Reconstruction including the examination of different
17 perspectives. For example: grievances from the colonists against the British Parliament, the
18 Constitutional Convention, ~~the role of abolitionists, contributions and grievances from Indigenous~~
19 ~~Peoples and African Americans~~, and the causes and effects of the Civil War.
- 20 b. Evaluate continuity and change over the course of United States history by examining various eras and
21 determining major sources of conflict and compromise ~~both in Colorado and across the nation.~~
22 ~~Including but not limited to: the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek~~
23 ~~Massacre.~~
- 24 c. ~~Examine the causes and effects of the territorial, political, Examine factors that motivated the military~~
25 ~~and economic expansion of the United States. from the American Revolution through Reconstruction.~~
- 26 d. ~~Evaluate the impact of various gender, age, race, ethnicity, religion, and class during this time period~~
27 ~~and the impact of these demographic groups on the events of the time period.~~ Analyze the varied
28 experiences of demographic groups during the time period and identify their impact on events.
- 29 e. Analyze ~~causes and effects~~ the cause and effect relationships of major conflicts from the origins of the
30 American Revolution through Reconstruction.
- 31 f. Analyze ideas that are critical to the understanding of ~~early United States American~~ history. For
32 example: ideas involved in major events and movements such as ~~slavery, settler colonialism,~~
33 ~~commodification of labor~~, the changing definition of liberty and citizenship, enslavement of African
34 and Indigenous Peoples, ~~mercantilism, representative democracy~~, federalism, ~~capitalism, temperance,~~
35 ~~nativism of the Antebellum period, emancipation, and expansionism.~~

36 Academic Context and Connections

1 *Colorado Essential Skills:*

- 2 1. Interpret information ~~as historians~~ and draw conclusions based on multiple perspectives ~~about the~~
3 ~~United States.~~ (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (Critical Thinking and
4 Analysis).
- 5 2. Synthesize ideas ~~as historians~~ in insightful ~~original and surprising~~ ways about historical eras,
6 individuals, groups, ideas, and themes (~~Entrepreneurial Skills: Creativity/Innovation~~) (Creativity and
7 Innovation).
- 8 3. Make predictions ~~as historians~~ and design data/information collection and analysis strategies to
9 recognize continuity and change through time (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Critical
10 Thinking and Analysis, Data Literacy).
- 11 4. Look for and find value in perspectives expressed by others (Adaptability and Flexibility).

12 *Inquiry Questions:*

- 13 1. How have the basic values and principles of American democracy changed over time and in what ways
14 have they been preserved?
- 15 ~~2. What would the United States be like if the British had won the American Revolution?~~
- 16 ~~3. To what extent was the Civil War an extension of the American Revolution?~~
- 17 4. How was North American colonial settlement perceived ~~settlers, governments, enslaved individuals,~~
18 ~~by Indigenous Peoples, and how did this affect impact changes to their culture change, oppression,~~
19 ~~and survival throughout the continent?~~
- 20 5. What role did economics play in the establishment and perpetuation of the enslavement of peoples
21 from the 17th century onward?
- 22 6. How did the application of the rights found in the Declaration of Independence change over time?
23 ~~Who did the Declaration of Independence Apply To?~~
- 24 7. To what extent are the ideas of the American Revolution and the United States Constitution still
25 affecting the world today?
- 26 8. How did America define itself as a “new” nation in the early 19th century?
- 27 9. How did different groups of people participate in, respond to, and resist Westward Expansion?
- 28 ~~10. What would the United States look like if the institution of slavery had never been an integral part of~~
29 ~~the North American economy?~~
- 30 11. How did Americans redefine the right to vote during the 19th century?
- 31 12. What role did various and diverse social groups such as women, African Americans, ~~Asian Americans,~~
32 ~~and Indigenous Peoples~~ play in the Civil War?
- 33 13. To what extent did the 13th Amendment truly end slavery?
- 34 14. How have primary documents from multiple diverse perspectives ~~impacted~~ influenced people, events,
35 and ideas in U.S. History? ~~Which primary documents have had the greatest impact on the people of~~
36 ~~the United States including but not limited to those from Indigenous Peoples, African Americans,~~
37 ~~Latinos, and Asian Americans?~~

38 *Nature and Skills of History:*

- 1 1. Historical thinkers understand that slavery was instituted into what now is the United States of
2 America under the laws of the English Monarch and the United States was the only nation to fight a
3 war to eliminate slavery.
- 4 2. Historical thinkers create, investigate, and refine historical questions, and interpret history through
5 the use of using primary and secondary sources representing multiple perspectives and contending
6 voices. to cite specific evidence to support analysis.
- 7 ~~3. Historical thinkers use primary and secondary sources to evaluate and create hypotheses of historical
8 events and include supporting evidence to defend their claim.~~
- 9 4. Historical thinkers analyze modern and historical maps and other through geographic tools, to explain
10 how historical events are shaped by geography.
- 11 5. Historical thinkers use technology to produce and present primary and secondary sources clearly and
12 efficiently.
- 13 6. Historical thinkers use the context and content from the past to make connections to the present
14 locally, nationally, and globally.
- 15 7. Historical thinkers use the historical method of inquiry to interpret and refine history and serve as a
16 model for inquiry. For example: historians and communities preserve historical documents, artifacts,
17 oral histories, and buildings.
- 18 8. Historical thinkers use primary and secondary sources to create a claim that logically interprets
19 historical events and provide relevant and specific evidence and reasoning to defend their claim.
- 20 9. Historical thinkers apply analysis techniques to deepen understanding of primary and secondary
21 sources. For example: sourcing, contextualization, corroboration, and close reading.

22 *Disciplinary, Information, and Media Literacy:*

- 23 1. Seek information from varied sources and perspectives to develop informed opinions and creative
24 solutions.
- 25 2. Answer a historical question through the interpretation of primary and secondary sources.
- 26 3. Develop a clear sense of historical time chronology, past, present, and future in order to identify the
27 sequence in which events occurred and recognize cause and effect relationships.
- 28 4. Conduct research by locating, gathering, and organizing information to present orally and in writing by
29 using appropriate technology resources to support learning.

30 **Eighth Grade, Standard 2. Geography**

31 **Prepared Graduates:**

- 32 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
33 systems, and the connections and relationships among them.

34 **Grade Level Expectation:**

- 35 1. Use geographic tools to research and analyze patterns in human and physical systems in the United
36 States.

37 GLE Code: SS.8.2.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Interpret ~~primary and secondary geographic sources like maps and other geographic tools as a~~
4 ~~primary source~~ to analyze a historic issue. For example: using both historical and contemporary maps
5 to understand the changes in American boundaries.
- 6 b. ~~Describe~~ Assess the nature and spatial distribution of cultural phenomena patterns. Identify the
7 spatial distribution of cultural groups and human migration patterns.
- 8 c. ~~Recognize~~ Apply recognition of the patterns and networks of economic interdependence to
9 interpretations of the past. Recognize patterns of land acquisition and apply to events interpretations
10 of the past.
- 11 d. ~~Explain~~ Compare the establishment of human settlements in relationship to physical environmental
12 attributes and recognize important regional connections to key early U.S. historical events. Compare
13 the relationship between human settlement and the environment to recognize important regional
14 connections to early U.S. historical events.
- 15 e. Calculate and analyze population trends in relation to historical phenomena.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. Interpret information and draw conclusions using demographic information based on the best analysis
19 to understand patterns of change in human and physical systems (~~Entrepreneurial Skills: Critical~~
20 ~~Thinking/Problem Solving~~) (Critical Thinking and Analysis).
- 21 2. Synthesize ideas in ~~original and surprising~~ insightful or innovative ways to demonstrate understanding
22 of demographic patterns of movement and their impact upon the physical systems of the United
23 States (~~Entrepreneurial Skills: Creativity/Innovation~~) (Creativity and Innovation).
- 24 3. Organize geographic information using technologies to develop greater understanding of a historical
25 event or action (~~Professional Skills: Use Information and Communication Technologies~~) (Data and
26 Media Literacy).
- 27 4. As a geographer, demonstrate ways to adapt and reach workable solutions ~~as a geographer~~ when
28 considering the use of limited resources and their impact upon political and historical events (~~Personal~~
29 ~~Skills: Adaptability/Flexibility~~) (Adaptability and Flexibility).

30 *Inquiry Questions:*

- 31 1. How ~~have~~ human ~~settlement including migration influenced and been influenced by changes in~~
32 ~~physical systems and culture?~~ settlement and migration patterns influenced and changed cultural
33 characteristics and environmental systems?
- 34 2. How can geographic tools help explore patterns of continuity and change in human and physical
35 systems?
- 36 3. ~~How have people and the environment interacted to produce change over time?~~
- 37 4. How is human activity limited by the environment?
- 38 5. ~~How has the environment influenced human activity?~~

1 6. How have humans adapted to and changed the physical environment?

2 *Nature and Skills of Geography:*

- 3 1. ~~Spatial thinkers use habits of mind which include recognition of concepts of space, interpretation, and~~
4 ~~analysis of spatial representations.~~ Geographic thinkers recognize concepts of land and spatial
5 representation to analyze and solve geographic and historical problems.
6 2. Geographic thinkers apply spatial reasoning to understand historical events. ~~and recognize.~~
7 3. Geographic thinkers use cognitive skills fundamental to spatial thinking by combining spatial
8 visualization, spatial orientation, and spatial relation including recognition of spatial distributions and
9 patterns to connect locations and associate and correlate spatially distributed phenomena.
10 4. Geographic thinkers respond to historical and spatial literature, ~~including diverse narratives,~~ to
11 understand issues from a spatial perspective.

12 *Disciplinary, Information, and Media Literacy:*

- 13 1. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other
14 information in print and digital texts.
15 2. Apply reading and writing strategies to construct and express knowledge.
16 3. Construct and interpret visual representations of geographic information.
17 4. Apply analysis of geographic data to logically interpret historical phenomena and sources.

18 **Eighth Grade, Standard 2. Geography**

19 **Prepared Graduates:**

- 20 4. Examine the characteristics of places and regions, and the changing nature among geographic and
21 human interactions.

22 **Grade Level Expectation:**

- 23 2. Recognize the impact of the competition for control of ~~space~~ land and resources in early American
24 History.

25 GLE Code: SS.8.2.2

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. Analyze the push and pull factors that shaped immigration to and migration within the early United
29 States. For example: economic opportunities, religious refuge, and forced migration.
30 b. ~~a. Analyze how economic, political, ethnic, cultural, and social processes interact to shape patterns of~~
31 ~~human population, interdependence, cooperation, and conflict.~~ Analyze patterns of conflict and

- 1 cooperation that resulted from human migration and the economic, political, ethnic, cultural, and
2 social implications of those interactions.
- 3 c. Compare how differing geographic perspectives apply to a historic issue.
- 4 d. ~~c. Interpret from a geographic perspective the expansion of the United States by addressing issues of~~
5 ~~land, security, access, and sovereignty.~~ Interpret geographic and environmental data to understand
6 how competition over land and resources shaped the development of the early United States. For
7 example: establishing the Mason/Dixon line, development of railroads, the Louisiana Purchase, and
8 the Treaty of Guadalupe Hidalgo.

9 Academic Context and Connections

10 *Colorado Essential Skills:*

- 11 1. Interpret information and draw conclusions as geographers based on the best analysis to recognize
12 and understand the processes that interact in shaping human population patterns and historical
13 events ~~(Entrepreneurial Skills: Critical Thinking/Problem Solving)~~ (Critical Thinking and Analysis).
- 14 2. Synthesize ideas in original and surprising ways while comparing differing geographic perspectives
15 ~~(Entrepreneurial Skills: Creativity/Innovation)~~ (Creativity and Innovation).
- 16 3. Act on creative ideas to make a tangible and useful contribution to analyze and explain
17 interdependence, cooperation, and conflict over land and resources in early American history
18 ~~(Entrepreneurial Skills: Risk-Taking)~~ (Perseverance and Resilience).
- 19 4. Demonstrate ways to adapt and reach workable solutions in understanding differing perspectives over
20 use of resources and space ~~(Personal Skills: Adaptability/Flexibility)~~ (Adaptability and Flexibility).

21 *Inquiry Questions:*

- 22 1. How will the location of resources lead to cooperation or conflict in the future?
- 23 2. How has conflict over ~~space~~ land and resources impacted human migration of various ethnic and
24 cultural groups ~~and affected the cultures and ethnic groups of~~ across Colorado and North America?
- 25 3. How have differing perspectives regarding resource and land use, occupancy, and ownership led to
26 cooperative policies or conflict?
- 27 4. How would human settlement patterns be different if people did not trade resources with others?

28 *Nature and Skills of Geography:*

- 29 1. Geographic thinkers evaluate the allocation of resources and the use of ~~land and space~~ to understand
30 relationships.
- 31 2. Geographic thinkers recognize that different perspectives affect cooperation and conflict over space
32 and resources.

33 *Disciplinary, Information, and Media Literacy:*

- 34 1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 35 2. Distinguish among fact, opinion, and reasoned judgment in a text.
- 36 3. Read to identify cause-and-effect relationships, to compare and contrast information, **identify** fact
37 and opinion, and **determine** author bias.

- 1 4. Evaluate the accuracy, relevance, appropriateness, and bias of online and print sources.
- 2 5. Identify propaganda, censorship, and bias in the media.

3 Eighth Grade, Standard 3. Economics

4 Prepared Graduates:

- 5 ~~5. Understand the allocation of scarce resources in societies through analysis of individual choice,~~
6 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies
7 through the analysis of individual choice, market interaction, and public policy.

8 Grade Level Expectation:

- 9 1. **Investigate how** economic freedom, including free trade, was important for economic growth in early
10 American History.

11 GLE Code: SS.8.3.1

12 Evidence Outcomes

13 *Students Can:*

- 14 a. Give examples of **regional, national, and international** ~~and regional~~ differences in resources,
15 productivity, and costs that provide a basis for trade.
- 16 b. Describe the factors that lead **to a region or nation** ~~or a region~~ having a comparative and absolute
17 advantage in trade. **For example: the American System proposed by Henry Clay.**
- 18 c. Explain the effects of domestic policies on international trade.
- 19 d. Explain why nations sometimes restrict trade by using quotas, tariffs, and nontariff barriers.

20 Academic Context and Connections

21 *Colorado Essential Skills:*

- 22 1. Make predictions and design data/information collection and analysis strategies concerning economic
23 policy through evaluation of historical events (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Critical
24 Thinking and Analysis).
- 25 2. Apply knowledge and skills as an economist and citizen to implement sophisticated, appropriate, and
26 workable solutions to address complex global problems using interdisciplinary perspectives
27 independently or with others in order to inform public policy (~~Civic/Interpersonal Skills:~~
28 ~~Global/Cultural Awareness~~) (Global and Cultural Awareness).
- 29 3. Educate and inspire others using sound economic understandings to evaluate economic policy and
30 inform economic decisions based upon consideration of past experiences (~~Professional Skills:~~
31 ~~Leadership~~) (Critical Thinking and Analysis).

32 *Inquiry Questions:*

- 1 1. How do societies benefit from trade and exchange?
- 2 2. Why is it important for nations to control trade and exchange?
- 3 3. What are the benefits and challenges of trade at the ~~international, national, state, local, and individual~~
- 4 ~~individual, local, state, national, and international~~ levels?
- 5 4. How does where and how you purchase products affect cultural, social, economic, and environmental
- 6 conditions?
- 7 5. What impact upon productivity results from taxation?
- 8 6. What concerns do citizens have with taxation?
- 9 7. What was the economic impact on citizens of the United States after leaving British rule?
- 10 8. How did regional interests impact political leaders' positions on slavery and economic policy?

11 *Nature and Skills of Economics:*

- 12 1. Economic thinkers choose wisely to get the most from limited resources. They understand that trade
- 13 and collaboration within a market economy is important to business and individual success.
- 14 2. Economic thinkers understand that economic actions have indirect as well as direct effects and it is
- 15 important to analyze positive and negative impacts of trade agreements as critical to a nation's
- 16 success.
- 17 3. Economic thinkers understand that technological advances aid businesses in operating efficiently.
- 18 4. Economic thinkers analyze the components of economic growth in market economies because
- 19 economic theories can be used to predict consequences.
- 20 5. Economic thinkers understand that economic actions have both direct and indirect effects on
- 21 people living in poverty, children, the disabled, ethnic, religious, and cultural groups who may not
- 22 have a voice in decision-making.

23 *Disciplinary, Information, and Media Literacy:*

- 24 1. Gather information by taking notes, making outlines, and creating graphic organizers.
- 25 2. Read texts by using reading strategies (i.e., prior knowledge, key vocabulary words, context clues,
- 26 main ideas, supporting details, and text features: pictures, maps, text boxes).
- 27 3. Formulate appropriate research questions.
- 28 4. Draw evidence from informational texts to support analysis, reflections, and research.

29 **Eighth Grade, Standard 4. Civics**

30 **Prepared Graduates:**

- 31 6. Express an understanding of how civic participation affects policy by applying the rights and
- 32 responsibilities of a citizen.

33 **Grade Level Expectation:**

- 34 1. Construct an understanding of the changing definition of citizenship and the expansion of rights of
- 35 citizens in the United States.

1 GLE Code: SS.8.4.1

2 **Evidence Outcomes**

3 *Students Can:*

- 4 a. ~~Describe instances in which major political, social, economic, or cultural changes occurred~~ Describe
5 major political and/or social changes that affected the definition of citizenship, expanded or restricted
6 the rights of citizens, and how those changes impacted women, Indigenous Peoples, African
7 Americans, Latinos, Asian Americans, LGBTQ, religious minorities, and people living in annexed
8 territories.
- 9 b. ~~Provide a written analysis~~ Analyze the changing definition of citizenship while and giving examples of
10 the expansion or restriction of rights. For example: who is considered a citizen, how they
11 gained acceptance, and their rights and responsibilities. Analyze the relationship between the debate
12 about citizenship and national identity in early U.S History, and how those ideas shaped political
13 institutions and society.
- 14 c. Compare how the leadership of various individuals has influenced the United States government and
15 politics. ~~Describe examples of citizens and groups who have influenced change in United States~~
16 ~~government and politics. For example: Women, American Indians, African Americans, and people in~~
17 ~~the unsettled territories.~~
- 18 d. Evaluate the results of various strategies used to enact political change over time.
- 19 e. Analyze primary sources supporting democratic freedoms and the founding of our government and
20 explain how they provide for both continuity and change. ~~For example: Including but not limited to:~~
21 the Declaration of Independence, the Constitution, Bill of Rights, and the Declaration of Sentiments.
22 ~~and explain how they provide for both continuity and change.~~
- 23 f. Examine ways members of society may effectively and civilly voice opinions, monitor government, and
24 bring about change ~~nationally which may also have impact locally and globally.~~ on a local, state, and
25 national level, and which could have global implications.

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

- 28 1. Make connections as citizens between information gathered and personal experiences to apply
29 and/or test solutions to analyze citizenship and examine the individual role in
30 government (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Civic Engagement).
- 31 2. Apply knowledge as citizens to set goals, make informed decisions and transfer to new contexts about
32 the roles and responsibilities of individual citizens (~~Personal Skills: Initiative/Self-Direction~~) (Civic
33 Engagement).

34 *Inquiry Questions:*

- 35 1. ~~What is a patriot?~~ How have citizens and groups influenced change?
36 2. What are the ~~duties~~ roles and responsibilities for citizens?
37 3. What are the various ~~roles of~~ ways that the government may respond to civic voice and participation?

- 1 ~~4. How have various people from different eras in our nation's history promoted change in the face of~~
- 2 ~~opposition and what democratic principles were advanced?~~
- 3 ~~5. How have the meanings of American ideals remained the same and changed over time?~~
- 4 ~~6. What is a nationalist?~~
- 5 ~~7. How has civic participation impacted the development of government and civil rights in America? in~~
- 6 ~~America underrepresented, vulnerable, and targeted groups of people?~~
- 7 ~~8. How has civic participation for underrepresented, vulnerable, and targeted groups changed over~~
- 8 ~~time?~~
- 9 ~~9. What is more effective, diplomacy or debate?~~
- 10 ~~10. How have political parties formed and changed over time?~~
- 11 ~~11. How have Americans fought to preserve their rights, outlined in the Bill of Rights, and when the~~
- 12 ~~government violated those rights?~~

13 *Nature and Skills of Civics:*

- 14 1. Civic-minded individuals distinguish the powers and responsibilities of citizens, political parties,
- 15 interest groups, and the media in a variety of government and non-governmental contexts.
- 16 2. Civic-minded individuals explain specific roles played by citizens. For example: Voters, jurors,
- 17 taxpayers, members of the armed forces, petitioners, protesters, and office-holders.
- 18 3. Civic-minded individuals examine the origins, purposes, and impact of constitutions, laws, treaties,
- 19 and international agreements.
- 20 4. Civic-minded individuals explain the powers and limits of the three branches of government, public
- 21 officials, and bureaucracies at different levels in the United States and in other countries.

22 *Disciplinary, Information, and Media Literacy:*

- 23 1. Use content-specific technology tools to support learning and research.
- 24 2. Use effective decision-making and problem-solving skills in public and private life.
- 25 3. Accept **and demonstrate civic** responsibility for the well-being of oneself, family, and the community.
- 26 4. Conduct research by locating, gathering, organizing information and data, and evaluating online and
- 27 print resources.
- 28 5. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of
- 29 inappropriate use.
- 30 **6. Compares and contrasts evidence from multiple sources to seek, find, and prove corroboration.**

31 **Eighth Grade, Standard 4. Civics**

32 **Prepared Graduates:**

- 33 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
- 34 the global society.

35 **Grade Level Expectation:**

1 2. Investigate and evaluate the purpose and place of rule of law in a constitutional system.

2 GLE Code: SS.8.4.2

3 Evidence Outcomes

4 *Students Can:*

5 ~~a. Discern various types of law.~~

6 b. Evaluate the strengths of rule of law.

7 ~~c. Describe and engage in various means of conflict management.~~

8 d. Explain the role and importance of the Constitution and the strength of amendments made during this
9 time. Including but not limited to: the Bill of Rights, and the 13th, 14th, and 15th Amendments.

10 e. Apply knowledge about the three branches of government and how they interact with one another to
11 historical and contemporary problems.

12 f. Evaluate the historical significance of the Declaration of Independence.

13 g. Discuss the tensions between individual rights and liberties with state law, tribal law, and national
14 laws.

15 h. Explain how the state and federal courts' power of judicial review is reflected in the United States'
16 form of constitutional government. For example: Marbury v. Madison.

17 i. Use a variety of resources, including Supreme Court decisions, to identify and evaluate issues that
18 involve civic responsibility, individual rights, and the common good.

19 Academic Context and Connections

20 *Colorado Essential Skills:*

21 1. Make connections as citizens between information gathered and personal experiences to apply
22 and/or test solutions to analyze the structures and functions of government (~~Entrepreneurial Skills:~~
23 ~~Critical Thinking/Problem Solving~~) (Critical Thinking and Analysis).

24 2. Connect knowledge as citizens from personal ideas/understandings to civic engagement about the
25 origins, structures, and functions of governments (~~Civic/Interpersonal Skills: Civic Engagement~~) (Civic
26 Engagement).

27 *Inquiry Questions:*

28 1. What is the "common good?"

29 2. What are key court cases and historical events in the development of the United States?

30 3. How have landmark Supreme Court cases impacted society?

31 4. How does civil discourse contribute to the resolution of conflicts? ~~What are examples of successful
32 and unsuccessful conflict resolution in United States history and why?~~

33 5. How has the United States balanced individual rights and law?

34 6. ~~Which is more effective, the rule of law or the rule of man?~~

35 7. ~~What is the role of truth versus beliefs?~~

36 8. How does discussion and consensus building contribute to the development of a decision?

- 1 9. How does the U.S. Constitution provide for the rule of law, separation of power, and popular
2 sovereignty?
3 10. Who is included and who is excluded in the clause, “All men are created equal,” which is written in the
4 Declaration of Independence?” How true was this clause at the time it was written?

5 *Nature and Skills of Civics:*

- 6 1. Civic-minded individuals read diverse sources to create understanding, critically analyze issues, and
7 place them in historical context.
8 2. Civic-minded individuals understand and discuss the dynamic nature of national government and the
9 individual’s role in the process.
10 3. Civic-minded individuals understand that all forms of discrimination based on race have been illegal
11 for almost three generations.

12 *Disciplinary, Information, and Media Literacy:*

- 13 1. Use content specific technology tools to support learning and research.
14 2. Use effective decision-making and problem-solving skills in public and private life.
15 3. Accept responsibility for the well-being of oneself, family, and the community.
16 4. Apply social studies content and skills to real life situations.

17 **Eighth Grade, Standard 5. Personal Financial Literacy**

18 **Prepared Graduates:**

- 19 8. Apply economic reasoning skills to make informed personal financial decisions.

20 **Grade Level Expectation:**

- 21 1. Examine the role of consumer decisions and taxes within the market economies of early American
22 history.

23 GLE Code: SS.8.5.1

24 **Evidence Outcomes**

25 *Students Can:*

- 26 a. Calculate how the value of money has changed over time impacting earning, spending, borrowing, and
27 investing. For example: inflation and recession.
28 b. Explain factors that have impacted borrowing and investing over time. For example: currency stability,
29 war, stocks, and banking practices.
30 c. ~~Provide a written analysis~~ Analyze the changes in the development of human capital over time. For
31 example: gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work
32 experience.
33 d. Analyze the impact of taxes on the people of the United States over time.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Investigate to form hypotheses, make observations, and draw conclusions (~~Entrepreneurial Skills:~~
4 ~~Inquiry/Analysis~~) (Critical Thinking and Analysis).
5 2. Interpret information and draw conclusions based on the best analysis (~~Entrepreneurial Skills: Critical~~
6 ~~Thinking/Problem Solving~~) (Critical Thinking and Analysis).

7 *Inquiry Questions:*

- 8 1. What role did taxes play in the birth of our nation?
9 2. What would countries look like without taxes?
10 3. How has the value of money changed over time and what is the impact on consumerism?
11 4. How did inventions impact personal financial options?

12 *Nature and Skills of ~~Economics~~ Personal Financial Literacy:*

- 13 1. Financially capable individuals apply the economic way of thinking which assumes that people make
14 particular choices because they are responding to the underlying incentives.
15 2. Financially capable individuals study factors that lead to increased economic interdependence,
16 increased productivity, and improved standard of living for the individuals in a society.
17 3. Financially capable individuals understand that there is an economic role for government in a market
18 economy whenever the benefits of a government policy outweigh its costs.

19 *Disciplinary, Information, and Media Literacy:*

- 20 1. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.
21 2. Explain how a question represents key ideas in the field.
22 3. Explain points of agreement experts have about interpretations and applications of disciplinary
23 concepts and ideas associated with a compelling question.
24 4. Analyze and use information presented visually in a text. For example: graphs, charts, flowcharts,
25 diagrams, models, and tables, that support the words in a text.

1 High School, Standard 1. History

2 Prepared Graduates:

- 3 1. ~~Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how~~
4 ~~history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and analyze
5 how historical knowledge is viewed, constructed, and interpreted.

6 Grade Level Expectation:

- 7 1. ~~Use~~ **Apply** the historical method of inquiry to formulate compelling questions, evaluate primary and
8 secondary sources, analyze and interpret data, and argue for an interpretation defended by textual
9 evidence.

10 GLE Code: SS.HS.1.1

11 Evidence Outcomes

12 *Students Can:*

- 13 a. Formulate compelling and supporting questions ~~after~~ **while** evaluating primary sources for point of
14 view and historical context.
- 15 b. Gather and analyze historical information to address questions from a range of primary and secondary
16 sources containing a variety of perspectives ~~including perspectives of historically underrepresented~~
17 ~~groups.~~ For example: **perspectives of historically underrepresented groups.**
- 18 c. Gather and analyze historical information from a range of qualitative and quantitative sources. For
19 example: demographic, economic, social, and political data.
- 20 d. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and
21 synthesizing evidence from ~~the full a wide~~ range of relevant historical sources.

22 Academic Context and Connections

23 *Colorado Essential Skills:*

- 24 1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a
25 variety of forms and contexts, including multilingual. (~~Civic/Interpersonal Skills:~~
26 ~~Communication~~) (Interpersonal Communication).
- 27 2. Interpret, analyze, and draw conclusions using **a wide range of** historical sources. (~~Entrepreneurial~~
28 ~~Skills: Critical Thinking/Problem Solving~~) (Critical Thinking and Analysis).
- 29 3. Synthesize ideas in original and innovative ways. (~~Entrepreneurial Skills: Creativity/Innovation~~)
30 (Creativity and Innovation).

31 *Inquiry Questions:*

- 32 1. How does the point of view of a historian affect how history is interpreted?

- 1 2. Do historians come to agreement on the historical significance of events? If so, how?
- 2 3. ~~What if the history of a war was told by someone other than the winners? How does studying a~~
- 3 ~~variety of perspectives allow us to construct a more complete record of the past?~~
- 4 4. Why are historical questions important?
- 5 5. How do historical thinkers use primary and secondary sources to formulate historical arguments?
- 6 6. How might historical inquiry be used to **better understand and** make decisions ~~on~~ **about**
- 7 contemporary issues? ~~For example: How do economic and social policies affect immigrants' lives both~~
- 8 ~~in the past and today?~~

9 *Nature and Skills of History:*

- 10 1. Historical thinkers use questions generated about multiple historical sources to pursue further inquiry
- 11 and investigate additional sources.
- 12 2. Historical thinkers evaluate historical sources for audience, purpose, point of view, context, and
- 13 authenticity.
- 14 3. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and
- 15 diverse interpretations of historical events and figures and patterns and trends.
- 16 4. Historical thinkers evaluate the credibility of a source by examining how experts value the source.
- 17 5. Historical thinkers use information and context to interpret, evaluate, and inform decisions or policies
- 18 regarding such issues which societies find contentious or worthy of debate and discussion.
- 19 6. ~~Historical thinkers consider what perspectives or information have been~~ **is left out of an argument and**
- 20 **why that might be important to know.**
- 21 7. ~~Historical thinkers understand that societal values change over time; therefore, a period of time under~~
- 22 ~~study should not be judged using present day values.~~

23 *Disciplinary, Information, and Media Literacy:*

- 24 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting
- 25 insights gained from specific details to an understanding of a text as a whole.
- 26 2. Evaluate various explanations for actions or events and determine which explanation best accords
- 27 with textual evidence, acknowledging where the text leaves matters uncertain.
- 28 3. Analyze in detail how a complex primary and/or secondary source is structured, including how key
- 29 sentences, paragraphs, and larger portions of the text contribute to the whole.
- 30 4. Evaluate historians' differing points of view on the same historical event or issue by assessing the
- 31 authors' claims, reasoning, and evidence.
- 32 5. Conduct short as well as more sustained research projects to answer a question (including a self-
- 33 generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize
- 34 multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 35 6. Individually and with others, students construct compelling questions, and explain points of
- 36 agreement and disagreement about interpretations and applications of disciplinary concepts and
- 37 ideas associated with a compelling question.
- 38 7. Explain how compelling questions contribute to an inquiry and how, through engaging source work,
- 39 new compelling and supporting questions emerge.
- 40 8. Interpret, analyze, and detect bias in historical sources.
- 41 9. Write content-specific arguments in which they state a claim, provide evidence from texts and sources
- 42 to support the claim, and organize the evidence in well-reasoned, meaningful ways.

- 1 10. Integrate multimedia as effective tools for presenting and clarifying information.
2 ~~11. Individually and collaboratively using, interpreting, organizing, and validating collaboratively~~
3 ~~constructed websites and media to disseminate learning.~~

4 High School, Standard 1. History

5 Prepared Graduates:

- 6 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
7 within and among cultures and societies.

8 Grade Level Expectation:

- 9 2. **Analyze and evaluate** key concepts of continuity and change, cause and effect, complexity, unity and
10 diversity, and significant ideas in the United States from Reconstruction to the present.

11 GLE Code: SS.HS.1.2

12 Evidence Outcomes

13 *Students Can:*

- 14 a. Analyze continuity and change ~~in eras~~ over the course of United States history. ~~Including but not~~
15 ~~limited to: For example: The expansion and limitations of rights, for historically underrepresented~~
16 ~~groups, conflict the balance between liberty and security, shifts in internationalist and isolationist~~
17 ~~policies, debates over the role of government, and the impacts of expansionist policies.~~
- 18 b. Investigate causes and effects of significant events throughout United States history. ~~For example:~~
19 ~~world and regional-national conflicts (e.g., Spanish American War, the continued colonization of~~
20 ~~continued conflict over Indigenous lands, and the Tulsa Massacre), urbanization and suburbanization~~
21 ~~(e.g., Great Migration and Levittown), as well as economic cycles (e.g., The Great Depression and the~~
22 ~~2008 Great Recession), and both popular and counterculture movements.~~
- 23 c. ~~Provide a written analysis of~~ Analyze the complexity of events throughout United States history. ~~For~~
24 ~~example: the Civil Rights Movement (e.g., Double V Campaign, Freedom Summer, and the Voting~~
25 ~~Rights Act of 1964 1965, and the Stonewall Riots); migration, immigration, and displacement (e.g.,~~
26 ~~Anti-Asian immigration and citizenship legislation, Japanese American incarceration, and debates over~~
27 ~~tribal sovereignty); landmark court cases (e.g., Keyes v. School District #1 Denver, Loving v. Virginia~~
28 ~~Brown v. Board of Education, and Obergefell v. Hodges), the war on drugs, and the war on terror (e.g.,~~
29 ~~9/11, Afghanistan and Iraq wars, anti-Middle Eastern discrimination, and the evolution of U.S.~~
30 ~~counterterrorism efforts). and effects of mass media.~~
- 31 d. Examine and evaluate issues of unity and diversity from Reconstruction to present. ~~For example: the~~
32 ~~systemic impact of racism and nativism (e.g., Jim Crow, Ida B. Wells and the anti-lynching campaign,~~
33 ~~affirmative action, and mass incarceration), the definition and role of patriotism, expansion and~~
34 ~~limitations of rights, and the role of religion.~~
- 35 e. Investigate the historical development and impact of major scientific and technological innovations in
36 the Industrial Age, the Space Age, and the Digital Age. ~~For example: scientific innovations by diverse~~
37 ~~individuals -Lewis Latimer, Charles R. Drew, and Katherine Johnson, creation of mass~~

- 1 production/assembly line process, creation of the atomic bomb, NASA, and personal computing and
2 the introduction of mass media and the Internet.
- 3 f. Evaluate the historical development and impact of political thought, theory, and actions. For example:
4 Institutional racism, legislated discrimination racism, the development of political parties, expansion
5 and limitation of women's suffrage, reform, Counterintelligence Programs (COINTELPRO), activist
6 groups, and social socio-cultural movements. shifts in the platforms of political parties, expansion and
7 limitations of suffrage, and the impact of various reform and socio-cultural movements.
- 8 g. Analyze ~~the origins of fundamental political debates and~~ how opposing perspectives, compromise,
9 and cooperation have shaped national unity and diversity. For example: the rights and contributions
10 of diverse groups and individuals, including African Americans, Latinos, Asian Americans, Indigenous
11 Peoples, LGBTQ individuals, women, immigrants, individuals with disabilities, and ethnic and religious
12 minorities, Booker T Washington vs. W.E.B. Du Bois, and the role of organizations and government in
13 advancing these rights (e.g., NAACP, American Indian Movement, and United Farm Workers). ~~and as
14 well as the role of government.~~
- 15 h. Analyze and evaluate ideas critical to the understanding of American history. Including, but not limited
16 to: For example: populism, progressivism, isolationism, imperialism, capitalism, racism, extremism,
17 nationalism, patriotism, anti-communism, environmentalism, liberalism, fundamentalism, and
18 conservatism.
- 19 i. Describe and analyze the historical development and impact of the arts and literature on the culture
20 of the United States. Including, but not limited to: For example: The writings of the Muckrakers,
21 political cartoons, Americana, the Harlem Renaissance, the Lost Generation, Jazz, Rock and Roll,
22 protest songs, ~~pœms~~, and American literature.
- 23 j. Examine and evaluate how the United States was involved in and responded to international events
24 over the course of history. Including, but not limited to: For example: the World Wars, the Holocaust,
25 the Nuremburg trials, Cold War policies, Berlin Airlift, Korean War, Vietnam War, ~~the South African
26 Apartheid~~, and the genocides in Bosnia and Darfur.

27 Academic Context and Connections

28 Colorado Essential Skills:

- 29 1. Make predictions and design data/information collection and analysis strategies to test historical
30 hypotheses (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Critical Thinking and Analysis, Data Literacy).
- 31 2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to
32 address complex national problems using interdisciplinary perspectives independently or with others
33 (~~Civics/Interpersonal Skills: Global/Cultural Awareness~~) (Global and Cultural Awareness, Creativity and
34 Innovation).

35 Inquiry Questions:

- 36 1. How does society decide what is important in United States history?
- 37 2. What ideas have united and divided the American people over time?
- 38 3. ~~How does diversity affect the concept of change over time? Is change over time a matter of
39 perspective?~~ How does the consideration of multiple perspectives enable us to better understand
40 change over time?

- 1 4. ~~How have efforts to expand rights overcome barriers in order to form a more perfect country over~~
2 ~~the course of United States history?~~
- 3 5. ~~How has the United States' responses to human rights abuses affected American~~
4 ~~nationalism, exceptionalism, and xenophobia? Why is it important to understand the~~
5 ~~positive contributions made by the United States of America in advancing human~~
6 ~~freedom and prosperity?~~
- 7 6. ~~How has the United States' response to human rights abuses at home and abroad~~
8 ~~differed over time?~~
- 9 7. ~~Why is it important to understand the contribution of the United States to the defeat of fascism and~~
10 ~~totalitarianism in World War II and the contribution made to the rebuilding of Europe through the~~
11 ~~Marshall Plan?~~

12 *Nature and Skills of History:*

- 13 1. Historical thinkers understand that the ability to negotiate the complex relationships among change,
14 diversity, and unity throughout United States history, is an essential attribute for success in a more
15 interconnected world.
- 16 2. Historical thinkers understand that the ability to negotiate the complex interrelationship among
17 political, social, and cultural institutions throughout United States history, is essential to participation
18 in the economic life of a free society and our civic institutions.
- 19 3. Historical thinkers analyze historical, contemporary, and emerging means of changing societies,
20 promoting the common good, and protecting rights.
- 21 4. Historical thinkers analyze how historical events and spatial diffusion of ideas, technology, and cultural
22 practices have influenced ~~migration patterns and the distribution of human population~~ historical
23 events.
- 24 5. ~~Historical thinkers analyze the Civil Rights Movement from 1954 to 1968, the natural rights and~~
25 ~~principles that the Reverend Dr. Martin Luther King used to inform his leadership of the civil rights~~
26 ~~movement, and the tactics and strategies of non-violence resistance he championed in response to~~
27 ~~the Jim Crow laws of that era.~~
- 28 6. ~~Historical thinkers understand the founding principles upon which Dr. Martin Luther King's "I Have a~~
29 ~~Dream" speech were founded, specifically, "I have a dream that my four little children will one day live~~
30 ~~in a nation where they will not be judged by the color of their skin but by the content of their~~
31 ~~character."~~

32 *Disciplinary, Information, and Media Literacy:*

- 33 1. Determine the meaning of words and phrases as they are used in a text, including vocabulary
34 describing political, social, or economic aspects of history/social science.
- 35 2. Compare the point of view of two or more authors for how they treat the same or similar topics,
36 including which details they include and emphasize in their respective accounts.
- 37 3. Write informative/explanatory texts, including the narration of historical events, scientific
38 procedures/experiments, or technical processes.
- 39 4. Write routinely over extended time frames (time for reflection and revision) and shorter time frames
40 (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 41 5. Evaluate how historical events and developments were shaped by unique circumstances of time and
42 place as well as broader historical contexts.

- 1 6. Use questions generated about individuals and groups to assess how the significance of their actions
- 2 changes over time and is shaped by the historical context.
- 3 7. Collaborate with peers, experts, and others using contemporary media to contribute to a content
- 4 related knowledge base ~~(such as a website, Wiki, or YouTube channel)~~ to compile, synthesize,
- 5 produce, and disseminate information.
- 6 8. ~~Invite and respect diverse points of view.~~ Engage in civil discourse on historical topics using evidence
- 7 as a basis for argument formation.

8 High School, Standard 1. History

9 Prepared Graduates:

- 10 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,
- 11 within and among cultures and societies.

12 Grade Level Expectation:

- 13 3. **Analyze and evaluate** key concepts of continuity and change, cause and effect, complexity, unity and
- 14 diversity, and significant ideas throughout the world from the Renaissance to the present.

15 GLE Code: SS.HS.1.3

16 Evidence Outcomes

17 *Students Can:*

- 18 a. Evaluate continuity and change ~~of historical events from the Renaissance to the present. over the~~
- 19 ~~course of world history.~~ For example: trends and turning points within social and political movements
- 20 related to nationality, ethnicity, and gender; ~~the economic, political, and social impact of revolutions,~~
- 21 ~~the World Wars, the Holocaust, and the Cold War; the changes brought about by independence~~
- 22 ~~movements, decolonization, and globalization.-and 20th and 21st century genocides such as the~~
- 23 ~~Armenian Genocide (ethno-religious, national); the Holocaust conducted by the National Socialist~~
- 24 ~~German Workers Party and its collaborators (ethno-religious, political, racial, national, economic),~~
- 25 ~~Cambodian Genocide (political, economic); the Union of Soviet Socialist Republics murder of Ukrainian~~
- 26 ~~nationals (political, ethnic, national, economic), genocides conducted by the Communist Party of~~
- 27 ~~China (CPC) against its political opponents during the Totalization Period, Collectivization, the Great~~
- 28 ~~Leap Forward, the Cultural Revolution, and Mao's Famine (political, national), and the current~~
- 29 ~~genocide of the Uyghurs (ethno-religious, political).~~
- 30 b. Investigate causes and effects of significant events ~~from the Renaissance to the present. throughout~~
- 31 ~~world history.~~ Including, but not limited to: ~~For example:~~ the Renaissance, the Protestant
- 32 Reformation, the Industrial Revolution, the French, Russian, ~~and Chinese, and Latin American~~
- 33 ~~Revolutions, the World Wars, genocides such as Rwanda (ethnic, political) and Darfur (ethno-~~
- 34 ~~religious, political, economic); and the Arab Spring movement.~~
- 35 c. Analyze the complexity of events ~~in world history from the Renaissance to the present. throughout~~
- 36 ~~world history.~~ For example: religious rifts (e.g., the Protestant Reformation, the Shiite/Sunni split in
- 37 Islam), industrialization, imperialism (e.g., spheres of influence and colonialism), independence

- 1 movements in Africa, the Americas, and Asia; ~~and~~ globalization, ~~as well as~~ the rise of nationalism, and
 2 domestic and international terrorism.
- 3 d. Examine and evaluate issues of unity and diversity ~~throughout~~ in world history from the Renaissance
 4 to the present. For example: migration and immigration (e.g., rapid global population growth),
 5 colonialism and the resulting changes in political geography, anti-colonial and nationalist movements,
 6 ~~revolutions, imperialism, world conferences and international agreements (e.g., Berlin Conference,~~
 7 ~~United Nations, and Bandung Conference), and human rights issues.~~
- 8 e. ~~Discuss-Evaluate~~ the historical development and ~~contemporary~~ impact of philosophical and political
 9 movements and ~~major world religions~~ belief systems. Including but not limited to: ~~For example:~~ the
 10 Enlightenment, humanism, communism, socialism, and the development and expansion of Judaism,
 11 Christianity, Islam, Hinduism, Buddhism, Sikhism, and Taoism. ~~Buddhism, Christianity, Hinduism, Islam,~~
 12 ~~Judaism, Sikhism, and Taoism.~~
- 13 f. Investigate the historical development and impact of major scientific and technological innovations. ~~in~~
 14 ~~the Industrial Age, the Space Age, and the Digital Age.~~ For example: the Industrial Age (e.g., the British
 15 factory system), the Space Age (e.g., Sputnik ~~and Laika~~), and ~~the miniaturization of technology~~
 16 scientific advancements such as the printing press, vaccinations, nuclear power, ~~Marie Curie and~~
 17 ~~radioactivity, and the Internet. lithium-ion batteries, and genome sequencing).~~
- 18 g. Describe and analyze the historical development and impact of the arts and literature on the cultures
 19 of the world. For example: the Renaissance, Modernism ~~(e.g., Diego Rivera and Ernest Mancoba),~~
 20 ~~propaganda,~~ and the use of art and literature as a form of both social progress and resistance.
- 21 h. Examine and evaluate the historical context, consequences, and global responses to international
 22 atrocities throughout history. Including but not limited to: 20th and 21st century genocides such as
 23 Armenia, the Holocaust, Ukraine (Holodomor), Cambodia, Rwanda, Bosnia, Darfur, and the modern
 24 genocide of the Uyghurs; and other acts of mass violence such as the political, economic, and social
 25 policies of Joseph Stalin and Mao Zedong’s Cultural Revolution and resulting Great Famine.

26 Academic Context and Connections

27 Colorado Essential Skills:

- 28 1. Make predictions and design data/information collection and analysis strategies to test historical
 29 hypotheses (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Critical Thinking and Analysis, Data Literacy).
- 30 2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to
 31 address complex global problems using interdisciplinary perspectives independently or with others
 32 (~~Civic-Interpersonal: Global/Cultural Awareness~~) (Global and Cultural Awareness, Creativity and
 33 Innovation).

34 Inquiry Questions:

- 35 1. How have different cultures influenced world history?
- 36 2. How do historians work from/with cultural assumptions to decide what is important in world history?
- 37 3. What ideas transcend cultural, political, economic, and social differences in world history?
- 38 4. How does cultural, political, economic, and social diversity affect perceptions of change over time?
- 39 5. How are human rights ~~respected and defended~~ violated and prosecuted in a world of different nations
 40 and cultures?

- 1 6. What role has censorship, propaganda, and media control played in modern genocides and other acts
- 2 of mass violence?
- 3 7. How did various Indigenous Peoples respond to and experience colonization?

4 *Nature and Skills of History:*

- 5 1. Historical thinkers understand that the ability to negotiate the complex relationships among change,
- 6 diversity, and unity throughout world history is an essential attribute for success in a more
- 7 interconnected world.
- 8 2. Historical thinkers understand that the ability to analyze the significance of interactions among eras,
- 9 ideas, individuals, and groups is an essential skill in an increasingly globalizing world.
- 10 3. Historical thinkers analyze historical, contemporary, and emerging means of changing societies,
- 11 promoting the common good, and protecting rights.
- 12 4. Historical thinkers analyze how historical events and spatial diffusion of ideas, technology, and cultural
- 13 practices have influenced migration patterns and the distribution of human population.

14

15 *Disciplinary, Information, and Media Literacy:*

- 16 1. Determine the meaning of words and phrases as they are used in a text, including vocabulary
- 17 describing political, social, or economic aspects of history/social science.
- 18 2. Compare the point of view of two or more authors for how they treat the same or similar topics,
- 19 including which details they include and emphasize in their respective accounts.
- 20 3. Write informative/explanatory texts, including the narration of historical events, scientific
- 21 procedures/experiments, or technical processes.
- 22 4. Write routinely over extended time frames (time for reflection and revision) and shorter time frames
- 23 (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 24 5. Evaluate how historical events and developments were shaped by unique circumstances of time and
- 25 place as well as broader historical contexts.
- 26 6. Use questions generated about individuals and groups to assess how the significance of their actions
- 27 changes over time and is shaped by the historical context.
- 28 7. Collaborate with peers, experts, and others using contemporary media to contribute to a content
- 29 related knowledge base (~~such as a website, Wiki, or YouTube channel~~) to compile, synthesize,
- 30 produce, and disseminate information.
- 31 8. ~~Invite and respect diverse points of view.~~ Engage in civil discourse on historical topics using evidence
- 32 as a basis for argument formation.

33 **High School, Standard 2. Geography**

34 **Prepared Graduates:**

- 35 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns,
- 36 systems, and the connections and relationships among them.

37 **Grade Level Expectation:**

- 1 1. Use geographic tools and resources to analyze Earth’s human systems and physical features to
2 investigate and address geographic issues.

3 GLE Code: SS.HS.2.1

4 Evidence Outcomes

5 *Students Can:*

- 6 a. Analyze variations in spatial patterns of cultural and environmental characteristics at multiple scales
7 while gathering geographic data from a variety of **valid** sources. For example: maps, **Geographic**
8 **Information Systems** (GIS), graphs, and charts.
- 9 b. Create and interpret maps to display and explain the spatial patterns of cultural and environmental
10 characteristics using geospatial and related technologies.
- 11 c. Evaluate relationships between the locations of places and regions and their political, cultural, and
12 economic relationships using maps, satellite images, photographs, and other representations.

13 Academic Context and Connections

14 *Colorado Essential Skills:*

- 15 1. Interpret geographic information and draw conclusions based on geo-spatial reasonings (**Critical**
16 **Thinking**).
- 17 2. Apply results of analysis to make a tangible and useful contribution to **diverse communities**
18 (~~Entrepreneurial Skills: Risk-Taking~~) (**Civic Engagement**).

19 *Inquiry Questions:*

- 20 1. What is the significance of spatial orientation, place, and location?
- 21 2. How have the tools of a geographer changed over time?
- 22 3. What can various types of data tell us about a place?
- 23 4. How can **you geographers** support an argument with **geographic** evidence?
- 24 5. ~~Why is “where” important?~~ Why is the concept of “where” important in the study of geography?

25 *Nature and Skills of Geography:*

- 26 1. **Spatial Geographic** thinkers understand how geographic reasoning brings societies and nature under
27 the lens of spatial analysis, and aids in personal and societal decision making and problem solving.
- 28 2. **Spatial Geographic** thinkers gather, display, and analyze geographic information using geographic
29 tools.
- 30 3. **Spatial Geographic** thinkers use absolute and relative location, mental maps, and spatial orientation in
31 studying geographic questions.
- 32 4. **Spatial Geographic** thinkers predict how human activities will help shape Earth’s surface and ways that
33 people might cooperate and compete for use of Earth’s resources.

34 *Disciplinary, Information, and Media Literacy:*

- 1 1. Integrate and evaluate content presented in diverse media and formats
- 2 2. Determine what text states; make inferences; cite specific textual evidence.
- 3 3. Formulate appropriate research questions.
- 4 4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from
- 5 a variety of online, print, and non-print sources.
- 6 5. Analyze privacy policies in relation to the use of various websites as geographic tools. For example:
- 7 cookies, data, and location tracking.
- 8 6. Integrate accessibility principles to effectively communicate and meet the needs of one’s audience.
- 9 7. Understand how laws and rules apply to digital content and information.

10 High School, Standard 2. Geography

11 Prepared Graduates:

- 12 4. Examine the characteristics of places and regions, and the changing nature among geographic and
- 13 human interactions.

14 Grade Level Expectation:

- 15 2. Make connections among geographic variables that influence the interactions of people, places, and
- 16 environments.

17 GLE Code: SS.HS.2.2

18 Evidence Outcomes

19 *Students Can:*

- 20 a. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by
- 21 the physical environment.
- 22 b. Analyze, interpret, and predict the influences of migration and the distribution of human populations
- 23 based on reciprocal patterns. For example: historical events, the spatial diffusion of ideas,
- 24 technologies, and cultural practices.
- 25 c. Analyze-Assess Examine patterns of distribution and arrangements of settlements and the processes
- 26 of the diffusion of human activities. For example: urban/rural, regional, and transportation patterns.
- 27 d. Explain how altering the environment has brought prosperity to some places and created
- 28 environmental dilemmas for others.
- 29 e. Research and interpret multiple viewpoints ~~from diverse groups including but not limited to African~~
- 30 ~~Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities~~
- 31 ~~perspectives~~ on issues that shape policies and programs for resource use and sustainability. For
- 32 example: immigration, resource distribution, and ~~universal human rights.~~ the UN Sustainable
- 33 ~~Development Goals.~~
- 34 f. Evaluate the influence of long-term climate variability on human migration and settlement patterns,
- 35 resource use, and land uses at local-to-global scales.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Apply geographic knowledge and skills to implement sophisticated, appropriate, and workable ideas
4 to address complex ~~geographic interactions among multiple diverse groups such as African Americans,~~
5 ~~Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities~~ using interdisciplinary
6 perspectives independently or with others (~~Civic/ Interpersonal Skills: Global/ Cultural Awareness~~)
7 (~~Global and Cultural Awareness~~).
- 8 2. Interpret geographic variables and draw conclusions based on geo-spatial analysis (~~Entrepreneurial~~
9 ~~Skills: Critical Thinking/ Problem Solving~~) (Critical Thinking).
- 10 3. Design data/information collection and analysis strategies to facilitate geographic inquiry
11 (~~Entrepreneurial Skills: Inquiry/ Analysis~~) (Critical Thinking and Analysis; Creativity and Innovation).

12 *Inquiry Questions:*

- 13 1. How might the physical geography of Earth change in the future?
- 14 2. How might people and societies respond to changes in the physical environment?
- 15 3. What are the maximum limits of human activity the environment can withstand without
16 deterioration?
- 17 4. ~~Why might people choose to move or stay in the original location?~~ What are push and pull factors that
18 impact migration?

19 *Nature and Skills of Geography:*

- 20 1. ~~Spatial Geographic~~ thinkers study how the physical environment is modified by human activities,
21 including how human societies value and use natural resources.
- 22 2. ~~Spatial Geographic~~ thinkers evaluate major areas of environmental and societal interaction.
- 23 3. Geographic thinkers understand that individual actions affect the local environment and global
24 community such as the impact of recycling and consumption of resources.
- 25 4. Geographic thinkers understand how technology can support invention and influence how humans
26 modify the environment in both positive and negative ways. For example: the renovation of existing
27 buildings to “green” technologies, the prevention and prediction of natural hazards and disasters, and
28 the use of satellite imagery to track water availability in the Middle East.

29 *Disciplinary, Information, and Media Literacy:*

- 30 1. Integrate and evaluate content presented in diverse media and formats.
- 31 2. Determine what text states, make inferences, and cite specific textual evidence.
- 32 3. Read for a specific purpose. For example: detect cause-and-effect relationships, compare and
33 contrast information, identify fact and opinion, and author bias.
- 34 4. Process and effectively communicate and present information orally, in writing, and through
35 development of websites, multimedia presentations, and other forms of technology.

36 **High School, Standard 2. Geography**

1 **Prepared Graduates:**

- 2 4. Examine the characteristics of places and regions, and the changing nature among geographic and
3 human interactions.

4 **Grade Level Expectation:**

- 5 **3. Investigate patterns of** the interconnected nature of the world, its people, and places.

6 GLE Code: SS.HS.2.3

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or
10 cooperation among nations, regions, and cultural groups.
- 11 b. Explain **how shifts in that** the world’s population **are is increasingly** connected to and dependent upon
12 other people for both human and natural resources.
- 13 c. Explain how migration of people and movement of goods and ideas can **contribute to** and enrich
14 cultures, but also create tensions.
- 15 d. Analyze how culture, and cooperation and conflict influence **both** the division **and unification and**
16 **control** of Earth. **For example: Imperialism, genocide,** international agreements, political patterns,
17 national boundaries, **and how cultural differences and conflict over land may lead to genocide.**
- 18 e. Make predictions and draw conclusions about the **positive and negative** global impacts of cultural
19 diffusion **and** assimilation. **For example:** human rights, language, religion, and ethnicity.
- 20 f. **Examine geographic concepts through the lens of multiple diverse perspectives from various regions**
21 **of the world and with consideration for indigenous, dominant, and marginalized populations. For**
22 **example: Indigenous Peoples in Colorado, Christians in the Middle East, the Uighurs in China, and**
23 **tribal groups in Afghanistan.**

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to
27 address complex global problems using interdisciplinary perspectives independently or with others
28 ~~(Civic/ Interpersonal Skills: Global/ Cultural Awareness)~~ (Global and Cultural Awareness).
- 29 2. Apply a fundamental understanding of the ethical/legal issues in the interconnected nature of the
30 world for effective civic participation ~~(Civic/ Interpersonal Skills: Civic Engagement & Character)~~ (Social
31 Awareness and Civic Engagement).
- 32 3. Interpret geographic information and draw conclusions based on geo-spatial analysis ~~by identifying,~~
33 ~~collecting, evaluating, analyzing, interpreting, presenting, and protecting data~~ ~~(Entrepreneurial Skills:~~
34 ~~Critical Thinking/ Problem Solving)~~ (Critical Thinking and Analysis).
- 35 4. Develop and apply knowledge, skills, and habits gained from experiences ~~within communities of~~
36 ~~diverse perspectives~~ to address issues, affect change, and/or solve problems (Civic Engagement).

1 *Inquiry Questions:*

- 2 1. What is the role of people in the world?
- 3 2. How does globalization influence the interactions of people on Earth?
- 4 3. How do cooperation and conflict influence the division and control of the social, economic, and
- 5 political spaces on Earth?
- 6 4. What does it mean to support human rights?
- 7 5. What predictions can be made about human migration patterns?
- 8 6. How do technologies influence ~~result in~~ both positive and negative social change and modern
- 9 movements ~~For example: as a result of the increasing speed and global reach of~~ social networking?
- 10 and the speed of modern “movement
- 11 ~~7. What is your the role of people in the world?~~

12 *Nature and Skills of Geography:*

- 13 1. ~~Spatial~~ Geographic thinkers evaluate global systems such as culture, diffusion, interdependence,
- 14 migration, population pyramids, regional alliances, development of competition and trade, and the
- 15 impact of population changes on society.
- 16 2. ~~Spatial~~ Geographic thinkers study the interconnection between physical processes and human
- 17 activities that help shape the Earth’s surface.
- 18 3. ~~Spatial~~ Geographic thinkers analyze how people’s lives and identities are rooted in time and place.
- 19 4. ~~Spatial~~ Geographic thinkers understand that the world is geographically interconnected, affecting
- 20 daily life in such ways as the spread of disease, global impact of modern technology, and the impact of
- 21 cultural diffusion.
- 22 5. Geographic thinkers understand that the responsible use of technology creates new life choices, new
- 23 interconnections between people, new opportunities, and unintended consequences.
- 24 6. Geographic thinkers make predictions and apply knowledge to evaluate economic systems, political
- 25 systems, and social systems by measuring the desirability of each society and/or country based on
- 26 human migration patterns.

27 *Disciplinary, Information, and Media Literacy:*

- 28 1. Integrate and evaluate content presented in diverse media and formats.
- 29 2. Determine what text states, make inferences, and cite specific textual evidence.
- 30 3. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the
- 31 data when possible and corroborating or challenging conclusions with other sources of information.
- 32 4. Synthesize information from a range of sources such as texts, experiments, and simulations into a
- 33 coherent understanding of a process, phenomenon, or concept, resolving conflicting information,
- 34 when possible.
- 35 5. Analyze the reliability of information, claims, and sources presented in the various forms of media.

36 **High School, Standard 3. Economics**

37 **Prepared Graduates:**

- 1 ~~5. Understand the allocation of scarce resources in societies through analysis of individual choice,~~
2 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies
3 through the analysis of individual choice, market interaction, and public policy.

4 **Grade Level Expectation:**

- 5 1. Analyze how the scarcity of productive resources (land, labor, capital) ~~are scarce; therefore, forces~~
6 choices ~~to be~~ ~~are~~ made about how individuals, households, businesses, and governments, ~~and~~
7 ~~nonprofits~~ allocate these resources.

8 GLE Code: SS.HS.3.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost
12 (opportunity cost).
13 b. Analyze how the principles of economic thinking influence the choices made by individuals,
14 households, businesses, and governments. ~~and nonprofits~~ Including but not limited to: cost vs.
15 benefits, thinking at the margin, incentives matter, trade makes people better off, and future
16 consequences count.
17 ~~c. Explain how effective decision-making requires comparing the additional (marginal) costs of~~
18 ~~alternatives with the additional (marginal) benefits.~~
19 d. Analyze how factors of production (land, labor, capital) are brought together to produce goods and
20 services in an economic system.

21 **Academic Context and Connections**

22 *Colorado Essential Skills:*

- 23 1. Apply knowledge and skills to analyze how individuals, businesses, and governments, ~~and nonprofits~~
24 deal with the challenges of scarcity (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (Self-
25 ~~Management, Social Awareness/Global and Cultural Awareness~~).
26 2. Identify the incentives that influence individuals, families, businesses, and governments, ~~and~~
27 ~~nonprofits~~ and draw conclusions based on cost-benefit analysis (~~Entrepreneurial Skills:~~
28 ~~Inquiry/Analysis~~) (Critical Thinking and Analysis).

29 *Inquiry Questions:*

- 30 1. How does the condition of scarcity affect our decision-making, whether individually or collectively?
31 2. How might policy makers incentivize responsible personal financial behavior among its citizens?
32 3. How might policy makers incentivize potential entrepreneurs to address issues of scarcity through
33 innovation and creativity?
34 4. How is marginal thinking used to make decisions?
35 5. How are incentives influenced by values? For example: ethics, religious beliefs, cultural values.

1 *Nature and Skills of Economics:*

- 2 1. Economic thinkers realize that, due to scarcity, we must make choices which involve the prioritization
3 of alternatives.
- 4 2. Economic thinkers assume that every choice, whether by **families**, governments, businesses,
5 **nonprofits** or individuals, has an opportunity cost.
- 6 3. Economic thinkers understand that, using the economic way of thinking, individuals analyze how the
7 benefit of using productive resources for a particular purpose compares with the opportunity cost of
8 this resource use.
- 9 4. Economic thinkers apply the economic way of thinking and assume that people make particular
10 choices because they are responding to the underlying incentives.
- 11 5. Economic thinkers realize that the proper analysis to use in decision-making is the marginal benefit
12 and the marginal cost.

13 *Disciplinary, Information, and Media Literacy:*

- 14 1. Read for a specific purpose (i.e., detect cause-and- effect relationships, compare and contrast
15 information, identify fact vs. opinion, and author bias).
- 16 2. Process or synthesize information through writing using note taking, graphic organizers, summaries,
17 proper sequencing of events, and/or formatting thesis statements that examine why as well as how.
- 18 3. Create, interpret, and analyze graphs, charts, and diagrams.
- 19 4. Process and effectively communicate and present information orally, in writing, and through
20 development of websites, multimedia presentations and other forms of technology.

21 **High School, Standard 3. Economics**

22 **Prepared Graduates:**

- 23 5. ~~Understand the allocation of scarce resources in societies through analysis of individual choice,~~
24 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies through
25 the analysis of individual choice, market interaction, and public policy.

26 **Grade Level Expectation:**

- 27 2. Evaluate how **mixed** economic systems, market structures, competition, government policies, **and the**
28 **roles of producers and consumers** affect market outcomes.

29 GLE Code: SS.HS.3.2

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. Compare and contrast economic systems in terms of their ability to achieve **or impede** economic
33 goals. For example: **traditional, command, market, and modern mixed economies.**

- 1 b. ~~Scrutinize what happens in markets when governments impose price controls (price ceiling and price~~
2 ~~floors). Explore how modern economies represent a spectrum of economic philosophies in their~~
3 ~~efforts to achieve economic goals.~~
- 4 c. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce
5 resources.
- 6 d. Compare and contrast the market outcomes created by various market structures ~~that are not purely~~
7 ~~competitive~~ including monopolistic competition, oligopoly, and monopoly.
- 8 e. Explore the role of government in addressing market failures. For example: monopoly power/antitrust
9 legislation, public goods, negative/positive externalities, the environment, property rights, regulation,
10 ~~access to essential goods and services,~~ and income distribution.
- 11 f. Compare and contrast different types of taxing. For example: progressive, regressive, proportional,
12 and marginal vs. average tax rates.
- 13 ~~g. Explore the role of government in dealing with economic crises. For example: Rationing, scapegoating,~~
14 ~~including the incremental dehumanization of minority groups, and mitigating conflict over resources.~~
- 15 h. Explore the multiple roles governments can play dealing with economic crises including monetary
16 and fiscal policy changes and reallocation of resources and redistribution of wealth.
- 17 i. Explore how economic crises create an environment where genocide is allowed to occur. ~~For~~
18 ~~example: Rationing, scapegoating, including the incremental dehumanization of minority groups, and~~
19 ~~mitigating conflict over resources.~~

21 Academic Context and Connections

22 *Colorado Essential Skills:*

- 23 1. Manipulate and interpret the tools of supply and demand (~~Entrepreneurial Skills: Inquiry/Analysis~~)
24 (~~Data Literacy~~).
- 25 2. Demonstrate ways different economic systems can answer the basic economic questions of what,
26 how, and for whom to produce goods and services (~~Personal Skills: Adaptability/Flexibility~~) (~~Social~~
27 ~~Awareness/Global and Cultural Awareness, Adaptability and Flexibility~~).
- 28 3. Interpret information and draw conclusions about markets based on the supply and demand analysis
29 (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (~~Critical Thinking and Analysis~~).

30 *Inquiry Questions:*

- 31 1. How do various economic systems make decisions regarding the production and distribution of goods
32 and services?
- 33 2. ~~When economic crises occur, does the economic system provide support for all members of the~~
34 ~~system or is there scapegoating, including the incremental dehumanization of minority groups, and~~
35 ~~mitigating conflict over resources?~~
- 36 3. What functions do prices serve in a market economy?
- 37 4. What are some costs and benefits of embracing a system of supply and demand as a basic allocation
38 mechanism for society?
- 39 5. How does competition affect the choices consumers have in an economy?
- 40 6. What criteria might you use in creating a tax system?
- 41 7. What are the pros and cons of various tax systems?

1 **8. What role can economics play in genocide?**

2 *Nature and Skills of Economics:*

- 3 1. Economic thinkers compare economic systems by analyzing how each addresses the broad economic
4 goals of the society.
- 5 2. Economic thinkers use supply and demand analysis to understand how resources are allocated and
6 prices are determined.
- 7 3. Economic thinkers analyze the effects of government interference in the market through application
8 of the demand and supply model.
- 9 4. Economic thinkers analyze the impact that “imperfectly competitive” markets have on consumers.
- 10 5. Economic thinkers investigate the underlying cause of market failures and how to best use
11 government policy to correct the failures.
- 12 6. Economic thinkers recognize the importance of evaluating tax structures by examining how taxes paid
13 change with the tax base.
- 14 7. Economic thinkers understand that the average tax rate captures the burden of a tax, but that
15 behavior is more likely to be impacted by changes in the marginal tax rate.

16 *Disciplinary, Information, and Media Literacy:*

- 17 1. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g.,
18 visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 19 2. Process and effectively communicate and present information orally, in writing, and through
20 development of websites, multimedia presentations and other forms of technology.

21 **High School, Standard 3. Economics**

22 **Prepared Graduates:**

- 23 ~~5. Understand the allocation of scarce resources in societies through analysis of individual choice,~~
24 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies through
25 the analysis of individual choice, market interaction, and public policy.

26 **Grade Level Expectation:**

- 27 **3. Analyze how** the business cycle affects the macroeconomy and **evaluate the use of** government
28 policies ~~can be used in an attempt~~ to stabilize the economy.

29 GLE Code: SS.HS.3.3

30 **Evidence Outcomes**

31 *Students Can:*

- 1 a. ~~Describe how Gross Domestic Product (GDP) provides a measure of the aggregate output of the~~
2 ~~economy. Describe how economic indicators provide various perspectives of the health of the~~
3 ~~economy and vary with the business cycle. For example Including but not limited to: Gross Domestic~~
4 ~~Product (GDP), inflation, unemployment, and other non-traditional indicators.~~
- 5 b. ~~Explain how inflation and unemployment vary with the business cycle. Describe how fiscal and~~
6 ~~monetary policy are used to manipulate the economy including their potential lasting consequences.~~
- 7 c. ~~Describe how fiscal policy (tax and government spending, which is controlled by Congress and the~~
8 ~~President) can be used to stabilize the economy.~~
- 9 d. ~~Describe how monetary policy can be used by the Federal Reserve to stabilize the economy. Explore~~
10 ~~how all policies have costs and benefits that impact participants of an economic system in different~~
11 ~~ways.~~
- 12 e. ~~Examine the sources of economic growth and the importance of improvements in productivity (output~~
13 ~~per hour of work).~~

14 Academic Context and Connections

15 *Colorado Essential Skills:*

- 16 1. Make predictions about the future course of the economy by interpreting economic data
17 ~~(Entrepreneurial Skills: Inquiry/Analysis, Critical Thinking/Problem Solving)~~ (Critical Thinking and
18 Analysis).
- 19 2. Design economic interventions to address economic challenges ~~(Personal Skills:~~
20 ~~Adaptability/Flexibility)~~ (Adaptability and Flexibility).
- 21 3. Evaluate the health of an economy using multiple sources of current and reliable economic data
22 (Digital Literacy and Data Literacy).
- 23 4. Identify potential bias in sources of economic data (Media Literacy and Data Literacy).

24 *Inquiry Questions:*

- 25 1. In what ways is the U.S. standard of living different from past generations?
- 26 2. What considerations should be taken into account when deciding to reduce the rate of inflation in an
27 economy?
- 28 3. How might economics and politics intermingle when policymakers attempt to stabilize an economy?
- 29 4. How desirable are economic growth and improvements in productivity for a society?

30 *Nature and Skills of Economics:*

- 31 1. Economic thinkers recognize the value and the limitations of GDP as a measure of economic well-
32 being.
- 33 2. Economic thinkers understand how inflation and unemployment are calculated and used and
34 recognize the potential imperfections of these measures.
- 35 3. Economic thinkers study when and how to apply fiscal and/or monetary policy to stabilize the
36 macroeconomy.
- 37 4. Economic thinkers gather and analyze data to explore trends and predictions of the macroeconomy.

- 1 5. Economic thinkers study the relationship between fiscal and monetary policies and the impact on the
- 2 economy.
- 3 6. Economic thinkers track productivity trends to better understand the underlying path of economic
- 4 growth.

5 *Disciplinary, Information, and Media Literacy:*

- 6 1. Process or synthesize information through writing using note taking, graphic organizers, summaries,
- 7 proper sequencing of events, and/or formulating thesis statements that examine why as well as how.
- 8 2. Develop questions and plan inquiries.

9 **High School, Standard 3. Economics**

10 **Prepared Graduates:**

- 11 ~~5. Understand the allocation of scarce resources in societies through analysis of individual choice,~~
- 12 ~~market interaction, and public policy.~~ Evaluate how scarce resources are allocated in societies
- 13 through the analysis of individual choice, market interaction, and public policy.

14 **Grade Level Expectation:**

- 15 ~~4. Analyze how~~ globalization and international trade affect the allocation of goods, services, and
- 16 resources.

17 GLE Code: SS.HS.3.4

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Analyze the role of comparative advantage in international trade of goods and services.
- 21 b. Describe worldwide import/export patterns.
- 22 ~~c. Recognize how exchange rates affect economic activity.~~
- 23 d. Explain how trade policies affect international trade and domestic markets. For example: free trade,
- 24 tariffs, quotas, ~~and~~ subsidies, ~~and~~ currency policies.
- 25 e. Explore the effects of current globalization trends and policies. For example: economic growth, labor
- 26 markets, the rights of citizens, and the environment in different nations.

27 **Academic Context and Connections**

28 *Colorado Essential Skills:*

- 29 1. Apply knowledge and skills to analyze trade policy and its global complexities (~~Civic/Interpersonal~~
- 30 ~~Skills: Global/Cultural Awareness~~) (Global and Cultural Awareness).

- 1 2. Make predictions about the effects of different trade policies (~~Entrepreneurial Skills: Inquiry/Analysis~~)
2 (~~Social Awareness/Global and Cultural Awareness~~).

3 *Inquiry Questions:*

- 4 1. Why do people trade?
5 2. How important is international trade to the economies of various countries around the world?
6 3. What are some costs and benefits of globalization and international trade for various parties?
7 4. What opportunities might attract entrepreneurs into the international trade arena?
8 5. How defensible are the criticisms of free trade?
9 ~~6. What role does economics play in genocide?~~

10 *Nature and Skills of Economics:*

- 11 1. Economic thinkers recognize the importance of the theory of comparative advantage in determining
12 the pattern of trade between countries.
13 2. Economic thinkers use the tool of demand and supply to better understand movements in exchange
14 rates.
15 3. Economic thinkers recognize that fiscal and monetary policies affect people through various channels
16 to include the impact on financial markets, the impact on exchange rates and the cost of travel, and
17 the effect of interest rates on the cost of borrowing money.
18 4. Economic thinkers study why tariffs, quotas and other trade policies are enacted by examining the
19 winners and losers from such protectionism.
20 5. Economic thinkers use an economic way of thinking to study factors that lead to increased economic
21 interdependence, increased productivity, and an improved standard of living for individuals in a
22 society.

23 *Disciplinary, Information, and Media Literacy:*

- 24 1. Create, interpret, analyze, and detect bias in maps, graphs, charts, diagrams.
25 2. Process or synthesize information through writing using note taking, graphic organizers, summaries,
26 proper sequencing of events, and/or formulating thesis statements that examine why as well as how.
27 3. Formulate appropriate research questions.
28 4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from
29 a variety of online, print, and non-print sources.

30 **High School, Standard 4. Civics**

31 **Prepared Graduates:**

- 32 6. Express an understanding of how civic participation affects policy by applying the rights and
33 responsibilities of a citizen.

34 **Grade Level Expectation:**

1 1. Research and formulate positions on **government policies and on** local, state, **tribal**, and national
2 issues ~~or policies~~ to be able to participate and engage in a civil society.

3 GLE Code: SS.HS.4.1

4 Evidence Outcomes

5 *Students Can:*

- 6 a. ~~Engage in civil discourse, including discussing current issues, advocating for individual or group rights,~~
7 ~~civic duty, and civic participation.~~ Research and discuss current issues to participate in civil discourse.
- 8 b. ~~Evaluate how individuals and groups can effectively use the structure and functions of various levels of~~
9 ~~government to shape policy.~~ Describe and evaluate the effectiveness and acceptability of a variety of
10 methods of civic participation that individuals and groups may use to shape policy at various levels of
11 government.
- 12 c. Explain the roles and influence of individuals, groups, and the press, as checks on governmental
13 practices. For example: direct contact with elected officials, participation in civic organizations, use of
14 social media, and attendance at local governance meetings.
- 15 d. ~~Identify which level of government is appropriate for various policies and demonstrate an ability to~~
16 ~~appropriately engage individually and/or in groups with that level of government.~~ Evaluate traditional
17 and non-traditional types of media (both historic and modern), including social media for reliability,
18 credibility, and how they may influence government policy and public opinion.
- 19 e. Engage as active community members with local, state, tribal, or federal levels of government on
20 policy issues or for ~~in advocacy at the appropriate level of government for both individual and~~
21 ~~group rights. For example: African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and~~
22 ~~religious minorities.~~

23 Academic Context and Connections

24 *Colorado Essential Skills:*

- 25 1. ~~Participate in civil society at any of the levels of government, local, state, tribal, national, or~~
26 ~~international.~~ Apply knowledge, skills, and habits gained from experiences ~~within communities of~~
27 ~~diverse perspectives~~ to address issues, affect change, and/or solve problems (Civic-Interpersonal Skills)
28 (Civic Engagement).
- 29 2. Use interpersonal skills to establish and maintain healthy and supportive relationships to learn from
30 and work with individuals and groups from diverse backgrounds ~~including African American, Latino,~~
31 ~~Indigenous peoples, Asian American, LGBTQ, and religious minorities,~~ in order to understand or
32 impact a policy (Interpersonal Communication).
- 33 3. Analyze how, why and for what purpose ~~both how and why~~ media messages are constructed, and the
34 reliability of those messages, ~~for what purposes~~ in order to support a stance ~~or opinion~~ on an issue
35 (Professional Skills: Information) (Media Literacy).
- 36 4. Collaborate with individuals and groups from diverse backgrounds and/or cultures to address
37 national and global issues, and to develop ~~complex and~~ workable solutions (Global and Cultural
38 Awareness).

1 *Inquiry Questions:*

- 2 1. What ~~is the meaning of~~ are possible forms of civic participation in a democratic republic?
- 3 2. How can ~~citizens~~ people act individually and collectively ~~as a “check” on the government to hold~~
- 4 ~~elected officials accountable?~~
- 5 3. What strategies can ~~citizens~~ people use most effectively to influence public policy? ~~For example:~~
- 6 ~~running for public office, lobbying, civil disobedience, and peaceful protests.~~
- 7 4. How do people remain civil and engage in discourse when there is dissonance?
- 8 5. Why should you participate in government?
- 9 6. What kinds of participation would be most effective on the policy issues you care about the most?
- 10 7. ~~Why have or do some groups find~~ ~~Under what circumstances, if any, is it necessary to organize, i.e.~~
- 11 ~~unions, boycotts, peaceful protests, or strikes, etc. as a means of~~ ~~and act outside of established~~
- 12 ~~methods of civic participation?~~
- 13 ~~8. In what ways can you actively engage in American democracy and impact its system of government?~~
- 14 9. What barriers exist to civic participation? Who is most impacted by these barriers? What is the best
- 15 way to challenge these barriers?

16 *Nature and Skills of Civics:*

- 17 1. Civic-minded individuals research civic issues and act appropriately using a variety of sources from
- 18 multiple perspectives and communicating views in a ~~respectful~~ ~~reasonable~~ manner.
- 19 2. Civic-minded individuals ~~write letters~~ ~~communicate with~~ stakeholders using logical reasoning with
- 20 relevant, accurate data and evidence to influence policy.
- 21 3. Civic-minded individuals can verbally express their position on issues involving their community
- 22 and/or nation in meaningful and thoughtful ways. For example: ~~Citizens~~ ~~community members~~ speak at
- 23 a school board, ~~or city council~~ meetings, or running for office.
- 24 4. Civic-minded individuals can listen to multiple perspectives ~~in a respectful manner~~ as part of civil
- 25 discourse. ~~For example: multiple perspectives may include people you agree with, disagree with,~~
- 26 ~~people that are underrepresented, and those that are impacted positively and negatively on both~~
- 27 ~~sides of an issue.~~
- 28 5. Civic-minded individuals can work effectively individually, and in groups, to influence public policy and
- 29 the actions of government.

30 *Disciplinary, Information, and Media Literacy:*

- 31 1. Decision-making involves researching an issue, listening to multiple perspectives, and weighing
- 32 potential consequences of alternative actions. For example: citizens ~~study~~ ~~research~~ the issues before
- 33 voting ~~which may include using the Bluebook in Colorado.~~
- 34 2. Participation in a local, state, tribal, or national issue involves research, planning, and implementing
- 35 appropriate civic engagement.
- 36 3. Social media can be a tool for researching civic issues, advocating for ideas, and expressing views to
- 37 elected officials.
- 38 4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from
- 39 a variety of online, print, and non-print sources.

- 1 5. Seek information from varied sources and perspectives to develop informed opinions and creative
2 solutions.
- 3 6. Demonstrate the ability to locate, evaluate, and apply ~~reliable evidence. sources in order to formulate~~
4 ~~descriptive evidence, including but not limited to the use of social media as a form of communication.~~
- 5 7. Demonstrate ~~the ability to responsibly use 21st-century media~~ a variety of media sources as a tool for
6 civic participation. ~~For example: social media, print media, broadcast media.~~
- 7 8. Critically analyze messages in the media to detect propaganda, censorship, and bias.
- 8 9. Demonstrate ~~appropriate~~ ~~responsible~~ behaviors when using technology and discuss consequences of
9 inappropriate use.

10 High School, Standard 4. Civics

11 Prepared Graduates:

- 12 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and
13 the global society.

14 Grade Level Expectation:

- 15 2. Evaluate the purposes, roles and limitations of the structures and functions of government.

16 GLE Code: SS.HS.4.2

17 Evidence Outcomes

18 *Students Can:*

- 19 a. Describe the origins, ~~foundations,~~ purposes, and limitations of government, including the contribution
20 of key philosophers ~~Indigenous peoples and~~ American historical figures ~~of diverse backgrounds. and~~
21 ~~documents.~~
- 22 b. Identify the structure, function, and roles of current members of ~~local, state, and national American~~
23 ~~governments. Including but not limited to: understanding the three branches of government at each~~
24 ~~level of government. For example: City councils, the Colorado General Assembly, and the U.S.~~
25 ~~Congress. and their relationship to democratic values.~~
- 26 c. Analyze the processes for amending the Constitutions of Colorado and the United States and the
27 significant changes that have occurred to those documents including both the Colorado and the
28 United States Bills of Rights.
- 29 d. Explain ~~Analyze and explain the importance of~~ the principles of a democracy and ~~explain the analyze~~
30 ~~how competing democratic inherent competition among balancing of the values are balanced. of a~~
31 ~~democracy of democratic values therein.~~ For example: freedom and security, individual rights and
32 common good, general welfare, and rights and responsibilities.
- 33 e. ~~Apply an understanding of~~ Describe the ~~Analyze the role and development of the founding documents~~
34 ~~of Colorado and the United States from their inception to modern day. and the evolution of their~~
35 ~~interpretation through governmental action and court cases.~~ Including but not limited to: the Great
36 Law of Peace, the Declaration of Independence, the Constitutions of the United States and Colorado,
37 the Federalist Papers, and the Bill of Rights.

- 1 f. Evaluate the role of the judicial system in protecting life, liberty, and property for all persons in the
- 2 United States.
- 3 g. Understand the ~~role structure~~ of the American judicial system, ~~and evaluate the effectiveness of the~~
- 4 ~~justicesystem in protecting life, liberty, and property for all persons in the United States.~~ the process
- 5 of judicial appointments and key court decisions, in both Colorado and the United States, that affect
- 6 the system of checks and balances and interactions of the local, state, tribal, and federal systems.
- 7 Including but not limited to: *significant Colorado court decisions such as Francisco Maestas et al. v.*
- 8 *George H. Shone (1914), U.S. Term Limits, Inc. v. Thornton (1995), Romer v. Evans (1996), Colorado*
- 9 *Union of Taxpayers Found. v. City of Aspen (2018) et al.; and landmark U.S. Supreme Court Cases such*
- 10 *as Korematsu v. United States (1944), Tinker v. Des Moines Independent Community School District*
- 11 *(1969)."*
- 12 h. Analyze how current global issues impact American ~~foreign~~ policy. ~~For example: the Universal~~
- 13 ~~Declaration of Human Rights, immigration, or foreign trade agreements.~~
- 14 i. Compare and contrast how other systems of government function ~~outside the United States.~~ For
- 15 example: authoritarian regimes, parliamentary, ~~and other systems.~~
- 16 j. Describe the relationship of tribal governments with state and federal governments. Including but not
- 17 limited to: The Ute Mountain Ute and Southern Ute tribal governments and the state of Colorado.
- 18 k. ~~Evaluate the role of the judicial system in protecting life, liberty, and property for all persons in the~~
- 19 ~~United States.~~

20 Academic Context and Connections

21 *Colorado Essential Skills:*

- 22 1. ~~Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills~~
- 23 ~~regarding the role and responsibilities of different levels and types of government.~~
- 24 ~~(Civic/Interpersonal Skills: Communication).~~ Apply knowledge of governmental origins and structures
- 25 to solve problems by gathering information and weighing possible solutions, including making choices
- 26 rooted in understanding patterns, cause-and-effect relationships, and the impacts that a decision can
- 27 have on the individual and others (Critical Thinking and Analysis).
- 28 2. Interpret information and draw conclusions about the origins of the structures of America's
- 29 governmental institutions ~~(Entrepreneurial Skills: Critical Thinking/Problem Solving) (Civic~~
- 30 ~~Engagement).~~
- 31 3. Apply knowledge of government to develop ~~appropriate and~~ workable solutions that address complex
- 32 local, state, ~~tribal~~, national, and global problems using interdisciplinary perspectives
- 33 ~~(Civic/Interpersonal Skills: Global/Cultural Awareness) (Civic Engagement).~~

34 *Inquiry Questions:*

- 35 1. What are the most important democratic ideals and practices?
- 36 2. What are the natural rights and principles that Dr. Martin Luther King used to inform his leadership of
- 37 the Civil Rights Movement?
- 38 3. How do various levels of government interact? ~~What are the various levels and roles of the U.S.~~
- 39 ~~system of government~~
- 40 4. What would society look like if several landmark court cases had been decided differently?
- 41 5. ~~How does the government best protect individual rights and the rights of minorities, yet have~~
- 42 ~~majority rule? How do can the U.S. and Colorado governments laws and policies best protect~~

- 1 individual rights, and the rights of diverse or historically underrepresented groups? for example
- 2 including, but not limited to, African Americans, Latinos, Indigenous peoples, Asian Americans,
- 3 LGBTQ, and religious minorities?
- 4 6. In what ways can you actively engage in American democracy and impact its system of government?
- 5 7. What would the United States government look like with no checks and balances or another mix of
- 6 those limitations?
- 7 8. How has American federalism evolved and changed over time?
- 8 9. How has the concept of American Democracy developed throughout history and how could it
- 9 continue to develop in relationship to current events?
- 10 10. How have domestic and foreign policies impacted American Democracy?
- 11 11. Why should ~~U.S. citizens~~ people in the U.S. be informed of issues related to foreign governments?
- 12 12. Who are the elected officials who impact your life and how?
- 13 13. What are ~~U.S. citizens~~ the rights and responsibilities of people in the United States?
- 14 14. ~~What~~ How are do the structures in of the United States, state, and local governments that inhibit
- 15 impact democratic decision making?
- 16 15. What is the impact of lifetime judicial appointments?
- 17 16. What is the role of the Electoral College in electing the U.S. President?
- 18 17. How does the Electoral College impact different demographic groups and geographic areas? ~~people~~
- 19 of color, of different socioeconomic levels, and those who live in urban vs. rural areas
- 20 18. How did the Three-Fifths Clause impact the development of American democracy?
- 21 19. ~~How does current education policy impact marginalized communities in creating inequalities for all~~
- 22 ~~persons in the United States?~~ How is education policy made in the United States, Colorado, and in
- 23 your local community?
- 24 20. ~~How has the U.S. government responded to genocides, beginning with the Armenian Genocide in the~~
- 25 ~~early 20th century?~~
- 26 21. Why has the U.S. government's response to genocide and other acts of ~~widespread~~ mass violence
- 27 varied so widely?
- 28 22. What foreign policy tools does the U.S. government have to respond to mass spread violence and
- 29 genocides around the world? What factors influence how the U.S. government responds?
- 30 23. What is the role of failed states and authoritarian regimes in genocide and other acts of ~~wide~~ mass
- 31 violence?

32 *Nature and Skills of Civics*

- 33 1. Civic-minded individuals know the facts and subject matter of the United States Citizenship test, the
- 34 test that all foreign nationals must pass before becoming a U.S. citizen.
- 35 2. Civic-minded individuals understand the concept of "rule of law" and its role in policies and practices
- 36 of the government.
- 37 3. Civic-minded individuals know the political theories that contributed to the foundation and
- 38 development of the structures of government and their meaning today.
- 39 4. Civic-minded individuals understand how the U.S. system of government functions at the local, state,
- 40 tribal, and federal level in respect to separation of powers and checks and balances and their impact
- 41 on policy.
- 42 5. Civic-minded individuals understand the effectiveness of government institutions and the limits on
- 43 government in addressing social and political problems.
- 44 6. Civic-minded individuals gather and analyze data from multiple sources to look for patterns and create
- 45 hypotheses regarding national and foreign policy.

- 1 7. Civic-minded individuals understand the importance of the founding documents of the United States,
2 including but not limited to the Constitution of the United States, the Bill of Rights, the Declaration of
3 Independence, the Emancipation Proclamation, and the Federalist Papers.

4 *Disciplinary, Information, and Media Literacy:*

- 5 1. Ask meaningful questions to analyze and evaluate information and ideas.
6 2. Determine central ideas in a text to provide an accurate summary and connect the relationship
7 between key details and ideas.
8 ~~3. Cite specific textual evidence to support the analysis of primary and secondary sources to gain insight~~
9 ~~into the text as a whole.~~
10 ~~4. Integrate multiple perspectives to gain a coherent understanding of the whole.~~
11 5. Seek information from varied sources and perspectives to develop informed opinions and creative
12 solutions.
13 6. Use media literacy skills to locate multiple ~~valid~~ reliable sources of information regarding the
14 foundations, structures, and functions of government.
15 7. Write content-specific arguments ~~in which they that~~ state a claim, provide evidence from texts and
16 sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.
17 8. Synthesize information from multiple sources to demonstrate understanding of a topic.
18 9. Delineate a speaker's argument, identify specific claims, and distinguish if claims are supported by
19 reasons and evidence.

20 **High School, Standard 4. Civics**

21 **Prepared Graduates:**

- 22 8. Express an understanding of how civic participation affects policy by applying the rights and
23 responsibilities of a citizen.

24 **Grade Level Expectation:**

- 25 3. ~~Evaluate~~ Analyze the impact of civic participation on ~~the~~ political institutions and public policy. ~~that~~
26 ~~link the people to the government.~~

27 GLE Code: SS.HS.4.3

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. ~~Assess~~ Describe how members of a civil society can impact public policy on local, state, national, or
31 international issues **by exercising their civic rights and responsibilities**. For example: ~~voting,~~
32 **participation in primaries and general elections, and contact with elected officials, petitions,**
33 **protesting, attending public forums, or through initiatives and referenda. etc.**

- 1 b. ~~Examine~~ Evaluate opportunities for people to participate in and influence government ~~and evaluate~~
2 ~~the effectiveness of political parties~~ through interest groups ~~suffrage~~ and social movements. For
3 example: the tactics and strategies of nonviolent resistance championed by Dr. Martin Luther King in
4 response to the Jim Crow laws of that era; or the indigenous land rights movement.
- 5 c. Analyze the impact of ~~state and~~ federal policies on campaigns and elections. ~~and why these policies~~
6 ~~are debated by multiple parties on the political spectrum.~~ For example: PACs, campaign finance,
7 gerrymandering/redistricting, state and federal voting laws and regulations, ~~Colorado's voting laws,~~
8 and the Federal Election Commission.
- 9 d. Analyze how individual rights have been affected over time by court decisions, legislative debates at
10 various levels of government, ~~and or~~ by the advocacy of individuals and groups. ~~have helped to~~
11 ~~preserve, develop, interpret, and limit the individual rights and ideals of the American system of~~
12 ~~government.~~
- 13 e. Examine how people in other systems of government exercise their civic rights and responsibilities.
14 ~~can participate to influence policy.~~
- 15 f. Examine the advantages and disadvantages of a two-party system or a multiparty system within a
16 democratic government.

17 Academic Context and Connections

18 *Colorado Essential Skills:*

- 19 1. ~~Analyze both how and why media messages are constructed, and for what purpose.~~ Analyze the
20 reliability of information, claims, and sources presented in the various forms of media and from a
21 variety of perspectives (~~Professional Skills: Information Literacy~~) (Media Literacy).
- 22 2. ~~Participate effectively in civic life through the use of linkage institutions. For example: media, political~~
23 ~~parties, campaigns, interest groups~~ Apply knowledge and skills gained from experiences ~~within~~
24 ~~communities of diverse perspectives~~ to address issues and affect change (~~Civic/Interpersonal Skills~~)
25 (Civic Engagement).
- 26 3. ~~Apply a fundamental understanding of the ethical/legal issues in many contexts including the access~~
27 ~~and use of information. For example: campaign finance laws, and Freedom of Information Act.~~
28 (~~Civic/Interpersonal Skills: Character~~)
- 29 4. Access, and evaluate information through digital platforms and networks (Digital Literacy).

30 *Inquiry Questions:*

- 31 1. What are the different ways ~~citizens~~ people can impact public policy at various levels as individuals or
32 through groups?
- 33 2. What are the civic duties and responsibilities of citizens and non-citizens in the United States including
34 but not limited to, jury duty, voting, and registration for selective service?
- 35 3. How have voting rights evolved over time?
- 36 4. What current issues surround voting rights at the local, state, and national level?
- 37 5. What are interest groups and how do they influence policy?
- 38 6. How have ~~federal~~ elections changed over time? ~~and how do the political parties view these changes?~~
- 39 7. How have political parties responded to societal ~~and~~ policy changes over time?

- 1 8. How has the participation of different demographic groups changed over time in the U.S. and how has
- 2 this influenced American politics and the system of government?
- 3 9. How do primaries and caucuses impact political parties in the United States?
- 4 10. How does the winner-take-all system help to maintain a two-party system?
- 5 11. What role does gerrymandering play in the political process?
- 6 12. ~~In what ways can you actively engage in American democracy and impact its system of government?~~
- 7 How can people responsibly engage with local elected officials about issues that impact their
- 8 communities?
- 9 13. What role have court decisions played in determining the political process in the United States? For
- 10 example: voting rights, campaign finance, gerrymandering, etc.
- 11 14. How have the courts interpreted and modified civil rights and civil liberties over time?

12 *Nature and Skills of Civics:*

- 13 1. Civic-minded individuals use appropriate deliberative processes in multiple settings, such as caucuses,
- 14 civic organizations, or advocating for change at the local, state, tribal, national or international levels.
- 15 2. Civic-minded individuals analyze the impact and the appropriate roles of personal interests and
- 16 perspectives on the application of civic virtues, democratic principles, constitutional rights, and human
- 17 rights.
- 18 3. Civic-minded individuals evaluate citizens' and institutions' effectiveness in addressing social and
- 19 political problems at the local, state, tribal, national, and/or international levels.
- 20 4. Civic-minded individuals evaluate social and political systems, in different contexts, times, and places,
- 21 that promote civic virtues and enact democratic principles.
- 22 5. Civic-minded individuals analyze how people can use civic organizations, and social networks,
- 23 including media to challenge local, state, tribal, national, and international laws that address a variety
- 24 of public issues.
- 25 6. Civic-minded individuals analyze historical, contemporary, and emerging means of changing societies,
- 26 promoting the common good, and protecting rights.
- 27 7. Civic-minded individuals evaluate multiple procedures for making and influencing governmental
- 28 decisions at the local, state, tribal, national, and international levels in terms of the civic purposes
- 29 achieved.
- 30 8. Civic-minded individuals can work effectively, both individually and in groups, to influence public
- 31 policy and the actions of government.
- 32

33 *Disciplinary, Information, and Media Literacy:*

- 34 1. ~~Understand~~ Identify the strategies that are used by political and civic entities to impact public opinion.
- 35 For example: interest groups, lobbying, political party platforms, social media networks, etc.
- 36 2. Identify how political issues are covered by the media, and how the media can influence public policy.
- 37 3. Identify ways in which ~~21st-century~~ various types of media can be evaluated for authenticity, validity,
- 38 and reliability.
- 39 4. Evaluate the use of social media and crowdsourcing in political movements and campaigns.
- 40 5. Analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made,
- 41 and conclusions drawn, and speculative ideas offered in the text.
- 42 6. Synthesize information from multiple reliable sources to demonstrate understanding of a topic.

- 1 7. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and
- 2 effective presence that builds credibility.

3 **High School, Standard 5. Personal Financial Literacy**

4 **Prepared Graduates:**

- 5 9. Apply economic reasoning skills to make informed personal financial decisions.

6 **Grade Level Expectation:**

- 7 1. ~~Determine factors that impact an individual's earning capability.~~ **Personal Financial Planning:** Apply
- 8 reliable information to make systematic personal financial decisions based on individual and
- 9 community values and goals.

10 GLE Code: SS.HS.5.1

11 **Evidence Outcomes**

12 *Students Can:*

- 13 a. ~~Predict the potential impact of education and skill development choices on future earnings capability~~
- 14 ~~and financial well-being.~~
- 15 b. ~~Analyze the impact of economic conditions and cost of living factors on income and purchasing power.~~
- 16 c. ~~Calculate sustainable household income based on financial obligations for different lifestyle scenarios.~~
- 17 d. ~~Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example:~~
- 18 ~~employer matched retirement fund.~~
- 19 e. ~~Describe factors that impact take-home pay and personal income tax liability.~~
- 20 f. ~~Develop income earning potential with intentional choices. For example: post-secondary education~~
- 21 ~~and professional development.~~
- 22 a. Recognize the alternatives, consequences, and responsibilities associated with personal financial
- 23 decisions.
- 24 b. Use reliable information resources when making financial decisions.
- 25 c. ~~Develop personal financial goals based on personal wants and needs.~~
- 26 d. Formulate strategies to protect personal and financial information.
- 27 e. Develop a system for keeping and using financial records.
- 28 f. Compare financial institutions and products.

27 **Academic Context and Connections**

28 *Colorado Essential Skills:*

- 29 1. Make predictions and design data/information collection and analysis strategies (**Entrepreneurial**
- 30 **Skills: Inquiry/Analysis**) (Critical Thinking and Analysis).
- 31 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
- 32 (**Professional Skills: Task/Time Management**) (Self Awareness).

33 *Inquiry Questions:*

- 34 1. How does a consumer determine the accuracy and relevance of consumer information?
- 35 2. How can a consumer locate and identify reliable sources of financial information?

- 1 3. What are some steps that can be taken to protect personal and financial information?
- 2 4. What are some things that should be considered when entering into a contract for financial services?
- 3 5. What are different methods of financial record keeping?
- 4 6. How can an individual create a financial plan aligned with their personal values and goals?

5 *Nature and Skills of Economics Personal Financial Literacy:*

- 6 1. Financially capable individuals consider the value of professional development, income earning
7 potential, value of workplace benefits, and labor market trends as part of a lifetime comprehensive
8 financial plan.
- 9 ~~2. Financially capable individuals demonstrate effective decision-making by comparing the additional
10 costs of alternatives with the additional benefits.~~
- 11 3. Financially capable individuals demonstrate effective financial decision-making by ~~comparing the
12 additional costs of alternatives with the additional benefits.~~ comparing costs and benefits of
13 alternatives.
- 14 4. Financially capable individuals demonstrate self-awareness and areas for ongoing financial education,
15 growth, and development.

16 *Disciplinary, Information, and Media Literacy:*

- 17 1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy
18 of the sources.
- 19 2. Analyze how incentives influence choices that may result in policies with a range of costs and benefits
20 for different groups.
- 21 ~~3. Describe the consequences of competition in specific markets.~~
- 22 ~~4. Use economic indicators to analyze the current and future state of the economy.~~
- 23 ~~5. Explain how current globalization trends and policies affect economic growth, labor markets, rights of
24 citizens, the environment, and resource and income distribution in different nations.~~

25 **High School, Standard 5. Personal Financial Literacy**

26 **Prepared Graduates:**

- 27 9. Apply economic reasoning skills to make informed personal financial decisions.

28 **Grade Level Expectation:**

- 29 ~~2. Establish personal investment objectives. Sources of Income and Earning Potential: Analyze sources of
30 income and the relationship between career preparation, continuing education, and its impact on
31 lifetime earning potential.~~

32 GLE Code: SS.HS.5.2

33 **Evidence Outcomes**

34 *Students Can:*

- 35 a. ~~Select financial investments that align with financial goals, risk tolerance, and personal values at
36 different life stages.~~
- 37 b. ~~Explore long-range comprehensive financial planning strategies. For example: diversification,
38 automation, and monitoring.~~
- 39 c. ~~Determine how financial investments impact income tax obligations.~~

- 1 ~~d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy,~~
2 ~~and information. For example: the business cycle.~~
- 3 ~~e. Explain the role of government related to investing regulation, and consumer protection.~~
- 4 ~~a. Develop income-earning potential with intentional choices.~~
- 5 a. Compare different sources of personal income and compensation. Including but not limited to:
6 earned income, profit income, interest income, dividend income, rental income, capital gains, and
7 royalties.
- 8 b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.
- 9 c. Predict the potential impact of education and skill development choices on ~~future earning capability~~
10 ~~and financial well-being~~ career earnings, including starting salary by field and level of degree or
11 credential.
- 12 d. Investigate the total cost, affordability, and payment options associated with postsecondary options,
13 degrees, and credentials; including personal savings, scholarships, grants, employer tuition programs,
14 work study, and public and private loans.
- 15 e. Review the purpose and the process of accessing state and federal financial aid. Including but not
16 limited to: the Colorado Application for State Financial Aid (CASFA), the Free Application for Federal
17 Student Aid (FAFSA) application for financial aid.
- 18 f. Analyze student loan repayment options, terms, requirements, and state and federal repayment
19 programs and their impact on a student's financial future.
- 20 g. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example:
21 benefits, flexible work options, and retirement plans. ~~employer-matched retirement fund~~
22 ~~contributions, paid time off, insurance, professional development, personal sense of accomplishment,~~
23 ~~sense of community.~~
- 24 ~~h. Calculate a Simulate sustainable household income based on financial obligations for different lifestyle~~
25 ~~scenarios budget based on your educational choices.~~ Simulate a sustainable household budget based
26 on future personal and career goals.

27 Academic Context and Connections

28 *Colorado Essential Skills:*

- 29 1. Make predictions and design data/information collection and analysis strategies (~~Entrepreneurial~~
30 ~~Skills: Inquiry/Analysis~~) (Critical Thinking and Analysis).
- 31 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
32 (~~Professional Skills: Task/Time Management~~) (Self-Management).
- 33 3. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests
34 translate into career fulfillment and career pathways available in local, regional, national, and global
35 arenas (~~Professional Skills: Career Awareness~~) (Self Awareness).

36 *Inquiry Questions:*

- 37 1. How can income earning potential be maximized with intentional choices and planning?
- 38 2. What is the role of education and earning capability in building financial security?
- 39 3. What potential barriers might impede an individual's work routine, hinder the ability to get a job, or
40 prevent career advancement, and how can an individual overcome the barriers?
- 41 ~~4. How much money is enough for financial security? How much money is enough for retirement?~~
- 42 ~~4. What is the return on investment of post-secondary educational opportunities?~~
- 43 ~~4. How do employment decisions and career planning fit into an individual's comprehensive financial~~
44 ~~plan?~~
- 45 4. What resources are available to individuals seeking help with career, employment, and training?

- 1 5. How might life circumstances impact a household budget?
- 2 6. Should student loans be listed under Financial Aid on a Student Aid Report?

3 *Nature and Skills of **Economics Personal Financial Literacy:***

- 4 1. Financially capable individuals consider the value of professional development, income earning
5 potential, value of workplace benefits, and labor market trends as part of a lifetime comprehensive
6 financial plan.
- 7 2. Financially capable individuals plan for income tax liability.
- 8 3. Financially capable individuals consider opportunity costs when making decisions about professional
9 development and career changes.
- 10 4. Financially capable individuals analyze economic cycles and make predictions regarding economic
11 trends.
- 12 5. Financially capable individuals calculate the sustainable household income given specific market
13 conditions and lifestyle circumstances which provides consumers with income earning goals when
14 deciding employment, career path, and professional development.

15 *Disciplinary, Information, and Media Literacy:*

- 16 1. Analyze how incentives influence choices that may result in policies with a range of costs and benefits
17 for different groups.
- 18 2. Describe the consequences of competition in specific markets.
- 19 3. Explain how current globalization trends and policies affect economic growth, labor markets, rights of
20 citizens, the environment, and resource and income distribution in different nations.
- 21 4. ~~Use economic indicators to analyze the current and future state of the economy.~~

22 **High School, Standard 5. Personal Financial Literacy**

23 **Prepared Graduates:**

- 24 9. Apply economic reasoning skills to make informed personal financial decisions.

25 **Grade Level Expectation:**

- 26 3. ~~Budgeting, Savings, and Debt Management:~~ Apply consumer skills to budgeting, spending, saving, and
27 borrowing decisions.

28 GLE Code: SS.HS.5.3

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Analyze how inflation and cost of living impact consumer purchasing and saving power.
- 32 b. Summarize factors to consider when selecting borrowing options. ~~including costs, relevance, payoffs,~~
33 ~~and opportunity costs tradeoffs. For example Including but not limited to: costs, relevance, payoffs,~~
34 ~~opportunity costs, trade-offs, and comparison of different types of loans and interest rates. comparing~~
35 ~~student loan options, auto loan options, home, and payday lending options loans.~~
- 36 c. ~~Analyze consumer and financial information for relevance, credibility, and accuracy.~~
- 37 d. ~~Investigate consumer responsibilities, rights, and protections when entering into contracts and~~
38 ~~engaging in commerce. For example: discrimination laws, credit reporting laws, loan contracts, and~~
39 ~~online purchases.~~

- 1 e. Explain how an individual can establish credit. For example: secured and unsecured credit,
- 2 bankruptcy, and borrowing options.
- 3 ~~f. Design a spending plan/budget that covers household budget (using gross and net income) that covers~~
- 4 ~~addresses financial obligations and integrates saving for future goals and retirement based on your~~
- 5 ~~values and goals. Adjust a household budget to maximize savings and limit debt.~~
- 6 g. Analyze the advantages and purpose of different types of financial accounts and payment methods.
- 7 For example: checking accounts, savings accounts, and revolving credit accounts.
- 8 h. Analyze types of debt and strategies to responsibly limit and manage personal debt; including home
- 9 loans, student loans, credit cards, and other consumer debt.
- 10 ~~h. Compare the advantages and disadvantages of various types of credit including secured and~~
- 11 ~~unsecured credit.~~
- 12 i. Summarize the advantages and disadvantages of leasing vs. purchasing automobiles, homes, and
- 13 other large purchases.

14 Academic Context and Connections

15 *Colorado Essential Skills:*

- 16 1. Make predictions and design data/information collection and analysis strategies (~~Entrepreneurial~~
- 17 ~~Skills: Inquiry/Analysis~~) Critical Thinking and Analysis).
- 18 2. Take responsibility for spending decisions and borrowing decisions (~~Personal Skills: Initiative/Self-~~
- 19 ~~Direction~~) (Self-Advocacy and Initiative).
- 20 3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
- 21 (~~Professional Skills: Task/Time Management~~) (Self-Management).

22 *Inquiry Questions:*

- 23 1. ~~How does a consumer determine the accuracy and relevancy of consumer information?~~
- 24 2. How might changes in the economic cycle and market conditions affect household saving and
- 25 spending habits?
- 26 3. How might changes in lifestyle, income, or life circumstances affect a household ~~spending~~ financial
- 27 plan?
- 28 4. How can implementing an intentional savings plan provide stability and secure an individual's financial
- 29 future?
- 30 5. What are some strategies individuals can implement to increase their savings?
- 31 6. How can individuals take steps to begin building credit?
- 32 7. How can individuals increase their credit score without taking on debt?
- 33 8. What are the advantages of secured vs. unsecured credit accounts?
- 34 9. When might it make sense to take on debt? When does it not make sense?
- 35 10. How much will today's purchase cost tomorrow?
- 36 11. What resources are available to individuals seeking help with financial hardships?
- 37 12. How does taking on debt impact ~~your financial future~~ finances?
- 38 13. What types of decisions can ~~you make~~ be made in order to avoid debt?
- 39 14. What strategies can consumers use to pay down debt as quickly as possible?
- 40 15. ~~How can you increase your credit scores increase without taking on debt?~~
- 41 16. What impacts do different types of interest rates have on consumers? For example: fixed rates,
- 42 variable rates, and adjustable-rate mortgages.
- 43 17. Which types of loans typically charge higher interest rates?
- 44 18. What types of consumers are most likely to be targeted by predatory lenders?

1 ~~19. What steps can individuals take to increase their savings rate and decrease spending?~~

2 *Nature and Skills of ~~Economics~~ Personal Financial Literacy:*

- 3 1. Financially capable individuals demonstrate effective decision-making ~~based on their values and~~
4 ~~preferences and~~ by comparing ~~the additional~~ costs and benefits of alternatives ~~with the additional~~
5 ~~benefits.~~
- 6 2. Financially capable individuals plan and monitor spending and saving to fulfill financial obligations and
7 achieve goals as part of a comprehensive financial plan.
- 8 3. Financially capable individuals know their rights and obligations when using credit.
- 9 4. Financially capable individuals understand that there is an economic role for government in a market
10 economy whenever the benefits of a government policy outweigh its costs.

11 *Disciplinary, Information, and Media Literacy:*

- 12 1. Gather relevant information from multiple print and digital sources and assess the credibility and
13 accuracy of the sources.
- 14 2. ~~Read and comprehend complex informational texts. For example: financial aid and credit card offers.~~
- 15 3. ~~Analyze how incentives influence choices that may result in policies with a range of costs and benefits~~
16 ~~for different groups.~~ consumer choices have different costs and benefits.
- 17 4. Analyze and compare types of interest, including rates, terms, and long-term impacts.
- 18 5. Read and comprehend a consumer credit report.
- 19 6. ~~Describe the consequences of competition in specific markets~~

20 **High School, Standard 5. Personal Financial Literacy**

21 **Prepared Graduates:**

- 22 9. Apply economic reasoning skills to make informed personal financial decisions.

23 **Grade Level Expectation:**

- 24 4. ~~Establish personal investment objectives.~~ Investing: Explore a diversified investment strategy that is
25 compatible with personal financial goals.

26 GLE Code: SS.HS.5.4

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. ~~Select~~ Identify financial investments that align with risk tolerance and current and future financial
30 goals ~~financial goals, risk tolerance, and personal and retirement options for different life stages.~~
- 31 b. ~~Explore long-range comprehensive financial planning strategies. For example: diversification,~~
32 ~~automation, and monitoring.~~
- 33 c. ~~Determine how financial investments impact income tax obligations.~~
- 34 b. ~~Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and~~
35 ~~information. For example, the business cycle.~~
- 36 d. ~~Explain the role of government related to investing regulation, and consumer protection.~~
- 37 e. ~~Evaluate different investments. For example: Stocks, bonds, digital assets, physical assets, etc.~~

- 1 b. Investigate how saving and investing over time helps ~~meet~~ accomplish short-term, mid-term, and
- 2 long-term financial and retirement goals ~~and build wealth~~. For example: review long-term
- 3 investments, tax-deferred accounts, pensions, and government retirement benefits.
- 4 ~~c. Investigate Identify methods for saving and investing to accomplish for short-term, mid-term, and long-~~
- 5 ~~term financial goals and retirement planning. For example, long-term investments, tax-deferred accounts,~~
- 6 ~~pensions, and government retirement benefits.~~
- 7 ~~d. Determine how financial investments impact tax obligations.~~
- 8 ~~c. Investigate Describe how to buy and sell various assets and investments. For example, stocks, real~~
- 9 ~~estate, and businesses.~~

10 Academic Context and Connections

11 *Colorado Essential Skills:*

- 12 1. Make predictions and design data/information collection and analysis strategies (~~Entrepreneurial~~
- 13 ~~Skills: Inquiry/Analysis~~) (Critical Thinking and Analysis).
- 14 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
- 15 (~~Professional Skills: Task/Time Management~~) (Self-Management).

16 *Inquiry Questions:*

- 17 1. How does a consumer choose between investment options?
- 18 2. How might changes in the economic cycle and market conditions affect future earnings on an
- 19 individual's investments?
- 20 3. ~~How can a consumer obtain accurate information about different assets and investments?~~
- 21 4. ~~How can a consumer determine the value of an asset or investment?~~
- 22 5. ~~What are some ways that individuals might rate the security, accuracy, and relevancy of financial~~
- 23 ~~information? How does a consumer research and validate the accuracy of financial information?~~
- 24 6. How does investing fit into an individual's comprehensive financial plan?
- 25 7. ~~How do different types and values of investments impact taxes?~~

26 *Nature and Skills of ~~Economics~~ Personal Financial Literacy:*

- 27 1. Financially capable individuals consider the value that investing plays as part of a lifetime
- 28 comprehensive financial plan.
- 29 2. Financially capable individuals carefully consider the amount of financial risk that they can tolerate
- 30 based on life stage, and they plan for changes in the economic cycles.
- 31 3. Financially capable individuals create plans based on sound ~~economic~~ financial planning principles to
- 32 maximize their standard of living over time.
- 33 4. Financially capable individuals analyze market conditions and make predictions regarding economic
- 34 trends.
- 35 5. Financially capable individuals know how to perform time value of money calculations allowing
- 36 investigation of rate of return, future value of investments, and present value of long-term financial
- 37 goals.
- 38 6. Financially capable individuals understand the relationship between variables in a function which
- 39 allows people to use functions to model relationships in the real world such as the impact of
- 40 compound interest.
- 41 7. ~~Financially capable individuals can describe how to buy and sell various assets and investments. For~~
- 42 ~~example: stocks, real estate, and businesses.~~

43 *Disciplinary, Information, and Media Literacy:*

- 1 1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy
- 2 of the sources.
- 3 2. Read and comprehend complex informational texts. For example: a stock chart or an account
- 4 disclaimer.
- 5 3. Analyze how risk and reward incentives influence choices that may result in policies with a range of in
- 6 costs and benefits for different groups.
- 7 4. Use economic indicators to analyze the current and future state of the economy.

8 High School, Standard 5. Personal Financial Literacy

9 Prepared Graduates:

- 10 9. Apply economic reasoning skills to make informed personal financial decisions.

11 Grade Level Expectation:

- 12 5. Risk Management: Choose risk management strategies for protection from the financial risk of lost
- 13 income, lost or damaged property, health issues, or identity fraud.

14 GLE Code: SS.HS.5.5

15 Evidence Outcomes

16 *Students Can:*

- 17 a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to
- 18 others through insurance.
- 19 ~~b. Explain the purpose of insurance and how insurance works.~~
- 20 ~~c. Analyze the cost of insurance as a method to offset the financial risk of a situation.~~
- 21 b. Examine types of individual and external factors that impact insurance costs for individuals. Identify
- 22 the cost and benefits of purchasing insurance. For example: insured profile, number and size of
- 23 claims, frequency, and costs of natural disasters.
- 24 c. Explain the types and purpose of insurance products. For example: automotive, identity theft, health,
- 25 disability, long-term care, life insurance, renters/homeowners insurance, and professional liability.
- 26 d. Outline steps to monitor and safeguard personal financial data to minimize, avoid and/or resolve
- 27 identity theft or fraud issues.
- 28 ~~d. Explain the role of government related to insurance regulation, fraud protection, and disaster~~
- 29 ~~response.~~
- 30 e. Analyze consumer and financial information for relevance, credibility, and accuracy.
- 31 f. Investigate Identify consumer responsibilities, rights, and consumer protection laws government
- 32 protections when entering into contracts and engaging in commerce and financial transactions that
- 33 regulate contracts and financial transactions. For example: Consumer protection laws, discrimination
- 34 laws, credit reporting laws, loan contracts, and online purchases.

35 Academic Context and Connections

36 *Colorado Essential Skills:*

- 37 1. Interpret information and draw conclusions based on the best analysis (Entrepreneurial Skills:
- 38 Inquiry/Analysis) (Critical Thinking and Analysis).
- 39 2. Develop, plan, and organize self-behavior (Personal Skills: Personal Responsibility) (Self-Management).

1 *Inquiry Questions:*

- 2 1. How are individuals, groups of consumers, and markets impacted by unexpected financial obligations
- 3 due to property loss or damage, loss of income, health care issues, and fraud?
- 4 2. What should a consumer consider when choosing insurance for particular situations?
- 5 3. How will ~~your~~ insurance needs change ~~during your~~ throughout a lifetime?
- 6 4. How does probability relate to obtaining insurance and the cost of insurance?
- 7 ~~5. How can consumers decrease insurance costs?~~
- 8 6. How does insurance fit into an individual's comprehensive financial plan?
- 9 7. What consumer scams are common?
- 10 8. How can consumers be aware of and protect themselves from scams?
- 11 9. What are the different types of insurance and how do they work?
- 12 10. What is the difference between an insurance premium and deductible?
- 13 11. How can an individual determine that they are adequately insured?
- 14 12. How can an individual evaluate how much they are willing to pay for different levels of insurance
- 15 coverage based on their risk assessment?

16 *Nature and Skills of ~~Economics~~ Personal Financial Literacy:*

- 17 1. Financially capable individuals mitigate the financial risks associated with everyday life through
- 18 planning for the unexpected, saving for emergencies, acquiring insurance, and securing personal
- 19 information.
- 20 2. Financially capable individuals consider insurance as a part of a lifetime comprehensive financial plan.
- 21 3. Financially capable individuals demonstrate effective financial decision-making by comparing the
- 22 additional costs of alternatives with the additional benefits.
- 23 4. Financially capable individuals understand that probability allows informed decision-making, such as
- 24 whether the cost of insurance is less than the expected cost of illness, when the deductible on car
- 25 insurance is optimal, or whether an extended warranty justifies the cost.

26 *Disciplinary, Information, and Media Literacy:*

- 27 1. Read and comprehend complex informational texts. For example, Insurance policies.
- 28 2. Analyze how incentives influence choices that may result in policies with a range of costs and benefits
- 29 for different groups.
- 30 3. Compare and contrast financial information when making a decision.
- 31 4. Research current identity theft and financial scams.