



★
Colorado
Academic Standards

Social Studies



DRAFT REVISION RECOMMENDATIONS:
NOVEMBER 2021



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Social Studies Standards Review and Revision Committee

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Sabra Sowell-Lovejoy

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2021 Recommended Revisions for Colorado Academic Standards – Social Studies

- 1 Recommended revisions are noted in **RED** font.
2 Personal financial literacy and civics legislative requirements are noted in **GREEN** font.
3 State Board adopted Holocaust and Genocide standards are noted in **PURPLE** font.
4

5 **Preschool, Standard 1. History**

6 **Prepared Graduates:**

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

10 **Preschool Learning and Development Expectation:**

- 11 1. Recognize change and sequence over time.

12 LDE Code: SS.P.1.1

13 **Indicators of Progress**

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

- 15 a. ~~Differentiate between~~ Begin to recognize the past, present, and future.
16 b. ~~Recognize~~ Begin to recall family or personal events that happened in the past (to be
17 developmentally appropriate, this can include immediate past events from that day or week)
18 especially as it pertains to diverse backgrounds and individual family traditions such as race.
19
20
21 c. Begin to understand that ~~how people live and what they do changes over time.~~ previous events
22 can have an impact on our daily, weekly, or monthly lives.

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

24 *Supportive Teaching Practices/Adults May:*

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

1 *Examples of Learning/Children May:*

- 2 1. Tell stories of past events.
- 3 2. ~~Select examples from pictures that illustrate past, present, and future.~~
- 4 3. Describe how they have grown.
- 5 4. Participate in creating a memory book. For example: Class book, family or All About Me, etc. to
- 6 identify similarities and change over time.
- 7 5. ~~Track the height of the classroom plant. Progress photos and measurements are recorded on~~
- 8 ~~calendar.~~
- 9 6. Provide opportunities for children to discuss past and future changes affecting families such
- 10 as immigration, naturalization, marriage, adopting, and cultural and religious rites of passage.
- 11
- 12 7. Use a visual classroom schedule, such as the Schedule Helper, to anticipate a change in schedule.
- 13 8. Select examples from pictures that illustrate beginning, middle and end from a familiar story or past,
- 14 present, and future relevant to their lives, i.e. their own family, classroom, etc.

15 **Preschool, Standard 2. Geography**

16 **Prepared Graduates:**

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

19 **Preschool Learning and Development Expectation:**

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

21 LDE Code: SS.P.2.1

22 **Indicators of Progress**

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

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

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

31 *Supportive Teaching Practices/Adults May:*

- 32 1. Actively involve children preschoolers in firsthand exploring the diverse experiences in their
- 33 classroom, family and community. For example: exploration of the school, neighborhood, and
- 34 community.
- 35 2. Furnish learning centers with literature, activities, and materials for play, based on children's
- 36 preschooler's experiences with their community. For example: visit the school office and then
- 37 create a classroom office.

- 1 3. Involve preschoolers in discussions about the homes they live in and the different types of homes
2 and buildings in the community. For example: taking neighborhood walks, **in real life or via virtual**
3 **formats, to see each other's home and community.**
- 4 4. Have ~~children~~ **preschoolers interpret** use simple maps of the classroom, playground, and
5 neighborhood.
- 6 5. Provide materials, literature, and activities that explore different types of homes and aspects of the
7 preschooler's surrounding environment. For example: apartments, single-family homes, motels,
8 modular homes, trees, rivers, mountains, and buildings.
- 9 6. Display pictures of familiar community buildings and landmarks in block, writing, or other centers.
- 10 7. **Model and provide opportunities for preschoolers to discuss a time when they have moved or**
11 **someone they know has moved.**

12 *Examples of Learning/Children May:*

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

22 **Preschool, 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 **Preschool Learning and Development Expectation:**

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

29 LDE Code: SS.P.3.1

30 **Indicators of Progress**

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

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

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

35 *Supportive Teaching Practices/Adults May:*

- 36 1. Provide opportunities for ~~children~~ **preschoolers** to participate in classroom jobs.
- 37 2. Create situations in which ~~children~~ **preschoolers** exchange money in a play situation.

- 1 3. Create opportunities for a variety of community helpers to visit the classroom in person or virtually.
- 2 4. Helps preschoolers begin to understand that people can work and volunteer to have their needs and
- 3 wants met.

4 *Examples of Learning/Children May:*

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

10 **Preschool, Standard 4. Civics**

11 **Prepared Graduates:**

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

14 **Preschool Learning and Development Expectation:**

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

16 LDE Code: SS.P.4.1

17 **Indicators of Progress**

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

- 19 1. Recognize membership in family, neighborhood, school, team, and various other groups and
- 20 organizations.
- 21 2. Understand similarities and respect differences among people of different cultures within their
- 22 classroom and community.
- 23 3. Identify emotions using age-appropriate vocabulary (happy, sad, etc.) and correlate cause and effect
- 24 to those emotions.
- 25 4. Utilize positive social skills to get an adult or peer's attention, their needs and wants met, empathize
- 26 with others and begin to solve problems.
- 27 5. Understand how differences and diversity can make a community stronger.

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

29 *Supportive Teaching Practices/Adults May:*

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

- 1 5. Provide opportunities for children to engage in community building, through large-group discussions
2 with problem solving, and cooperative activities such as murals and pair-painting.
- 3 6. Develop individualized, nurturing, and responsive relationships with preschoolers.
- 4 7. Teach basic emotions directly and indirectly, during both direct teaching and teachable moments
5 throughout the day. For example, daily feelings or emotions, student check-in chart; teachers talking
6 about their own emotions; etc.
- 7 8. Plan for and implement extending opportunities for free play and child-centered opportunities to
8 help develop basic executive functioning.
- 9 9. Facilitate opportunities for preschoolers to have peer-to-peer interactions.

10 *Examples of Learning/Children May:*

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

24 **Preschool, Standard 4. Civics**

25 **Prepared Graduates:**

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

28 **Preschool Learning and Development Expectation:**

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

30 LDE Code: SS.P.4.2

31 **Indicators of Progress**

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

- 33 a. Understand **how** the reasons for rules in the **classroom, home,** and **for laws in the community**
34 **community keep us safe.**
- 35 b. Show interest in interacting with and developing relationships with others **including those who are**
36 **from diverse backgrounds, different from their own.**
- 37 c. Recognize that everyone has rights and responsibilities within a group **including those with diverse**
38 **backgrounds and varied abilities.**

- 1 d. Demonstrate self-regulated behaviors and ~~fairness~~ **problem solving skills** in resolving conflicts.
- 2 e. **Follow classroom routines, rules, and expectations.**

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

4 *Supportive Teaching Practices/Adults May:*

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

15 *Examples of Learning/Children May:*

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

23 **Preschool, Standard 5. Personal Financial Literacy**

24 **Prepared Graduates:**

- 25 6. Apply economic reasoning skills to make informed personal financial decisions.

26 **Preschool Learning and Development Expectation:**

- 27 1. Identify money and its purpose.

28 LDE Code: SS.P.5.1

29 **Indicators of Progress**

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

- 31 a. Recognize coins and currency as money.
- 32 b. Identify how money is used.
- 33 c. Discuss why we need money.
- 34 d. Sort coins by physical attributes such as color or size.

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

1 *Supportive Teaching Practices/Adults May:*

- 2 1. Provide materials and opportunities for children to dramatize interactions with currency exchange.
- 3 2. Read stories related to currency.
- 4 3. Set up dramatic play opportunities that involve the use of pretend money. For example: 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze 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
12 did? Which did? Who did? Why did? How did? **From whose perspective?**
- 13 b. Identify information from primary and/or secondary sources that answers questions about the past
14 and adds to collective memory.
- 15 c. Use correctly the word “because” in the context of personal experience or stories of the past.

16 Academic Context and Connections

17 *Colorado Essential Skills:*

- 18 1. Recognize and describe cause-and-effect relationships about the past. (**Civic/Interpersonal**
19 **Skills:Character**) (**Community Member: Civic Engagement**)
- 20 2. Demonstrate curiosity about the past. (**Entrepreneurial Skills: Creativity/Innovation**) (**Problem**
21 **Solver: Creativity and Innovation**)

22 *Inquiry Questions:*

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

27 *Nature and Skills of History:*

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

35 *Disciplinary, Information, and Media Literacy:*

- 36 1. Generate questions and/or answers when presented with historical sources.

- 1 2. Interpret what is read through illustrations.
- 2 3. Listen to stories to gain information on a main idea.
- 3 4. Gather information and present orally.

4 Kindergarten, Standard 1. History

5 Prepared Graduates:

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

8 Grade Level Expectation:

- 9 2. **Understand** The sequence of events is important when describing the past.

10 GLE Code: SS.K.1.2

11 Evidence Outcomes

12 *Students Can:*

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

20 Academic Context and Connections

21 *Colorado Essential Skills:*

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

24 *Inquiry Questions:*

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

29 *Nature and Skills of History:*

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

32 *Disciplinary, Information, and Media Literacy:*

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

1 Kindergarten, Standard 2. Geography

2 Prepared Graduates:

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

5 Grade Level Expectation:

- 6 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 through the use of geographic technologies (**Problem Solver: Critical Thinking and**
15 **Analysis**).

16 *Inquiry Questions:*

- 17 1. What information can a map tell me about the places and spaces people live?
18 2. What information can a globe tell me about the places and spaces people live?

19 *Nature and Skills of Geography:*

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

21 *Disciplinary, Information, and Media Literacy:*

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

26 Kindergarten, Standard 2. Geography

27 Prepared Graduates:

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

30 Grade Level Expectation:

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

33 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
4 students' 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 how environment, geographic features, and climate impact lifestyles. For example:
7 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 (**Community Member: Social Awareness**).
11 2. Recognize and describe cause-and-effect relationships between people and their surroundings
12 (**Community Member: Social 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**
17 **what makes my community special?**
18 4. **How does 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,
25 and 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
36 through the analysis of individual choice, market interaction, and public policy.

1 **Grade Level Expectation:**

- 2 1. **Explain how** individuals make choices based on 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
8 to 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 (**Problem Solver: Critical Thinking and Analysis**).

13 *Inquiry Questions:*

- 14 1. What are the benefits and costs of ownership? **For example: Borrowing a toy from a friend vs.**
15 **owning 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
3 ways 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: voting, debating, running for
8 office, protesting, and volunteering.
- 9 b. Explain the qualities of an informed and engaged citizen.
- 10 c. Practice citizenship skills including courtesy, honesty, equity, and fairness when working with others.
- 11 d. ~~Listen and consider the ideas of others while verifying the reliability of the author/speaker~~
12 ~~identifying the likelihood of statements.~~
- 13 e. ~~Identify credible sources (teachers, books, etc.) to check for accuracy when gathering information.~~

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

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

20 *Inquiry Questions:*

- 21 1. ~~What would it look like to have no rules?~~
- 22 2. ~~How can we solve conflict in a fair manner?~~ What do I do when I disagree with someone or
23 something?
- 24 3. Why do we consider voting fair?
- 25 4. ~~What qualities make people responsible and engaged citizens?~~
- 26 5. ~~How do we use evidence to support your opinion? whether something we heard or saw is likely or~~
27 ~~unlikely to be true?~~
- 28 6. ~~Where can I get factual information when I need to answer questions?~~

29 *Nature and Skills of Civics:*

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

33 *Disciplinary, Information, and Media Literacy:*

- 34 1. With guidance and support from adults, recall information from experiences or gather information
35 from provided sources to answer a question.
- 36 2. Participate in collaborative discussions by coming to discussions prepared.
- 37 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 and **reasoned thoughtful** decisions using democratic traditions.

7 GLE Code: SS.K.4.2

8 **Evidence Outcomes**

9 *Students Can:*

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

17 **Academic Context and Connections**

18 *Colorado Essential Skills:*

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

24 *Inquiry Questions:*

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

34 *Nature and Skills of Civics:*

- 35 1. Civic-minded individuals study citizen participation and structures that bring security and stability to
36 community life.

- 1 2. Civic-minded individuals understand that individual actions can make the community better. For
2 example: people clean up highways or volunteer in shelters.

3 *Disciplinary, Information, and Media Literacy:*

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

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

8 **Prepared Graduates:**

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

10 **Grade Level Expectation:**

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

12 GLE Code: SS.K.5.1

13 **Evidence Outcomes**

14 *Students Can:*

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

21 **Academic Context and Connections**

22 *Colorado Essential Skills:*

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

29 *Inquiry Questions:*

- 30 1. ~~What is money? What is currency?~~ (For example: cash, coins, credit card, debit card)
31 2. What are wants and needs?
32 3. How do people make choices when they want something?
33 4. ~~How do people balance between wants and needs?~~ How do people make choices about what to
34 buy when there isn't enough money to buy everything? For example: Balancing between wants and
35 needs.
36 5. What is the difference between a want and a need? ~~What are things all humans need?~~

1 6. How can money help people to meet their wants and needs?

2 7. Why do we use money?

3 *Nature and Skills of Economics:*

4 1. Financially capable individuals differentiate between wants and needs.

5 2. Financially capable individuals make choices about purchasing to serve wants and needs. For
6 example: parents pay bills prior to purchasing movie tickets or toys.

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 that people make.

10 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze 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 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~~) (Problem Solver: Critical Thinking and Analysis).
24 2. Demonstrate curiosity about patterns from the past (~~Entrepreneurial Skills: Creativity/Innovation~~)
25 (~~Problem Solver: 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
7 perspectives, within and among cultures and societies.

8 **Grade Level Expectation:**

- 9 2. **Explain t**he 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 similarities and differences between themselves and others. **For example: Race, ethnicity,**
15 **gender identity, religion, ability, and family makeup.**
16 b. ~~Discuss common and unique characteristics of different cultures using multiple sources of~~
17 ~~information.~~ Discuss and give examples of what makes a culture unique and special.
18 c. Understand that people’s lived experiences impact their perspective on historical events. For
19 example: Multiple perspectives on the First Thanksgiving, Fourth of July, Juneteenth, and Cinco De
20 Mayo.

21 **Academic Context and Connections**

22 *Colorado Essential Skills:*

- 23 1. Compare one’s attitudes and beliefs to others (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~)
24 (~~Community Member: Global and Cultural Awareness~~).
25 2. Identify and explain several cultural perspectives that constitute our diverse society
26 (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (~~Community: Global/Cultural Awareness~~).

27 *Inquiry Questions:*

- 28 1. ~~What symbols are representative of our multicultural and democratic way of life?~~ How are different
29 cultures represented in our community?
30 2. What is ~~a~~ culture?
31 3. How do I learn about others’ perspectives and share my own?
32 4. How are African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious
33 minority cultures different from and similar to one another?

34 *Nature and Skills of History:*

- 35 1. Historical thinkers understand the importance of comparing and contrasting to identify patterns
36 within and between cultures.
37 2. Historical thinkers use sources to make interpretations about cultural groups from the past.

- 1 3. Historical thinkers recognize symbols as cultural artifacts that can be interpreted to make meaning
- 2 of both the past and present.
- 3 4. Historical thinkers compare multiple perspectives of people and groups of people in order to draw
- 4 conclusions about both the past and the present.

5 *Disciplinary, Information, and Media Literacy:*

- 6 1. Apply **the** disciplinary concept of perspective-taking to the study of the past.
- 7 2. Identify self-perspective.

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

9 **Prepared Graduates:**

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

12 **Grade Level Expectation:**

- 13 1. Locate places and spaces using geographic tools.

14 GLE Code: SS.1.2.1

15 **Evidence Outcomes**

16 *Students Can:*

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

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Identify key attributes of a variety of geographic tools. For example: globes, maps, and GPS
- 27 **(Communicator: Data Literacy).**
- 28 2. Find information through the use of geographic technologies **(Problem Solver: Critical Thinking and**
- 29 **Analysis).**

30 *Inquiry Questions:*

- 31 1. How would an individual describe how to get somewhere without an address?
- 32 2. What if we had no geographic tools?
- 33 3. How could a flat map truly represent a round globe?
- 34 4. Why do people not carry globes to help find their way?
- 35 5. Why is an address necessary?

1 *Nature and Skills of Geography:*

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

8 *Disciplinary, Information, and Media Literacy:*

- 9 1. Apply disciplinary concept of perspective to identify and reflect upon personal connections and their
- 10 place in the world.
- 11 2. Integrate multimedia as effective tools for presenting and clarifying information.

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

13 **Prepared Graduates:**

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

16 **Grade Level Expectation:**

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

18 GLE Code: SS.1.2.2

19 **Evidence Outcomes**

20 *Students Can:*

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

28 **Academic Context and Connections**

29 *Colorado Essential Skills:*

- 30 1. Identify and reflect upon personal connections to one or more families within the community
- 31 **(Community Member: Social Awareness).**
- 32 2. Make observations and draw conclusions about the relationship between groups of people and their
- 33 surroundings **(Community Member: Social Awareness).**

34 *Inquiry Questions:*

- 35 1. How are places like communities similar to and different from where you live?
- 36 2. How do people celebrate traditions?
- 37 3. How do people use resources in the local community?

1 4. How do individuals in the community use the environment?

2 *Nature and Skills of Geography:*

3 1. Geographic thinkers study resources and their availability and use **them** as a key to understanding
4 human interactions with their environment and each other.

5 2. Geographic thinkers study human and environmental interactions and consequences of those
6 interactions.

7 3. Geographic thinkers understand that people from various cultures are both similar and different and
8 these differences are reflected in clothing, language, and culture, etc.

9 4. Spatial thinkers understand that boundaries and the need for boundaries affect everyday life. For
10 example: boundary lines determine who owns a piece of property.

11 *Disciplinary, Information, and Media Literacy:*

12 1. Use disciplinary vocabulary in sentences.

13 2. Identify maps, graphs, charts, and diagrams as sources of information.
14

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

16 **Prepared Graduates:**

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

20 **Grade Level Expectation:**

21 1. Individuals work in different types of jobs to earn an income.

22 GLE Code: SS.1.3.1

23 **Evidence Outcomes**

24 *Students Can:*

25 a. Identify the goods and/or services that different types of businesses produce in the community.

26 b. Give examples of different types of jobs held by family members and/or individuals in the local
27 community.

28 c. Compare at least two different job choices that individuals have with respect to the benefits and
29 costs of each job.

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

32 1. Ask questions to learn more about careers and other life pursuits (~~Professional Skills: Career~~
33 ~~Awareness~~) (Empowered Individual: Career Awareness).

34 2. Demonstrate an understanding of cause and effect related to personal decisions such as jobs
35 (~~Civic/Interpersonal Skills: Character~~) (Empowered Individual: Self Awareness).

1 *Inquiry Questions:*

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

5 *Nature and Skills of Economics:*

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

7 *Disciplinary, Information, and Media Literacy:*

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

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

11 **Prepared Graduates:**

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

14 **Grade Level Expectation:**

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

16 GLE Code: SS.1.4.1

17 **Evidence Outcomes**

18 *Students Can:*

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

27 **Academic Context and Connections**

28 *Colorado Essential Skills:*

- 29 1. Recognize personal characteristics, preferences, thoughts, and feelings **regarding** leadership
30 **(Empowered Individual: Self Awareness).**
31 2. Recognize emotional responses to ideas that differ from one's own when working in a group setting
32 **(Problem Solver: Adaptability/Flexibility).**
33 3. Recognize how members of a community rely on each other, considering personal contributions as
34 applicable **(Problem Solver: Collaboration/Teamwork).**

1 *Inquiry Questions:*

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

8 *Nature and Skills of Civics:*

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

12 *Disciplinary, Information, and Media Literacy:*

- 13 1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic,
14 and provide some sense of closure.
15

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

17 **Prepared Graduates:**

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

20 **Grade Level Expectation:**

- 21 2. Identify and explain the significance of notable people, places, holidays, and civic symbols.

22 GLE Code: SS.1.4.2

23 **Evidence Outcomes**

24 *Students Can:*

- 25 a. Identify and explain the relevance of notable civic leaders from different community groups
26 including, but not limited to, African American, Latino, Asian American, Indigenous Peoples,
27 LGBTQ, and religious minorities.
28 b. Identify and explain the meaning of various civic symbols important to diverse community groups.
29 For example: the American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy
30 Horse Memorial, Liberty Bell, Emancipation Proclamation, Turtle Island, a yellow sash (i.e., for
31 women’s rights), tribal flags of Native Nations whose ancestral homelands include present-day
32 Colorado, and the Colorado Flag.
33 c. Identify and explain the relevance of significant civic places. For example: the state and national
34 Capitol, the White House, and sites within the local community.
35 d. Explain the significance of major civic holidays. For example: Veterans Day, Martin Luther King Day,
36 Independence Day, Earth Day, Memorial Day, Labor Day, Indigenous Peoples Day, and César Chávez
37 Day.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Compare attitudes and beliefs as an individual to others (Community Member: Global/Cultural
4 Awareness).
- 5 2. Recognize diversity among notable people, places, holidays, and civic symbols that constitute
6 multiple perspectives within society (Community Member: Global/Cultural Awareness).

7 *Inquiry Questions:*

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

11 *Nature and Skills of Civics:*

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

15 *Disciplinary, Information, and Media Literacy:*

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

20 **First Grade, Standard 5. Personal Financial Literacy**

21 **Prepared Graduates:**

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

23 **Grade Level Expectation:**

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

25 GLE Code: SS.1.5.1

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. Discuss ways to earn or receive money.
29 b. Identify types of currency and how currency is used. **For example: cash, coins, credit card, debit**
30 **card.**
31 c. Define types of transactions such as deposit, purchase, borrow, **donate**, and barter.
32 d. Identify coins and find the value of a collection of **two coins a variety of coins.**

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Consider how to spend, share, and save money knowing funds in any scenario are limited
4 (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (Problem Solver: Critical Thinking and
5 Analysis).
6 2. Determine different choices they can make with their money and how those choices may affect
7 others (~~Civic/Interpersonal Skills: Character~~) (Problem Solver: Critical Thinking and Analysis).
8 3. Demonstrate curiosity, imagination, and eagerness to learn more (~~Entrepreneurial Skills:~~
9 ~~Creativity/Innovation~~) (Problem Solver: Creativity/Innovation).

10 *Inquiry Questions:*

- 11 1. How does an individual earn money?
12 2. What are different methods of payment?
13 3. Are all items purchased with money?
14 4. How do charities, non-profits, and other organizations help a community?

15 *Nature and Skills of Economics:*

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

19 *Disciplinary, Information, and Media Literacy:*

- 20 1. Compare the benefits and costs of individual choices.
21 2. Identify positive and negative incentives that influence the decisions people make.
22 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze 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 **historical primary and secondary sources.** ~~For example: maps, photographs, letters, etc.,~~
18 ~~from the community and/or regional historical artifacts and~~ generate questions about their
19 functions and significance.
- 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
24 or print articles, social media (~~Professional Skills: Information Literacy~~) (**Communicator: Media**
25 **Literacy**).
- 26 2. Demonstrate curiosity about events and people from the past using primary and secondary sources
27 (~~Entrepreneurial Skills: Creativity/ Innovation~~) (**Communicator: Media Literacy**).

28 *Inquiry Questions:*

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

33 *Nature and Skills of History:*

- 34 1. Historical thinkers gather firsthand accounts of history through a variety of sources, including
35 differing accounts of the same event.
- 36 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
9 perspectives, within and among cultures and societies.

10 **Grade Level Expectation:**

- 11 2. **Compare** People of various cultures influence neighborhoods and communities over time.

12 GLE Code: SS.2.1.2

13 **Evidence Outcomes**

14 *Students Can:*

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

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

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

37 *Inquiry Questions:*

- 38 1. What are the cultural attributes of a neighborhood or community?

- 1 2. How can understanding the past impact ~~decision-making~~ our understanding of communities today?
- 2 3. How have **people**, events, and ideas from the past shaped the identity of communities and
- 3 neighborhoods today?

4 *Nature and Skills of History:*

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

10 *Disciplinary, Information, and Media Literacy:*

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

15 **Second 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 terms and tools to describe places and spaces.

21 GLE Code: SS.2.2.1

22 **Evidence Outcomes**

23 *Students Can:*

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

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. Identify key attributes of a variety of geographic tools. For example: globes, maps, and GPS
- 33 ~~(Entrepreneurial Skills: Inquiry/Analysis)~~ **(Communicator: Data Literacy)**.
- 34 2. Find information through the use of geographic technologies. For example: GPS and satellite
- 35 imagery ~~(Entrepreneurial Skills: Inquiry/Analysis)~~ **(Problem Solver: Critical Thinking and Analysis)**.

1 *Inquiry Questions:*

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

7 *Nature and Skills of Geography:*

- 8 1. Spatial thinkers use visual representations of the environment.
- 9 2. Spatial thinkers identify data and reference points to understand space and place.

10 *Disciplinary, Information, and Media Literacy:*

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

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

21 **Prepared Graduates:**

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

24 **Grade Level Expectation:**

- 25 2. **Explain how p**People in communities manage, modify, and depend on their environment.

26 GLE Code: SS.2.2.2

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Explain how communities manage and use nonrenewable and renewable resources.
- 30 ~~b. Explain how community is defined by physical boundaries and resources.~~
- 31 c. Explain **how the environment influences** why people settle in certain areas.
- 32 d. Identify examples of how human activity influences ~~cultural and~~ environmental characteristics of a
- 33 place over time.
- 34 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~~) (Problem Solver: Critical Thinking and
5 Analysis).
6 2. Make observations and draw conclusions about the relationship between a community and their
7 environment (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Problem Solver: Critical Thinking and
8 Analysis).

9 *Inquiry Questions:*

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

20 *Nature and Skills of Geography:*

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

36 *Disciplinary, Information, and Media Literacy:*

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

1 4. Synthesize information from multiple sources to demonstrate understanding of a topic.

2 **Second Grade, Standard 3. Economics**

3 **Prepared Graduates:**

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

7 **Grade Level Expectation:**

8 1. Resources are scarce, so individuals may not have access to the goods and services they want.

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~~) (Problem Solver: Critical Thinking and Analysis).
- 20 2. Recognize problems that arise from scarcity and their respective solutions (~~Entrepreneurial Skills:~~
21 ~~Critical Thinking/ Problem Solving~~) (Problem Solver: 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
34 benefits 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. 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 while being respectful
11 to others.
- 12 b. Analyze how ~~people in diverse groups~~ diverse community members and groups (including, but not
13 limited to, African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious
14 minorities) ~~monitor~~ advocate for their interests and responsibly influence decisions in their
15 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 voting, representation, lobbying and
19 organizing, that are important to privileged and marginalized individuals, families, and
20 communities. For example: African Americans, Latinos, Asian Americans, Indigenous Peoples,
21 LGBTQ, and religious minorities families. ~~(For example: voting and representation and lobbying and~~
22 ~~organizing).~~
- 23 f. Describe the characteristics that enable a community member to engage in the community
24 responsibly and effectively.

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

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

31 *Inquiry Questions:*

- 32 1. What are beliefs that help people live together in communities?
- 33 2. What civic responsibilities do you think are important?
- 34 3. How can different cultures and beliefs influence a community?
- 35 4. What are responsible ways to advocate for ideas in a community?
- 36 5. How do we make sure that all perspectives are represented?
- 37 6. What are responsible ways to gather information in order to make informed decisions and advocate
38 for our community?

1 7. How do we know when information is factual or someone’s opinion? How does that influence how I
2 use the information?

3 *Nature and Skills of Civics:*

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

10 *Disciplinary, Information, and Media Literacy:*

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

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

22 **Prepared Graduates:**

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

25 **Grade Level Expectation:**

- 26 2. Identify and compare multiple ways that people understand and resolve conflicts and differences.

27 GLE Code: SS.2.4.2

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Analyze ways that diverse individuals, groups, and communities (including those of Indigenous,
31 African, Latino, and Asian descent) work through conflict and promote social change. For example:
32 Civil Rights Movement, Voting Rights Acts, changes to law/practice, etc.)
- 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.~~
- 35 c. Identify and give examples of appropriate and inappropriate uses of power and/or authority and the
36 consequences for abuse of power.
- 37 d. Demonstrate skills to understand and resolve conflicts or differences.

- 1 e. Identify strategies to address imbalances of power (anti-bullying, deliberation and mediation, equity
2 vs. equality, etc.)

3 Academic Context and Connections

4 *Colorado Essential Skills:*

- 5 1. Compare attitudes and beliefs as an individual to others (~~Civic/Interpersonal Skills: Global/Cultural~~
6 ~~Awareness~~) (~~Community Member: Social Awareness~~).
7 2. Appropriately express a range of emotions to communicate personal ideas/needs (~~Personal Skills:~~
8 ~~Self-Awareness~~) (~~Empowered Individual: Self-Management~~)

9 *Inquiry Questions:*

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

20 *Nature and Skills of Civics:*

- 21 1. Civic-minded individuals examine how culture influences the disposition of rules, laws, rights, and
22 responsibilities.
23 2. Civic-minded individuals understand that power and authority shape individual participation.

24 *Disciplinary, Information, and Media Literacy:*

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

30 Second Grade, Standard 5. Personal Financial Literacy

31 Prepared Graduates:

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

33 Grade Level Expectation:

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

35 GLE Code: SS.2.5.1

1 Evidence Outcomes

2 *Students Can:*

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

16 Academic Context and Connections

17 *Colorado Essential Skills:*

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

24 *Inquiry Questions:*

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

30 *Nature and Skills of Economics:*

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

36 *Disciplinary, Information, and Media Literacy:*

- 37 1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,
38 descriptive details, speaking clearly at an understandable pace.
- 39 2. Compare the benefits and costs of individual choices.
- 40 3. Identify positive and negative incentives that influence the decisions people make.

- 1 4. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and
- 2 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze 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~~) (~~Communicator: Media~~
19 ~~Literacy~~).
20 2. Ask questions to develop further understanding of reliability of various kinds of historical sources
21 (~~Professional Skills: Self-Advocacy~~) (~~Problem Solver: Critical Thinking and Analysis~~).

22 *Inquiry Questions:*

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

28 *Nature and Skills of History:*

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

- 1 6. Historical thinkers make inferences about the intended audience and purpose of a primary source
2 from information within the source itself.

3 *Disciplinary, Information, and Media Literacy:*

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

16

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

18 **Prepared Graduates:**

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

21 **Grade Level Expectation:**

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

24 GLE Code: SS.3.1.2

25 **Evidence Outcomes**

26 *Students Can:*

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

34 **Academic Context and Connections**

35 *Colorado Essential Skills:*

- 36 1. Recognize how members of a community rely on each other and interact to influence the
37 development of their communities (**Civic/Interpersonal Skills: Collaboration/Teamwork**) (**Community**
38 **Member: Civic Engagement**).

1 *Inquiry Questions:*

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

7 *Nature and Skills of History:*

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

17 *Disciplinary, Information, and Media Literacy:*

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

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

32 **Prepared Graduates:**

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

35 **Grade Level Expectation:**

- 36 1. Use geographic tools to develop spatial thinking.

37 GLE Code: SS.3.2.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Read and interpret information from geographic tools and formulate geographic questions.
- 4 b. Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state
5 of Colorado, and neighboring states on maps.
- 6 c. Describe the natural and man-made features of a specific area on a map.
- 7 d. Identify geography-based problems and examine the ways that people have tried to solve them.

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

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

12 *Inquiry Questions:*

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

18 *Nature and Skills of Geography:*

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

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
29 text to demonstrate understanding of the text. For example: where, when, why, and how key events
30 occur.
- 31 2. Determine the kinds of sources that will be helpful in answering compelling and supporting
32 questions, taking into consideration the different opinions people have about how to answer the
33 questions.
- 34 3. Find information through the use of technologies.

35 **Third 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.

1 **Grade Level Expectation:**

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

4 GLE Code: SS.3.2.2

5 **Evidence Outcomes**

6 *Students Can:*

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

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Investigate a variety of places and communities and draw conclusions about regions.
18 (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Problem Solver: Critical Thinking and Analysis)

19 *Inquiry Questions:*

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

24 *Nature and Skills of Geography:*

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

31 *Disciplinary, Information, and Media Literacy:*

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

1 Third 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 producers and consumers exchange goods and services in different ways.

8 GLE Code: SS.3.3.1

9 Evidence Outcomes

10 *Students Can:*

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

19 Academic Context and Connections

20 *Colorado Essential Skills:*

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

26 *Inquiry Questions:*

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

31 *Nature and Skills of Economics:*

- 32 1. Economic thinkers analyze trade and the use of money.
33 2. Economic thinkers describe and study the importance of exchange in a community.
34 3. Economic thinkers understand that goods and services are exchanged in multiple ways and are a
35 part of everyday life such as purchasing or trading items.

- 1 4. Economic thinkers realize that production, consumption, and the exchange of goods and services
- 2 are interconnected in the world. For example: Vegetables from California are sold at Colorado
- 3 markets and an ice storm in Florida affects orange juice supplies for the world.
- 4 5. Economic thinkers can explain why people voluntarily exchange goods and services when both
- 5 parties expect to gain as a result of the trade.
- 6 6. Economic thinkers understand why people specialize and trade, and how that leads to increased
- 7 economic interdependence in the world economy.

8 *Disciplinary, Information, and Media Literacy:*

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

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

18 **Prepared Graduates:**

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

21 **Grade Level Expectation:**

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

23 GLE Code: SS.3.4.1

24 **Evidence Outcomes**

25 *Students Can:*

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

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. Appropriately express one's own emotions, thoughts, and values and identify how they influence
- 34 behavior (~~Personal Skills: Self-Awareness~~) (~~Empowered Individual: Self Awareness~~).
- 35 2. Regulate reactions to differing perspectives (~~Personal Skills: Adaptability/Flexibility~~) (~~Problem Solver:~~
- 36 ~~Adaptability and Flexibility~~).
- 37 3. Identify and explain a different perspective when exploring events or ideas (~~Civic/Interpersonal~~
- 38 ~~Skills: Global/Cultural Awareness~~) (~~Community Member: Global and Cultural Awareness~~).

- 1 4. State a position and reflect on possible objections to assumptions and implications of the position
2 (~~Civic/Interpersonal Skills: Character~~) (Empowered Individual: Self Advocacy and Initiative).

3 *Inquiry Questions:*

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

11 *Nature and Skills of Civics:*

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

23 *Disciplinary, Information, and Media Literacy:*

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

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

37 **Prepared Graduates:**

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

1 **Grade Level Expectation:**

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

3 GLE Code: SS.3.4.2

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. ~~Identify the origins, structures, and functions of local government.~~
- 7 b. Identify and explain the services local governments provide and how those services are funded. **For**
- 8 **example: Voting, lobbying, protesting, organizing, and engaging in discourse with elected officials.**
- 9 c. Identify and explain a variety of roles leaders, citizens, and others play in local government.
- 10 d. Describe how local government provides opportunities for people to exercise their rights and
- 11 initiate change.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

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

16 *Inquiry Questions:*

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

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
- 30 that 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.

1 Third Grade, Standard 5. Personal Financial Literacy

2 Prepared Graduates:

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

4 Grade Level Expectation:

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

6 GLE Code: SS.3.5.1

7 Evidence Outcomes

8 *Students Can:*

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

14 Academic Context and Connections

15 *Colorado Essential Skills:*

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

32 *Inquiry Questions:*

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

1 *Nature and Skills of Economics:*

- 2 1. Financially capable individuals create goals and work toward meeting them.
- 3 2. Financially capable individuals understand the cost and the accountability associated with
- 4 borrowing.
- 5 3. Financially capable individuals understand that personal financial goal setting is a lifelong activity
- 6 and short-term goal setting is essential to that process. For example: saving for a fish aquarium or
- 7 skateboard.
- 8 4. Financially capable individuals understand that an analysis of various options and creating short- and
- 9 long-term goals for borrowing is a lifelong skill. For example: Adults borrow money to buy a car or
- 10 go on a vacation.

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 people make.
- 14 3. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare
- 15 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze 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,
13 ~~treaties, oral histories,~~ etc.
- 14 b. Identify cause-and-effect relationships using primary sources to understand the history of
15 Colorado's 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~~
19 ~~settlers. after westward expansion.~~
- 20 d. Identify and describe how major political and cultural groups have affected the development of the
21 region. ~~For example: African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and~~
22 ~~religious minorities.~~
- 23 e. ~~Identify and describe the processes of settler colonialism/Westward Expansion that impacted~~
24 ~~and altered the political and cultural landscape of the region presently known as Colorado.~~

25 Academic Context and Connections

26 *Colorado Essential Skills:*

- 27 1. Identify and explain the perspectives of the various groups ~~including African American, Latino, Asian~~
28 ~~American, Indigenous Peoples, LGBTQ, and religious minorities~~ important in Colorado history when
29 exploring the development of the state (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~)
30 (~~Community Member: Global and Cultural Awareness~~).
- 31 2. Recognize and describe cause-and-effect relationships in the history of Colorado (~~Entrepreneurial~~
32 ~~Skills: Inquiry/Analysis~~) (~~Problem Solver: Critical Thinking and Analysis~~).

33 *Inquiry Questions:*

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

- 1 4. What social and economic decisions caused ~~people to locate~~ African American, Latino, Asian
2 American, Indigenous Peoples, LGBTQ, and religious minorities to be relocated in various regions of
3 Colorado?
- 4 5. What factors caused the displacement of Indigenous Peoples for Colorado?
- 5 6. How does one's perspective influence the words we use when studying events in history? For
6 example: Settler colonialism and Westward Expansion?

7 *Nature and Skills of History:*

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

18 *Disciplinary, Information, and Media Literacy:*

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

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

34 **Prepared Graduates:**

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

37 **Grade Level Expectation:**

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

40 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. **For example: Colorado statehood, Ludlow Massacre, creation of**
6 **National Park system in Colorado, Great Depression, Dust Bowl, Amaché, Civil Rights protests,**
7 **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 minorities, Spanish explorers, trappers/traders, and European settlers. after**
11 **westward expansion.**
- 12 d. Describe the impact of various technological developments. For example: Changes in mining
13 technologies, **agricultural technology (center pivot irrigation),** transportation, early 20th century
14 industrial developments, and mid- to late-20th century nuclear and computer technologies.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

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

20 *Inquiry Questions:*

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

30 *Nature and Skills of History:*

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

- 1 6. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details
2 with relevant information and data.

3 *Disciplinary, Information, and Media Literacy:*

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

16 **Fourth 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 tools to research and answer questions about Colorado geography.

22 GLE Code: SS.4.2.1

23 **Evidence Outcomes**

24 *Students Can:*

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

32 **Academic Context and Connections**

33 *Colorado Essential Skills:*

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

1 *Inquiry Questions:*

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

7 *Nature and Skills of Geography:*

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

19 *Disciplinary, Information, and Media Literacy:*

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

31 **Fourth 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. Connections are developed within and across human and physical systems.~~ Explain the relationship
- 37 ~~between the physical environment and its effect on human activity.~~

38 GLE Code: SS.4.2.2

1 **Evidence Outcomes**

2 *Students Can:*

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

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

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

14 *Inquiry Questions:*

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

20 *Nature and Skills of Geography:*

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

33 *Disciplinary, Information, and Media Literacy:*

- 34 1. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the
35 differences in focus and the information provided.
- 36 2. Integrate information from two texts on the same topic in order to write or speak about the subject
37 knowledgeably.
- 38 3. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 39 4. Introduce a topic clearly and group-related information in paragraphs and sections; include
40 formatting (e.g., headings), illustrations, and multimedia when useful in ~~te~~-aiding comprehension.

- 1 5. Identify disciplinary concepts and ideas associated with a compelling question that are open to
- 2 different interpretations.
- 3 6. Explain how supporting questions help answer compelling questions in an inquiry.
- 4 7. Articulate the most effective options to access information needed for a specific purpose.
- 5 8. Find information through the use of technologies.
- 6 9. Communicate information through the use of technologies.

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

8 **Prepared Graduates:**

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

12 **Grade Level Expectation:**

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

14 GLE Code: SS.4.3.1

15 **Evidence Outcomes**

16 *Students Can:*

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

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

- 28 1. Set goals and develop strategies which take into account positive and negative incentives in order to
- 29 remain focused on learning goals (~~Personal Skills: Perseverance/Resilience~~) (~~Empowered Individual:~~
- 30 ~~Perseverance and Resilience~~).

31 *Inquiry Questions:*

- 32 1. Why are different goods and services important at different times in Colorado's history?
- 33 2. How have science and technology changed the economy of Colorado?
- 34 3. How have natural, human, and capital resources had both positive and negative impacts on the
- 35 development of Colorado?
- 36 4. How can you explain why people or communities make the decisions that they do?

1 *Nature and Skills of Economics:*

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

11 *Disciplinary, Information, and Media Literacy:*

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

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

18 **Prepared Graduates:**

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

21 **Grade Level Expectation:**

- 22 1. ~~Identify and~~ investigate ~~and analyze~~ multiple perspectives on civic issues.

23 GLE Code: SS.4.4.1

24 **Evidence Outcomes**

25 *Students Can:*

- 26 a. Give examples of issues faced by the state of Colorado and develop possible solutions.
27 b. Provide supportive arguments for both sides of a current public policy debate **involving diverse**
28 **stakeholders**.
29 c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed
30 and resolved, **including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ,**
31 **and religious minorities. For example: Ralph Carr and Executive Order 9066.**
32 d. Identify and use appropriate sources to investigate and analyze issues from multiple
33 perspectives, **including from African Americans, Latinos, Asian Americans, Indigenous Peoples,**
34 **LGBTQ, and religious minorities.**

35 **Academic Context and Connections**

36 *Colorado Essential Skills:*

- 37 1. Regulate reactions to differing perspectives (**Personal Skills: Adaptability/Flexibility**) (**Problem Solver:**
38 **Adaptability and Flexibility**).

- 1 2. Identify and explain multiple perspectives when exploring issues faced by the state of Colorado
2 (*Civic/Interpersonal Skills: Global/Cultural Awareness*) (*Community Member: Global and Cultural*
3 *Awareness*).
- 4 3. Participate in social or community activities (*Community Member: Civic Engagement*).

5 *Inquiry Questions:*

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

15 *Nature and Skills of Civics:*

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

29 *Disciplinary, Information, and Media Literacy:*

- 30 1. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 31 2. Integrate information from two texts on the same topic in order to write or speak about the subject
32 knowledgeably.
- 33 3. Identify disciplinary concepts and ideas associated with a compelling question that are open to
34 different interpretations.
- 35 4. Determine the kinds of sources that will be helpful in answering compelling and supporting
36 questions, taking into consideration the different opinions people have about how to answer the
37 questions.
- 38 5. Gather relevant information from multiple sources while using the origin, structure, and context to
39 guide the selection.
- 40 6. Present information orally and in writing.
- 41 7. Use technology to efficiently and effectively access information.
- 42 8. Understanding the consequences of how and what one chooses to communicate.

1 **Fourth Grade, 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. **Describe** the origins, structures, and functions of the Colorado government.

7 GLE Code: SS.4.4.2

8 **Evidence Outcomes**

9 *Students Can:*

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

18 **Academic Context and Connections**

19 *Colorado Essential Skills:*

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

22 *Inquiry Questions:*

- 23 1. What would state government look like if one of the branches had more power than the others?
- 24 2. What would Colorado be like without a state government?
- 25 3. To what extent were various individuals and organizations in the state important in the
26 development of Colorado's government?

27 *Nature and Skills of Civics:*

- 28 1. Civic-minded individuals understand the importance of the processes and rules by which groups of
29 people make decisions, govern themselves, and address public problems.
- 30 2. Civic-minded individuals know the origins, structure, and functions of Colorado's government and
31 how it provides for participation, influence, and benefits. For example, individuals can vote on ballot
32 issues that affect taxes.
- 33 3. Civic-minded individuals investigate resources and ask for government support and services. For
34 example: someone wanting to open a restaurant can visit the Department of Health website to get
35 information.

- 1 4. Civic-minded individuals can explain different strategies and approaches that students and others
2 could take in working alone and together to address local, regional, and global problems, and
3 predict possible results of their actions.

4 *Disciplinary, Information, and Media Literacy:*

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

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

15 **Prepared Graduates:**

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

17 **Grade Level Expectation:**

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

19 GLE Code: SS.4.5.1

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Define choice and opportunity cost.
23 b. Determine the relationship between long-term goals and opportunity cost.
24 c. Analyze scenarios of choices including opportunity cost. For example: how to spend allowance
25 money or purchase school supplies.

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

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

35 *Inquiry Questions:*

- 36 1. What different ways does an individual have to get information when deciding between purchase
37 options?

- 1 2. How do you know when a good decision has been made about a purchase?
- 2 3. How do you know when a bad decision has been made about a purchase?
- 3 4. What outside influences (peer pressure) can affect spending decisions?

4 *Nature and Skills of Economics:*

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

13 *Disciplinary, Information, and Media Literacy:*

- 14 1. Integrate information from two texts on the same topic in order to write or speak about the subject
15 knowledgeably.
- 16 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze 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, treaties with~~
14 ~~Indigenous Nations such as the Two Row Wampum Treaty,~~ the Stamp Act, the Declaration of
15 Independence, and the Constitution.
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~~) (Communicator: 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~~) (Community Member: Global and
27 Cultural Awareness).

28 *Inquiry Questions:*

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

35 *Nature and Skills of History:*

- 36 1. Historical thinkers analyze and interpret primary and secondary sources to make inferences about
37 various time periods and show cause-and-effect relationships.

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

18 *Disciplinary, Information, and Media Literacy:*

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

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

31 **Prepared Graduates:**

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

34 **Grade Level Expectation:**

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

39 GLE Code: SS.5.1.2

1 Evidence Outcomes

2 *Students Can:*

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

20 Academic Context and Connections

21 *Colorado Essential Skills:*

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

26 *Inquiry Questions:*

- 27 1. How did historical events and individuals impact diversity in the United States?
- 28 2. How did important American documents shape American beliefs and values?
- 29 3. To what extent did individuals and their ideas contribute to the establishment of the United States
30 government?
- 31 4. ~~Whose voices were left out of the process of establishing the United States government?~~
- 32 5. ~~How did European imperialism affect Indigenous populations?~~
- 33 6. ~~How did European imperialism affect enslaved African populations?~~

34 *Nature and Skills of History:*

- 35 1. Historical thinkers use chronology to organize and study cause-and-effect relationships across time.
- 36 2. Historical thinkers study people, places, and events to tell the story of history from multiple
37 perspectives ~~including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ,~~
38 ~~and religious minorities.~~
- 39 3. Historical thinkers examine the context and information from the past to make connections and
40 inform decisions in the present. For example: the concept of liberty continues to be defended by
41 lawyers and citizens; and the rights and responsibilities of citizens continue to evolve through the
42 work of policy makers, legislators, judges, lawyers, and individuals.

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

10 *Disciplinary, Information, and Media Literacy:*

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

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

25 **Prepared Graduates:**

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

28 **Grade Level Expectation:**

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

30 GLE Code: SS.5.2.1

31 **Evidence Outcomes**

32 *Students Can:*

- 33 a. Answer questions about regions of the United States using various types of maps.
- 34 b. Use geographic tools to identify, locate, and describe places and regions in the United States and
- 35 suggest reasons for their location.
- 36 c. Describe the influence of accessible resources on the development of local and regional
- 37 communities throughout 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
4 about communities in the United States (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Community
5 Member: Global and Cultural 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
12 North America over time?

13 *Nature and Skills of Geography:*

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

20 *Disciplinary, Information, and Media Literacy:*

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

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

30 **Prepared Graduates:**

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

33 **Grade Level Expectation:**

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

35 GLE Code: SS.5.2.2

1 **Evidence Outcomes**

2 *Students Can:*

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

11 **Academic Context and Connections**

12 *Colorado Essential Skills:*

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

19 *Inquiry Questions:*

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

25 *Nature and Skills of Geography:*

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

31 *Disciplinary, Information, and Media Literacy:*

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

1 **Fifth 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 patterns of trade shaped the development of Early America.

8 GLE Code: SS.5.3.1

9 **Evidence Outcomes**

10 *Students Can:*

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

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 1. Investigate to form hypotheses, make observations, and draw conclusions about the development
22 of the systems of exchange in the United States (~~Entrepreneurial Skills: Inquiry/Analysis~~) (~~Problem~~
23 ~~Solver: Critical Thinking and Analysis~~).
- 24 2. Recognize how members of a community rely on each other through trade and exchange
25 (~~Civic/Interpersonal Skills: Collaboration/Teamwork~~) (~~Community Member: Civic Engagement~~).

26 *Inquiry Questions:*

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

31 *Nature and Skills of Economics:*

- 32 1. Economic thinkers analyze trade and the use of money.
33 2. Economic thinkers describe and study the importance of exchange in a community.
34 3. Economic thinkers understand the actions of financial institutions in a market economy.
35 4. Economic thinkers make decisions about how to use scarce resources to maximize the well-being of
36 individuals and society.

- 1 5. Economic thinkers voluntarily exchange goods and services when both parties expect to gain as a
2 result of the trade.
- 3 6. Economic thinkers understand that the principles of markets apply to markets for goods and
4 services, labor, credit, and foreign exchange.
- 5 7. Economic thinkers understand why people specialize and trade, and how that leads to increased
6 economic interdependence in the world economy.
- 7 8. Economic thinkers gather information from a variety of sources and evaluate the relevance of that
8 information when constructing opinions, explanation~~s~~, or arguments.

9 *Disciplinary, Information, and Media Literacy:*

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

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

22 **Prepared Graduates:**

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

25 **Grade Level Expectation:**

- 26 1. Construct an understanding of the foundations of citizenship in the United States.

27 GLE Code: SS.5.4.1

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Describe and provide sources and examples of individual rights.
- 31 b. Give examples of group and individual actions that illustrate civic ideals in the founding of the
32 United States. For example: freedom, rule of law, equality, civility, cooperation, respect,
33 responsibility, and civic participation.
- 34 c. Explain the reasons for the ~~settlement of the American~~ establishment of the colonies by England
35 and make connections to Spanish colonies and missions, French colonies, and Asian American
36 migrant laborers.
- 37 d. Define the criteria and process for becoming a citizen.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Recognize how members of a community rely on each other through a variety of ways when
4 creating rules and norms. (Civic/Interpersonal Skills: Collaboration/Teamwork) (Problem Solver:
5 Collaboration and Teamwork)
- 6 2. Connect knowledge of the foundations of citizenship in the United States to personal
7 ideas/understandings. (Civic/Interpersonal Skills: Civic Engagement) (Community Member: Civic
8 Engagement)

9 *Inquiry Questions:*

- 10 1. ~~How might citizens view an issue differently because of their backgrounds?~~ Who is considered a
11 citizen and why?
- 12 2. How has citizenship been decided over the course of history?
- 13 3. What is the most important right of a citizen?
- 14 4. ~~What is the most important responsibility of a citizen?~~
- 15 5. How does the government meet its responsibility to citizens?
- 16 6. Who is the government?
- 17 7. What historical or current barriers to citizenship have affected African Americans, Latinos, Asian
18 Americans, Indigenous Peoples, LGBTQ, and religious minorities?

19 *Nature and Skills of Civics:*

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

35 *Disciplinary, Information, and Media Literacy:*

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

1 Fifth Grade, 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. **Investigate** the origins, structures, and functions of the United States government.

7 GLE Code: SS.5.4.2

8 Evidence Outcomes

9 *Students Can:*

- 10 a. Explain the **historical significance of the events and foundational documents** and the events that led
11 to the establishment of the United States government. For example: The Philadelphia Convention,
12 **the colonial experience**, the **Declaration of Independence**, the Articles of Confederation, **the**
13 **Declaration of Sentiments**, and the **Constitution**.
- 14 b. Identify political principles of American democracy and how the **Constitution** and **Bill of Rights**
15 reflect and preserve these principles.
- 16 c. Explain the **origins, structures, and functions of the three branches of the United States government**
17 **and the relationships among them**.
- 18 d. Describe how the **Constitution balances the power of national and state governments**. ~~decisions of~~
19 ~~the national government affect local and state government.~~

20 Academic Context and Connections

21 *Colorado Essential Skills:*

- 22 1. Identify and explain multiple perspectives when exploring the events leading to the creation of the
23 United States government and the principles of American democracy. (**Civic/Interpersonal Skills:**
24 **Global/Cultural Awareness**) (**Problem Solver: Critical Thinking and Analysis**)

25 *Inquiry Questions:*

- 26 1. What are democratic ideals and practices and their historic origins?
27 2. Were the founding fathers correct in keeping the Constitution open for flexibility and
28 interpretation? Why?
29 3. How have historical documents defined and distributed power?

30 *Nature and Skills of Civics:*

- 31 1. Civic-minded individuals understand the concept of individual rights as a cornerstone to American
32 democracy.
- 33 2. Civic-minded individuals understand the relationships between individual rights and personal
34 responsibility.
- 35 3. Civic-minded individuals know that the origins, structure, and function of the United States
36 government are studied to create an informed, civically literate, and responsible society. For
37 example: fundamental principles and liberties are still evolving as judges interpret the Constitution,
38 and legislators make laws and local city councils, and boards create regulations.

- 1 4. Civic-minded individuals understand that in order to act responsibly and effectively, citizens must
2 understand the important institutions of their society and the principles that these institutions are
3 intended to reflect.
- 4 5. Civic-minded individuals understand that civics teaches the principles—such as adherence to the
5 social contract, consent of the governed, limited government, legitimate authority, federalism, and
6 separation of powers—that are meant to guide official institutions such as legislatures, courts, and
7 government agencies.

8 *Disciplinary, Information, and Media Literacy:*

- 9 1. Integrate information from several texts on the same topic in order to write or speak about the
10 subject knowledgeably.
- 11 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 12 3. Determine the kinds of sources that will be helpful in answering compelling and supporting
13 questions, taking into consideration the different opinions people have about how to answer the
14 questions.
- 15 4. Identify and discuss primary and secondary sources.

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

17 **Prepared Graduates:**

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

19 **Grade Level Expectation:**

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

21 GLE Code: SS.5.5.1

22 **Evidence Outcomes**

23 *Students Can:*

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

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 31 1. Make connections between information gathered and personal experiences to apply and/or test
32 solutions when choosing a financial institution or financial product (**Entrepreneurial Skills: Critical
33 Thinking/Problem Solving**) (**Problem Solver: Adaptability and Flexibility**).
- 34 2. Express one's own emotions, thoughts, and values and identify how they influence behavior when
35 making decisions regarding choosing a financial institution or financial product (**Personal Skills: Self-
36 Awareness**) (**Empowered Individual: Self Awareness**).

- 1 3. Ask questions to develop further personal understanding when choosing financial institutions and
2 financial products. (~~Professional Skills: Self-Advocacy~~) (Empowered Individual: Self Advocacy and
3 Initiative)

4 *Inquiry Questions:*

- 5 1. What risks and benefits are associated with spending versus saving and investing?
6 2. How can a checking account help to decide how to spend and save?
7 3. Why do people use financial institutions rather than self-banking?
8 4. How do people choose a financial institution?
9 5. What are the risks and benefits of different financial institutions?
10 6. How do you evaluate if your personal financial goals align with the goals of different financial
11 institutions?

12 *Nature and Skills of Economics:*

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

19 *Disciplinary, Information, and Media Literacy:*

- 20 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
21 2. Conduct short research projects that use several sources to build knowledge through investigation
22 of different aspects of a topic.
23 3. Understand how rules for respecting others’ belongings apply to digital content and information
24 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze how historical knowledge is viewed, constructed, and interpreted.

7 Grade Level Expectation:

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

11 GLE Code: SS.6.1.1

12 Evidence Outcomes

13 *Students Can:*

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

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~~) (Problem Solver: Critical
26 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~~) (Problem Solver: Creativity and
29 Innovation).
- 30 3. Find value in different perspectives expressed by others (~~Personal Skills: Adaptability/Flexibility~~)
31 (Problem Solver: Adaptability and Flexibility).
- 32 4. Utilize primary and secondary sources to examine how individuals interpret messages differently,
33 how values and points of view are included or excluded, and how media can influence beliefs and
34 behaviors (~~Professional Skills: Information Literacy~~) (Communicator: Media Literacy).

35 *Inquiry Questions:*

- 36 1. What questions help us understand the change over time across the development of the Western
37 Hemisphere and the interactions of people in the region?
- 38 2. Why do sources on the same topic vary, and how do we determine which ones will help us
39 effectively interpret the past?

- 1 3. What key primary sources help us to understand the Western Hemisphere?
- 2 4. How is the bias of the author of a source reflected in the source itself?
- 3 5. What questions help us understand the interactions of people in the Western Hemisphere and
- 4 how those interactions changed over significant periods of time?
- 5 6. How do we include the voices of marginalized groups such as African Americans, Indigenous
- 6 Peoples, and Latinos in our understanding of history in the Western Hemisphere?

7 *Nature and Skills of History:*

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

17 *Disciplinary, Information, and Media Literacy:*

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

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

23 **Prepared Graduates:**

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

26 **Grade Level Expectation**

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

29 GLE Code: SS.6.1.2

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. Explain how people, products, cultures, and ideas interact and are interconnected in the Western
- 33 Hemisphere and how they have impacted modern times. For example: The “Great Dying” of
- 34 Indigenous Peoples in the Americas and its consequences; anti-colonial and nationalist movements;
- 35 and rapid deforestation in the Amazon.
- 36 b. Determine and explain the historical context of key people, events, cause and effect relationships,
- 37 and ideas over time including the examination of different perspectives from people involved. For
- 38 example: Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers,

- 1 ~~colonizers of countries in the Western Hemisphere, and the Columbian Exchange.~~ For example:
2 Indigenous contact with European colonizers, pre-colonial experiences of Indigenous Peoples such
3 as the Inuit, Maya, Aztec, Inca, the enslavement of peoples in North and South America and the
4 Caribbean, and the Columbian Exchange.
- 5 c. Identify examples of the social, political, cultural, and economic development in ~~key areas of~~ the
6 Western Hemisphere. For example: The extension of networks of communication, colonial empires,
7 patterns of migration over time, and international trade.
- 8 d. Explain the interdependence and uniqueness among Indigenous Peoples in the Western
9 Hemisphere, including their influence on modern society.

10 Academic Context and Connections

11 *Colorado Essential Skills:*

- 12 1. Make connections between information gathered and personal experiences to create, research, and
13 revise historical questions (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (Problem Solver:
14 Creativity & Innovation, Critical Thinking & Analysis).
- 15 2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and
16 primary sources (~~Entrepreneurial Skills: Creativity/Innovation~~) (Problem Solver: Creativity &
17 Innovation).
- 18 3. Plan and evaluate complex solutions to global challenges within the Western Hemisphere using
19 multiple disciplinary ~~lenses perspectives~~ such as cultural, ethnic, historical, and scientific (~~Civic
20 Interpersonal Skills: Global/Cultural Awareness~~) (Problem Solver: Critically Thinking and Analysis).
- 21 4. Examine different historical perspectives expressed in primary and secondary sources (Problem
22 Solver: Critically Thinking and Analysis).
- 23 5. Look for and find value in different perspectives expressed by others (Problem Solver:
24 Adaptability/Flexibility).

25 *Inquiry Questions:*

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

35 *Nature and Skills of History:*

- 36 1. Historical thinkers analyze patterns and themes across time to understand current events.
- 37 2. Historical thinkers ~~study the people, places, ideas, and events in the Western Hemisphere to~~
38 construct the story of history from multiple perspectives including those underrepresented or
39 absent from traditional narratives. For example: Ancient civilizations, Indigenous Peoples, cultures
40 as they existed historically as well as in the present, the impact of pre and post colonization on
41 slavery throughout the Western Hemisphere, major explorers and the impact of colonialism,
42 independence movements, and the Asian influence in the Western Hemisphere.

- 1 3. Historical thinkers use chronology to organize time.
- 2 4. ~~Historical thinkers examine and evaluate data for context, purpose, perspective, bias, and~~
3 ~~corroboration. interpret, and evaluate data for point of view, historical context, or propaganda and~~
4 ~~use it to inform decisions on the current world today.~~
- 5 5. ~~Historical thinkers investigate how philosophies and ideas from ancient civilizations and Indigenous~~
6 ~~Peoples of the Western Hemisphere the Aztec, Maya, Inca, and others in history continue to inform~~
7 ~~and affect the present.~~
- 8 6. ~~Historical thinkers research how technological developments continue to evolve and affect the~~
9 ~~present.~~

10 *Disciplinary, Information, and Media Literacy:*

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

17 **Sixth 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 and ~~sources resources~~ to research and make geographic inferences and
23 predictions about the Western Hemisphere.

24 GLE Code: SS.6.2.1

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Use geographic tools to identify, locate, and describe places and regions in the Western Hemisphere
28 ~~to investigate and solve geographic problems. For example: latitude, longitude, scale on maps,~~
29 ~~globes, and other resources such as~~ Latitude and longitude, map scale, globes, map
30 ~~types/projections, photographs, GIS, GPS, and satellite imagery.~~
- 31 b. Collect, analyze, and synthesize data from geographic tools to compare regions in the Western
32 Hemisphere.
- 33 c. Examine geographic sources to formulate ~~questions~~ and investigate ~~inquiry questions to understand~~
34 ~~the past, analyze the present, or plan for the future. responses~~
- 35 d. ~~Interpret, apply, and communicate geographic data to justify potential solutions to problems in the~~
36 ~~Western Hemisphere at the local, state, national, and global levels.~~ Interpret geographic
37 data/evidence to draw conclusions, make predictions, and justify potential solutions to problems at
38 the local, state, national, and global levels.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Apply knowledge to set goals, make informed decisions and transfer to new contexts (~~Personal~~
4 ~~Skills: Initiative/Self-Direction~~) (Problem Solver: Critically Thinking and Analysis).
- 5 2. Engage in novel approaches, directions, ideas, and/or perspectives while using the inquiry process to
6 analyze primary and secondary ~~inquiry and primary~~ sources (~~Entrepreneurial Skills:~~
7 ~~Creativity/Innovation~~) (Problem Solver: Critically Thinking and Analysis).
- 8 3. ~~Plan and evaluate complex solutions to global challenges, within the Western Hemisphere, which~~
9 ~~are appropriate to their contexts using multiple disciplinary perspectives, such as cultural, historical,~~
10 ~~and scientific.~~ Collaborate with others to plan and evaluate complex solutions to global challenges
11 within the Western Hemisphere using multiple disciplinary perspectives such as cultural, ethnic,
12 historical, and scientific (~~Civic Interpersonal Skills: Global/Cultural Awareness~~) (Community Member:
13 Global and Cultural Awareness).
- 14 4. ~~using geographic tools and resources, demonstrate task management attributes.~~ Demonstrate task
15 management attributes associated with producing high quality products. For example: ~~including the~~
16 ~~abilities to:~~ (a) Work positively and ethically; (b) Manage time and projects effectively; (c) Multi-task,
17 and; (d) Clearly communicate with others (~~Professional Skills: Task/Time Management~~) (Problem
18 Solver: Collaboration and Teamwork; Empowered Individual: Self-Management).
- 19 5. Apply and communicate solutions by formulating an action plan for real-world problems (Problem
20 Solver: Communication & Teamwork).
- 21 6. Revisit, reflect on, and revise inquiry questions based on analysis of geographic data (Problem
22 Solver: Critically Thinking and Analysis).

23 *Inquiry Questions:*

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

29 *Nature and Skills of Geography:*

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

38 *Disciplinary, Information, and Media Literacy:*

- 39 1. Integrate visual information such as charts, graphs, photographs, videos, or maps, with other
40 information in print and digital texts.
- 41 2. Explain and justify decisions and shared content through the use of online maps, graphs, charts,
42 data and diagrams.

- 1 3. Manage the flow of information from a wide variety of sources.
- 2 4. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and
- 3 effective presence that builds credibility.
- 4 5. Generate questions to guide research, gather information from print and digital sources, determine
- 5 biases and credibility of sources, cite sources accurately, and use evidence **their research question**
- 6 **and reasoning** to answer **research questions**.
- 7 6. **Examine the presentation of facts vs. opinions in a text to evaluate its reliability.**

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

9 **Prepared Graduates:**

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

12 **Grade Level Expectation:**

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

15 GLE Code: SS.6.2.2

16 **Evidence Outcomes**

17 *Students Can:*

- 18 a. Classify and analyze the types of human and geographic connections between places **and regions**.
- 19 b. Identify physical features of the Western Hemisphere and explain their effects on people who reside
- 20 in the region.
- 21 c. Analyze positive and negative interactions of human and physical systems in the Western
- 22 Hemisphere and give examples of how people have adapted to **and modified** their physical
- 23 environment.
- 24 d. **Use characteristics to define physical and political regions of the past and present.**

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. Look for and find value in studying different perspectives expressed by others (**Personal Skills:**
- 28 **Adaptability/Flexibility**) (Problem Solver: **Adaptability and Flexibility**).
- 29 2. Plan and evaluate complex solutions to global challenges within the Western Hemisphere that are
- 30 appropriate to their contexts using multiple disciplinary **perspectives lenses** such as cultural, **ethnic**,
- 31 historical, and scientific (**Civic Interpersonal Skills: Global/Cultural Awareness**) (Community Member:
- 32 **Global and Cultural Awareness**).
- 33 3. Apply knowledge to set goals, make informed decisions and transfer to new contexts (**Personal**
- 34 **Skills: Initiative/Self-Direction**) (Problem Solver: **Creativity and Innovation**).

35 *Inquiry Questions:*

- 36 1. What are different ways to define **regions in** the Western Hemisphere based on human and physical
- 37 systems?

- 1 2. ~~How have people interacted with the environment over time in a positive or negative way? What~~
2 have been the positive and negative consequences of human interactions with the environment?
- 3 3. ~~How has globalization affected people and places? How has globalization changed the ways societies~~
4 in the Western Hemisphere interact with people, places, and their environment?
- 5 4. ~~In what ways are places on Earth interdependent?~~
- 6 5. How did the contact between Western and Eastern societies affect and change the environment?

7 *Nature and Skills of Geography:*

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

20 *Disciplinary, Information, and Media Literacy:*

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

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

30 **Prepared Graduates:**

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

34 **Grade Level Expectation:**

- 35 1. ~~Investigate how societies create different economic systems in the Western~~
36 ~~Hemisphere.~~ Investigate how different economic systems developed in the Western Hemisphere
37 based on access to resources, societal values, and human experiences to address the problem of
38 scarcity.

39 GLE Code: SS.6.3.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Describe how economic systems in the Western Hemisphere (such as traditional, command, market,
4 and mixed) ~~allocate resources~~ build the current economic systems we use today.
- 5 b. Use economic reasoning to explain how specialization of production can result in more
6 interdependence. For example: International trade patterns.
- 7 c. Explain how different societies view and use money and resources.

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

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

19 *Inquiry Questions:*

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

27 *Nature and Skills of Economics:*

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

1 8. Economic thinkers apply an understanding of economic concepts to explain historical phenomena in
2 the Western Hemisphere.

3 *Disciplinary, Information, and Media Literacy:*

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

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

10 **Prepared Graduates:**

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

13 **Grade Level Expectation:**

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

16 GLE Code: SS.6.4.1

17 **Evidence Outcomes**

18 *Students Can:*

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

34 **Academic Context and Connections**

35 *Colorado Essential Skills:*

- 36 1. Examine how individuals in the Western Hemisphere interpret messages differently, how values and
37 points of view are included or excluded (~~Professional Skills: Information Literacy~~)-(Communicator:
38 Data Literacy).

- 1 2. Analyze how a specific problem can manifest itself at local, regional, and global levels, and how
2 media can influence beliefs and behaviors (~~Professional Skills: Information Literacy~~)(Communicator:
3 ~~Medial Literacy~~).
- 4 3. Plan and evaluate complex solutions to global challenges ~~in the Western Hemisphere in the Western~~
5 ~~Hemisphere, which are appropriate to their contexts~~, using multiple disciplinary lenses ~~perspectives~~
6 such as cultural, ethnic, historical, and scientific (~~Civic/Interpersonal Skills: Global/Cultural~~
7 ~~Awareness~~) (Communicator: Interpersonal Communication; Community Member: Global and
8 Cultural Awareness).
- 9 4. Look for and find value in different perspectives expressed by others ~~in the Western Hemisphere~~
10 (~~Personal Skills: Adaptability/Flexibility~~) (Problem Solver: 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 (Communicator: Interpersonal Communication; Problem-
13 Solver: Collaboration and Teamwork).
- 14 6. Participate in social or community activities (Community Member: Civic Engagement;
15 Communicator: Interpersonal Communication).

16 *Inquiry Questions:*

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

26 *Nature and Skills of Civics:*

- 27 1. Civic-minded individuals discuss and analyze how various government decisions impact people,
28 places, and history.
- 29 2. Civic-minded individuals analyze how the actions of individuals and groups can have a local,
30 national, and international impact.
- 31 3. Civic-minded individuals analyze the relationship between rights and responsibility in national and
32 global contexts.
- 33 4. Civic-minded individuals explain how nations are interconnected and affect each other ~~on a daily~~
34 ~~basis~~. For example: Businesses are affected by the laws, regulations, nations; and markets are
35 damaged by drought, earthquakes and other natural disasters throughout the world, ~~international~~
36 ~~trade restrictions, election interference, and pandemics~~.
- 37 5. Civic-minded individuals demonstrate how technology provides daily information regarding the
38 interaction between the United States government and other nations.
- 39 6. Civic-minded individuals apply the inquiry process, collaborative problem-solving, and design
40 thinking to create actionable solutions to civic problems.
- 41 7. Civic minded individuals investigate inquiry questions by drawing conclusions from and synthesizing
42 relevant evidence from primary and secondary sources, statistical data, current events/media. For
43 example: interviews, surveys, podcasts, news articles, social media, and databases.

1 *Disciplinary, Information, and Media Literacy:*

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

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

10 **Prepared Graduates:**

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

13 **Grade Level Expectation:**

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

16 GLE Code: SS.6.4.2

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. Examine and explain the development of foundational principles and essential structures of
20 government systems in the Western Hemisphere.
- 21 b. Describe structures and functions of different systems of government in the Western Hemisphere.
- 22 c. Identify how different systems of government relate to their citizens in the Western Hemisphere
23 and how systems of government create advantages for some of their citizens and disadvantages for
24 others.
- 25 d. Compare the economic components of the different systems of government in the Western
26 Hemisphere.
- 27 e. Compare the various governments and citizens' liberties in the Western Hemisphere.
- 28 f. Investigate the historical, social, and cultural influences of minorities on civil governments of the
29 U.S. and Colorado, North and South America, and the Caribbean. For example: Indigenous Peoples,
30 African Americans, Latinos, Asian Americans, LGBTQ+, and religious minorities.

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. Examine how individuals interpret messages differently, how values and points of view are included
34 or excluded, and how media can influence beliefs and behaviors (~~Professional Skills: Information~~
35 ~~Literacy~~) (Communicator: Media and Digital Literacy).
- 36 2. Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are
37 appropriate to their contexts, using multiple disciplinary perspectives such as cultural, ethnic,

- 1 historical, and scientific (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (Community
2 Member: Civic Engagement; Global and Cultural Awareness).
- 3 3. Look for and find value in different perspectives expressed by others in the Western Hemisphere
4 (~~Personal Skills: Adaptability/Flexibility~~) (Problem Solver: Adaptability and Flexibility).
- 5 4. Apply ethical perspectives/concepts to an ethical question/situation/scenario (~~Civic/Interpersonal~~
6 ~~Skills: Character~~) (Community Member: Civic Engagement; Communicator: Interpersonal Skills).

7 *Inquiry Questions:*

- 8 1. ~~How do you define good government?~~ What is the purpose of government?
9 2. What evidence can you find of effective and ineffective governments in the past and the present?
10 3. What would a government look like if you created it?
11 4. What are the consequences if a government does not provide for the common good?
12 5. ~~How do government systems affect social structure and citizens' quality of life?~~
13 6. ~~How do individuals and groups influence government systems to be effective?~~

14 *Nature and Skills of Civics:*

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

29 *Disciplinary, Information, and Media Literacy:*

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

1 Sixth Grade, Standard 5. Personal Financial Literacy

2 Prepared Graduates:

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

4 Grade Level Expectation:

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

6 GLE Code: SS.6.5.1

7 Evidence Outcomes

8 *Students Can:*

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

16 Academic Context and Connections

17 *Colorado Essential Skills:*

- 18 1. Demonstrate an understanding of cause and effect related to personal financial decisions.
- 19 ~~(Civic/Interpersonal Skills: Character)~~ (Community Member: Civic Engagement; Communicator:
- 20 Interpersonal Communication)
- 21 2. Identify and explain multiple perspectives (cultural and global) when exploring economic events,
- 22 ideas, and issues within the Western Hemisphere. ~~(Civic/Interpersonal Skills: Global/Cultural~~
- 23 ~~Awareness)~~ (Community Member: Civic Engagement; Global and Cultural Awareness)
- 24 3. Assess personal strengths and limitations with a well-grounded sense of confidence, optimism, and
- 25 a growth mindset. ~~(Personal Skills: Self-Awareness)~~ (Empowered Individual: Self Awareness)

26 *Inquiry Questions:*

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

34 *Nature and Skills of Economics:*

- 35 1. Financially capable individuals determine how history, location, and the distribution of resources
- 36 have impacted financial decisions.

- 1 2. Financially capable individuals understand that competition and wages are not just American
2 concepts. These concepts have applied to individual financial decisions long before the birth of the
3 nation.
- 4 3. Financially capable individuals understand that populations within various cultures have made
5 individual financial decisions differently throughout time and location.

6 *Disciplinary, Information, and Media Literacy:*

- 7 1. Analyze how and why individuals, events, and ideas develop, **for example, on social media.**
- 8 2. Explain how a question represents key ideas in the field.
- 9 3. Explain points of agreement experts have about interpretations and applications of disciplinary
10 concepts and ideas associated with a compelling question
- 11 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze 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 to
8 formulate an appropriate thesis supported by relevant evidence.

9 GLE Code: SS.7.1.1

10 Evidence Outcomes

11 *Students Can:*

- 12 a. 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 perspectives, including those from**
17 **marginalized groups, and to** identify points of view ~~while formulating historical claims and questions.~~
18 **using** art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams,
19 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)~~ (Problem Solver: Critical Thinking and
24 Analysis).
25 2. Engage in novel approaches, ideas, and/or perspectives while using inquiry and primary and
26 secondary sources ~~(Entrepreneurial Skills: Creativity/Innovation)~~ (Problem Solver: Creativity and
27 Innovation).
28 3. **Examine** ~~Look for~~ different historical perspectives expressed in primary and secondary sources
29 ~~(Personal Skills: Adaptability/Flexibility)~~ (Problem Solver: Adaptability and Flexibility).
30 4. **Use a focus statement and questioning protocols to generate, evaluate, improve, and select high**
31 **quality historical inquiry questions** ~~(Entrepreneurial Skills: Critical Thinking and Problem Solving)~~
32 (Problem Solver: Critical Thinking and Analysis).
33 5. **Utilize primary and secondary sources to examine how individuals interpret messages differently,**
34 **how values and points of view are included or excluded, and how media can influence beliefs and**
35 **behaviors** ~~(Professional Skills: Information Literacy)~~ (Communicator: Media, Digital and Data
36 Literacy).

37 *Inquiry Questions:*

- 38 1. Why is continued **research and inquiry about questioning of** historical events beneficial?
39 2. Why do historians often make different interpretations of the same historical events?

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

8 *Nature and Skills of History:*

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

18 *Disciplinary, Information, and Media Literacy:*

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

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

25 **Prepared Graduates:**

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

28 **Grade Level Expectation:**

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

32 GLE Code: SS.7.1.2

33 **Evidence Outcomes**

34 *Students Can:*

- 35 a. Identify and explain the historical context of key people, regions, events, and ideas, including the
36 roots of current issues. For example: Mansa Musa, ~~the conflicts in roots of Abrahamic religions,~~
37 ~~political revolutions,~~ the Black Death, ~~the rise of European Nationalism, and the rise of Communism.~~

- 1 b. Investigate and evaluate the social, political, cultural, and technological development of regions in
2 the Eastern Hemisphere. For example: The river valley civilizations, Hammurabi’s Code, ~~Hellenistic~~
3 ~~period~~ Greek democracy, the Roman Republic, Chinese inventions of gunpowder and the compass,
4 and the printing press.
- 5 c. Describe the interactions, ~~conflicts~~, and contributions of various peoples and cultures that have lived
6 in or migrated within/to the Eastern Hemisphere. For example: Conflicts over land and resources
7 between countries, the foundations of world religions, ~~East/West contact, settlement patterns, the~~
8 ~~Korean War, the war in Vietnam, the Cultural Revolution, and the Khmer Rouge in Cambodia,~~ and
9 the historical roots of current issues, including acts of violence towards groups of people, and the
10 discriminatory policies and events preceding those acts.
- 11 d. Explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during
12 significant eras or events, including their influence on modern society. For example: African Empires,
13 the Silk Road and cultural diffusion, and the colonization of India and Australia.

14 Academic Context and Connections

15 *Colorado Essential Skills:*

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

26 *Inquiry Questions:*

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

36 *Nature and Skills of History:*

- 37 1. Historical thinkers analyze patterns and themes throughout time to understand current events.
- 38 2. Historical thinkers construct history using a variety of sources.
- 39 3. Historical thinkers consider multiple ~~points-of-view~~ perspectives to interpret history and outcomes.
- 40 4. Historical thinkers use chronology to organize time.
- 41 5. ~~Historical thinkers examine data for contextual meaning and various interpretations.~~ Historical
42 thinkers examine and evaluate data for context, purpose, perspective, bias, and corroboration.

- 1 *Disciplinary, Information, and Media Literacy:*
2 1. Utilizing textual evidence, analyze the development and changes of people, events, and ideas.
3 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and
4 orally) and explain how it contributes to a topic, text, or issue under study.
5

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

7 **Prepared Graduates:**

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

10 **Grade Level Expectation:**

- 11 1. ~~Use geographic tools and resources to research topics on the Eastern Hemisphere to make~~
12 ~~geographic inferences and predictions.~~ Use geographic tools and sources to research and make
13 geographic inferences and predictions about the Eastern Hemisphere.
14

15 GLE Code: SS.7.2.1

16 **Evidence Outcomes**

17 *Students Can:*

- 18 a. Use maps and geographic tools to find patterns in human systems and/or physical features to
19 investigate and solve geographic problems.
20 b. Collect, classify, and analyze data to make geographic inferences and predictions.
21 c. Apply inquiry and research utilizing geographic tools. For example: GPS and satellite imagery.
22 d. Interpret maps to make inferences and predictions.
23 e. Investigate geographic sources to formulate inquiry questions to understand the past, analyze the
24 present, or plan for the future.
25 f. Assess geographic data to draw conclusions, make predictions, and justify potential solutions to
26 problems in the Eastern Hemisphere at the local, state, national, and global levels using supporting
27 evidence and logical reasoning.

28 **Academic Context and Connections**

29 *Colorado Essential Skills:*

- 30 1. Test hypotheses/prototype with planned process for getting feedback (~~Entrepreneurial Skills:~~
31 ~~Inquiry/Analysis~~) (Problem Solver: Critical Thinking and Analysis).
32 2. Evaluate information through the use of spatial technologies (~~Professional Skills: Use~~
33 ~~Information/Communication Technologies~~) (Communicator: Data Literacy; Digital Literacy).
34 3. Look for and find value in studying different perspectives expressed by others (Problem Solver:
35 Adaptability and Flexibility).
36 4. Plan and evaluate complex solutions to global challenges within the Eastern Hemisphere that are
37 appropriate to their contexts using multiple disciplinary perspectives such as cultural, ethnic,
38 historical, and scientific (Community Member: Civic Engagement; Global and Cultural Awareness).

1 *Inquiry Questions:*

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

6 *Nature and Skills of Geography:*

- 7 1. ~~Spatial thinkers use geographic tools to discover and investigate geographic patterns.~~ Geographic
8 thinkers construct geographic representations to represent and explain spatial patterns of cultural
9 and environmental characteristics.
10 2. ~~Spatial thinkers use knowledge about the environment to study its influence on individuals and~~
11 ~~groups.~~ Geographic thinkers analyze the relationship between human and environmental patterns.
12 3. Geographic thinkers analyze data regarding physical and human systems to make informed choices,
13 solve problems, and make predictions.

14 *Disciplinary, Information, and Media Literacy:*

- 15 1. Gather relevant information from multiple print and digital sources, using search terms effectively;
16 assess the credibility and accuracy of each source.
17 2. Draw evidence from informational texts to support analysis, reflection, and research.
18 3. Conduct short research projects to answer a question (including a self-generated question), drawing
19 on several sources and generating additional related, focused questions that allow for multiple
20 avenues of exploration.
21 4. Conduct an inquiry-based research project that applies critical-thinking skills (analysis, synthesis,
22 evaluation, organization) to information and knowledge in order to construct new understandings,
23 draw conclusions, and create new knowledge.

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

25 **Prepared Graduates:**

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

28 **Grade Level Expectation:**

- 29 2. Evaluate regional ~~Regional~~ differences and perspectives in the Eastern Hemisphere and how they
30 impact human and environmental interactions.

31 GLE Code: SS.7.2.2

32 **Evidence Outcomes**

33 *Students Can:*

- 34 a. Determine how physical and political features impact cultural diffusion and regional differences. For
35 example: modern environmental issues, cultural patterns, trade barriers, and economic
36 interdependence.

- 1 b. Examine the geographic location and distribution of resources within a region to determine the
2 economic and social impact on its people. For example: Middle Eastern water rights, the acceptance
3 of refugees from other countries, and the Salt Trade.

4 **Academic Context and Connections**

5 *Colorado Essential Skills:*

- 6 1. Look for and find value in perspectives expressed by others (~~Personal Skills:~~
7 ~~Adaptability/Flexibility~~) (Problem Solver: Adaptability and Flexibility).
8 2. Plan **for** and evaluate complex solutions to global challenges using multiple disciplinary perspectives
9 such as cultural, **ethnic**, historical, and scientific (~~Civic/Interpersonal Skills: Global/Cultural~~
10 ~~Awareness~~) (Community Member: Civic Engagement; Global and Cultural Awareness).

11 *Inquiry Questions:*

- 12 1. How do geographers apply information from a variety of sources?
13 2. How can a location be in different regions at the same time?
14 3. How do regional issues affect larger areas?
15 4. How do geographic characteristics impact regional issues?
16 5. **What are different ways to define regions in the Eastern Hemisphere based on human and physical**
17 **systems as they remain static and change over time?**
18 6. **How has globalization changed the ways societies in the Eastern Hemisphere interact with people,**
19 **places, and their environment**

20 *Nature and Skills of Geography:*

- 21 1. Geographic thinkers study cultural, **ethnic and religious groups, including marginalized populations,**
22 **in order to explain how they view a region and evaluate the use of resources in a region to predict**
23 **and propose future uses.**
24 2. Geographic thinkers study the various definitions of regions **to analyze human choice, solve**
25 **problems, and make predictions.**

26 *Disciplinary, Information, and Media Literacy:*

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

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

34 **Prepared Graduates:**

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

1 **Grade Level Expectation:**

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

4 GLE Code: SS.7.3.1

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. ~~Describe how different societies developed economic systems. For example: the barter system,~~
8 ~~traditional, command, market, and mixed.~~ Describe how economic systems in the Eastern
9 Hemisphere (such as traditional, command, market, and mixed) built the current market.
10 b. Evaluate the different economic systems in the Eastern Hemisphere, utilizing economic data. For
11 example: economic growth, per capita income, and standard of living.
12 c. Explain how **trade supply and demand** affects the production of goods and services in different
13 regions.
14 d. Determine how scarcity affects the economic system.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. ~~Innovate~~ Discover opportunities from failure, connect learning across domains, and recognize new
18 opportunities (**Entrepreneurial Skills: Risk-Taking**) (Empowered Individual: Perseverance and
19 Resilience).
20 2. Plan and evaluate complex solutions to global economic system challenges using multiple
21 disciplinary perspectives such as cultural, historical, and scientific (Community Member: Civic
22 Engagement; Global and Cultural Awareness).
23 3. Look for and find value in different economic perspectives in the Eastern Hemisphere (Problem
24 Solver: Adaptability and Flexibility).
25 4. Make connections between information gathered and personal experiences to research economic
26 questions (Problem Solver: Critical Thinking and Analysis; Collaboration and Teamwork).

27 *Inquiry Questions:*

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

35 *Nature and Skills of Economics:*

- 36 1. Economic thinkers study the relationship between local consumers and global producers.
37 2. Economic thinkers investigate and inform government actions to reduce or solve social issues.
38 3. Economic thinkers compare different economics systems to determine their impact on producers
39 and consumers.

- 1 4. Economic thinkers explore how economic development varies and can be compared across
- 2 countries in the Eastern Hemisphere including levels of education and average income.
- 3 5. Economic thinkers use data such as scarcity and distribution of resources to make informed
- 4 decisions and propose solutions to problems related to social issues and governmental problems.
- 5 6. Economic thinkers apply an understanding of economic concepts to explain historical phenomena in
- 6 the Eastern Hemisphere.
- 7 7. Economic thinkers analyze patterns of economic exchange such as interdependence, trade,
- 8 specialization, supply and demand, resource distribution, and standard of living, in order to
- 9 understand the past, solve problems in the present, and plan for the future.

10 *Disciplinary, Information, and Media Literacy:*

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

16 **Seventh 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. ~~Analyze the civic similarities and differences within governmental systems in the Eastern~~
- 22 ~~Hemisphere.~~ Investigate similarities and differences of civic participation within different
- 23 governmental systems of the Eastern Hemisphere.

24 GLE Code: SS.7.4.1

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Describe civic virtues and principles that guide governments and societies. For example: citizenship,
- 28 civic participation, and rule of law.
- 29 b. Analyze the opportunities and limitations of civic participation in societies in the Eastern
- 30 Hemisphere.
- 31 c. Give examples illustrating the interactions between nations and their citizens. For example:
- 32 Apartheid, human rights violations, **genocide**, the one-child policy of China, **Shari’ah law, socialized**
- 33 **healthcare and education, government sanctioned economic policies.**
- 34 d. Identify **international and regional** public problems, research ways in which governments
- 35 address those problems, **and make connections to how the United States government**
- 36 **addresses issues to protect the public good.** For example: Hunger, disease, poverty, and
- 37 pollution.
- 38 e. **Compare and contrast examples of governmental application of civic virtues or principles. For**
- 39 **example: South Africa's system of Apartheid and other government sponsored systems of**
- 40 **domestic human rights violations.**

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

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

17 *Inquiry Questions:*

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

26 *Nature and Skills of Civics:*

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

1 *Disciplinary, Information, and Media Literacy:*

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

15 **Seventh Grade, Standard 4. Civics**

16 **Prepared Graduates:**

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

19 **Grade Level Expectation:**

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

22 GLE Code: SS.7.4.2

23 **Evidence Outcomes**

24 *Students Can:*

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

34 **Academic Context and Connections**

35 *Colorado Essential Skills:*

- 36 1. Apply ethical perspectives/concepts to an ethical question/situation/scenario (~~Civic/Interpersonal~~
37 ~~Skills-Character~~) (Community Member: Civic Engagement; Empowered Individual: Self-
38 Awareness).

- 1 2. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and
2 respect consensus in decision making (Community Member: Civic Engagement; Problem Solver:
3 Collaboration and Teamwork).
- 4 3. Analyze how a specific problem can manifest itself at local, regional, and global levels, and how
5 media can influence beliefs and behaviors (Problem Solver: Critical Thinking and Analysis).
- 6 4. Examine how individuals in the Eastern Hemisphere interpret messages differently, how values and
7 points of view are included or excluded (Communicator: Data Literacy).
- 8 5. Plan and evaluate complex solutions to challenges in the Eastern Hemisphere using multiple
9 disciplinary lenses such as cultural, ethnic, historical, and scientific (Community Member: Civic
10 Engagement, Global and Cultural Awareness).
- 11 6. Look for and find value in different perspectives expressed by others (Problem Solver: Adaptability
12 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, structure, function of a government relate
17 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
32 formulation and revision of questions, and use of civic analysis tools such as surveys, polls, analysis
33 of statistical 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 *Disciplinary, Information, and Media Literacy:*

- 37 1. Use technology for problem solving, self-directed learning, and extended learning activities.
- 38 2. Use knowledge and research skills to engage in ~~conversation and debate~~ civil discourse and
39 ~~polite/professional~~ debate around issues of common concern.
- 40 3. Present claims and findings, emphasizing main points in a focused manner with relevant
41 descriptions, facts, details, and examples.
- 42 4. Evaluate, contextualize, and synthesize valid and accurate evidence from multiple credible sources.

- 1 5. Use evaluative techniques such as lateral reading to distinguish between fact, opinion, and reasoned
2 judgement and to determine the credibility of a source.

3 **Seventh Grade, Standard 5. Personal Financial Literacy**

4 **Prepared Graduates:**

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

6 **Grade Level Expectation:**

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

8 GLE Code: SS.7.5.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Define resources from an economic and personal finance perspective.
12 b. Summarize how the distribution of resources impacts consumerism.
13 c. Compare and contrast choices available to consumers within different cultures as they developed
14 in the Eastern Hemisphere throughout history.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Demonstrate an understanding of cause and effect related to personal decisions (~~Civic/Interpersonal~~
18 ~~Skills: Character~~) (Community Member: Social Awareness; Empowered Individual: Self-Awareness).
19 2. Identify and explain multiple perspectives (cultural and global) when exploring events, ideas, issues
20 (~~Civic/Interpersonal Skills: Global/Cultural Awareness~~) (Community Member: Civic Engagement;
21 ~~Global and Cultural Awareness~~).

22 *Inquiry Questions:*

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

24 *Nature and Skills of Economics:*

- 25 1. Financially capable individuals understand that financial decisions have been impacted by the
26 history, location, and distribution of resources of a place.
27 2. Financially capable individuals study various factors that influence production such as resources,
28 supply and demand, and price, which affect individual consumer choices over time.
29 3. Financially capable individuals understand that the distribution of resources influences cultural
30 growth and development over time and have impacted many of the different early civilizations
31 around the world.
32 4. Financially capable individuals understand that competition and wages are not just American
33 concepts. These concepts have applied to individual financial decisions long before the birth of the
34 nation.
35 5. Financially capable individuals understand that populations within various cultures have made
36 individual financial decisions differently throughout time and location.

1 *Disciplinary, Information, and Media Literacy:*

- 2 1. Explain how a question represents key ideas in the field.
- 3 2. Analyze how and why individuals, events, and ideas develop.
- 4 3. Explain points of agreement experts have about interpretations and applications of disciplinary
- 5 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze how historical knowledge is viewed, constructed, and interpreted.

6 Grade Level Expectation:

- 7 1. Investigate and evaluate primary and secondary sources **from multiple perspectives** about United
8 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
14 United States history from multiple 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
22 historical 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 Academic Context and Connections

26 *Colorado Essential Skills:*

- 27 1. Interpret information ~~as historians~~ and draw conclusions based on ~~the best deep analysis of using~~
28 primary and secondary sources (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (Problem
29 Solver: Critical Thinking and Analysis).
- 30 2. Synthesize ideas ~~as historians~~ in ~~insightful original and surprising~~ ways by examining multiple
31 perspectives from the American Revolution through Reconstruction (~~Entrepreneurial Skills:~~
32 ~~Creativity/Innovation~~) (Problem Solver: Creativity and Innovation).
- 33 3. Make predictions ~~as historians~~ and design data/information collection to analyze conflicting
34 perspectives (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Communicator: Data Literacy).
- 35 4. **Look for and find value in perspectives expressed by others** (Problem Solver:
36 **Adaptability/Flexibility**).

37 *Inquiry Questions:*

- 38 1. How has the Declaration of Independence influenced other nations?
39 2. Which primary documents have had the greatest impact on the people of the United States?

- 1 3. Should and can historians be completely impartial when writing about history?
- 2 4. ~~To what degree is there consistency among historical narratives written by historians about early~~
- 3 ~~U.S. history?~~

4 *Nature and Skills of History:*

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

25 *Disciplinary, Information, and Media Literacy:*

- 26 1. Seek information from varied sources and perspectives to develop informed opinions and creative
- 27 solutions.
- 28 2. ~~Ask, investigate, and answer historical questions Answer a historical question~~ through the
- 29 interpretation of primary sources.
- 30 3. Develop a clear sense of historical time, past, present, and future in order to identify the sequence
- 31 in which events occurred.
- 32 4. Conduct research by locating, gathering, and organizing information to present orally and in writing
- 33 by using appropriate technology resources to support learning.

34 **Eighth Grade, Standard 1. History**

35 **Prepared Graduates:**

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

38 **Grade Level Expectation:**

- 39 2. ~~The Analyze the~~ historical eras, individuals, groups, ideas, and themes from the origins of the
- 40 American Revolution through Reconstruction.

1 GLE Code: SS.8.1.2

2 Evidence Outcomes

3 *Students Can:*

- 4 a. Determine and explain the historical context of key people and events from the origins of the
5 American Revolution through Reconstruction including the examination of different perspectives.
6 For example: grievances from the colonists against the British Parliament, the Constitutional
7 Convention, **abolitionists**, causes and effects of the Civil War, **and grievances from Indigenous
8 Peoples and African Americans**.
- 9 b. Evaluate continuity and change over the course of United States history by examining various eras
10 and determining major sources of conflict and compromise **both across the nation and in Colorado**.
- 11 c. Examine factors that motivated the military and economic expansion from the American Revolution
12 through Reconstruction.
- 13 d. Evaluate the impact of gender, age, **race**, ethnicity, **religion**, and class during this time period and
14 the impact of these demographic groups on the events of the time period.
- 15 e. Analyze ~~causes and effects~~ **the cause and effect relationships** of major conflicts from the origins of
16 the American Revolution through Reconstruction.
- 17 f. Analyze ideas that are critical to the understanding of **early United States American** history. For
18 example: **Ideals involved in major events and movements such as slavery, settler colonialism,
19 commodification of labor, the changing definition of liberty and citizenship, enslavement,
20 mercantilism, representative democracy, federalism, capitalism, temperance, nativism of the
21 Antebellum period, and expansionism.**

22 Academic Context and Connections

23 *Colorado Essential Skills:*

- 24 1. Interpret information **as historians** and draw conclusions based on multiple perspectives **about the
25 United States. (Entrepreneurial Skills: Critical Thinking/Problem Solving) (Problem Solver: Critical
26 Thinking and Analysis).**
- 27 2. Synthesize ideas **as historians** in **insightful original and surprising** ways about historical eras,
28 individuals, groups, ideas, and themes **(Entrepreneurial Skills: Creativity/Innovation) (Problem
29 Solver: Creativity and Innovation).**
- 30 3. Make predictions as historians and design data/information collection and analysis strategies to
31 recognize continuity and change through time **(Entrepreneurial Skills: Inquiry/Analysis) (Problem
32 Solver: Critical Thinking and Analysis; Communicator: Data Literacy).**
- 33 4. **Look for and find value in perspectives expressed by others (Problem Solver:
34 Adaptability/Flexibility).**

35 *Inquiry Questions:*

- 36 1. How have the basic values and principles of American democracy changed over time and in what
37 ways have they been preserved?
- 38 2. To what extent are the ideas of the American Revolution and the United States Constitution still
39 affecting the world today?
- 40 3. ~~What would the United States be like if the British had won the American Revolution?~~
- 41 4. ~~To what extent was the Civil War an extension of the American Revolution?~~

- 1 5. How was North American colonial settlement perceived by settlers, governments, enslaved
2 individuals, and Indigenous Peoples, and how did this affect cultural change, oppression, and
3 survival throughout the continent?
- 4 6. What role did economics play in the establishments and perpetuation of the enslavement of peoples
5 from the 17th century onward?
- 6 7. Who did the Declaration of Independence apply to?
- 7 8. How did America define itself as a “new” nation in the early 19th century?
- 8 9. How did different groups of people participate in, respond to, and resist Westward Expansion?
- 9 10. What would the United States look like if the institution of slavery had never been an integral part of
10 the North American economy?
- 11 11. What role did women, African Americans, Asian Americans, and Indigenous Peoples play in the Civil
12 War?
- 13 12. To what extent did the 13th Amendment truly end slavery?
- 14 13. Which primary documents have had the greatest impact on the people of the United States
15 including but not limited to those from Indigenous Peoples, African Americans, Latinos, and Asian
16 Americans?

17 *Nature and Skills of History:*

- 18 1. Historical thinkers create, investigate, and refine historical questions, and interpret history through
19 ~~the use of using~~ primary and secondary sources representing multiple perspectives and contending
20 voices. ~~to cite specific evidence to support analysis.~~
- 21 2. ~~Historical thinkers use primary and secondary sources to evaluate and create hypotheses of
22 historical events and include supporting evidence to defend their claim.~~
- 23 3. Historical thinkers analyze modern and historical maps and use other ~~through~~ geographic tools, to
24 explain how historical events are shaped by geography.
- 25 4. Historical thinkers use technology to produce and present primary and secondary sources clearly
26 and efficiently.
- 27 5. Historical thinkers use the context and content from the past to make connections to the present
28 locally, nationally, and globally.
- 29 6. Historical thinkers use the historical method of inquiry to interpret and refine history and serves as a
30 model for inquiry. For example: historians and communities preserve historical documents, artifacts,
31 oral histories, and buildings.
- 32 7. Historical thinkers use primary and secondary sources to create a claim that logically interprets
33 historical events and provide relevant and specific evidence and reasoning to defend their claim.
- 34 8. Historical thinkers apply analysis techniques to deepen understanding of primary and secondary
35 sources. For example: sourcing, contextualization, corroboration, and close reading.

36 *Disciplinary, Information, and Media Literacy:*

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

1 Eighth Grade, Standard 2. Geography

2 Prepared Graduates:

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

5 Grade Level Expectation:

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

8 GLE Code: SS.8.2.1

9 Evidence Outcomes

10 *Students Can:*

- 11 a. Interpret **primary and secondary geographic sources like** maps and other geographic tools ~~as a~~
12 **primary source** to analyze a historic issue.
- 13 b. ~~Describe-Assess~~ the nature and spatial distribution of cultural patterns.
- 14 c. **Recognize Apply recognition of** the patterns and networks of economic interdependence **to**
15 **interpretations of the past.**
- 16 d. **Explain Compare** the establishment of human settlements in relationship to physical attributes and
17 **recognize** important regional connections **to key early U.S. historical events.**
- 18 e. Calculate and analyze population trends **in relation to historical phenomena.**

19 Academic Context and Connections

20 *Colorado Essential Skills:*

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

34 *Inquiry Questions:*

- 35 1. How **have** human ~~settlement including migration influenced and been influenced by changes in~~
36 ~~physical systems and culture?~~ settlement and migration patterns influenced and changed culture
37 and environmental systems?
- 38 2. How can geographic tools help explore patterns **of continuity and change** in human and physical
39 systems?

- 1 ~~3. How have people and the environment interacted to produce change over time?~~
- 2 4. How is human activity limited by the environment?
- 3 ~~5. How has the environment influenced human activity?~~
- 4 6. How have humans adapted to and changed the physical environment?

5 *Nature and Skills of Geography:*

- 6 1. ~~Spatial thinkers use habits of mind which include recognition of concepts of space, interpretation, and analysis of spatial representations.~~ Geographic thinkers recognize concepts of land and spatial representation to analyze and solve geographic and historical problems.
- 7
- 8
- 9 2. ~~Geographic thinkers apply spatial reasoning to understand historical events. and recognize.~~
- 10 3. ~~Geographic~~ thinkers use cognitive skills fundamental to spatial thinking by combining spatial visualization, spatial orientation, and spatial relation including recognition of spatial distributions and patterns to connect locations and associate and correlate spatially distributed phenomena.
- 11
- 12
- 13 4. Geographic thinkers respond to historical and spatial literature, including diverse narratives, to understand issues from a spatial perspective.
- 14

15 *Disciplinary, Information, and Media Literacy:*

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

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

22 **Prepared Graduates:**

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

25 **Grade Level Expectation:**

- 26 2. ~~Recognize the impact of the c~~ompetition for control of ~~space~~ land and resources in early American History.
- 27

28 GLE Code: SS.8.2.2

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Analyze how economic, political, ethnic, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict.
- 32
- 33 b. Compare how differing geographic perspectives apply to a historic issue.
- 34 c. Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, access, and sovereignty.
- 35

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

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

15 *Inquiry Questions:*

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

22 *Nature and Skills of Geography:*

- 23 1. Geographic thinkers evaluate the allocation of resources and the use of space to understand
24 relationships.
- 25 2. Geographic thinkers recognize that different perspectives affect cooperation and conflict over space
26 and resources.

27 *Disciplinary, Information, and Media Literacy:*

- 28 1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 29 2. Distinguish among fact, opinion, and reasoned judgment in a text.
- 30 3. Read to identify cause-and-effect relationships, ~~to~~ compare and contrast information, ~~identify~~ fact
31 vs. opinion, and ~~determine~~ author bias.
- 32 4. Evaluate the accuracy, relevance, appropriateness, and bias of online and print sources.
- 33 5. Identify propaganda, censorship, and bias in the media.

34 **Eighth 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. Investigate how economic freedom, including free trade, was important for economic growth in
3 early American History.

4 GLE Code: SS.8.3.1

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Give examples of **regional, national, and international** ~~and regional~~ differences in resources,
8 productivity, and costs that provide a basis for trade.
- 9 b. Describe the factors that lead **to a region or nation** ~~or a region~~ having a comparative and absolute
10 advantage in trade.
- 11 c. Explain **the** effects of domestic policies on international trade.
- 12 d. Explain why nations sometimes restrict trade by using quotas, tariffs, and nontariff barriers.

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

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

25 *Inquiry Questions:*

- 26 1. How do societies benefit from trade and exchange?
- 27 2. Why is it important for nations to control trade and exchange?
- 28 3. What are the benefits and challenges of trade at the ~~international, national, state, local, and~~
29 ~~individual-individual, local, state, national, and international~~ levels?
- 30 4. How does where and how you purchase products affect **cultural**, social, economic, and
31 environmental conditions?
- 32 5. What impact upon productivity results from taxation?
- 33 6. What concerns do citizens have with taxation?

34 *Nature and Skills of Economics:*

- 35 1. Economic thinkers choose wisely to get the most from limited resources. They understand that
36 trade and collaboration within a market economy is important to business and individual success.
- 37 2. Economic thinkers understand that economic actions have indirect as well as direct effects and it is
38 important to analyze positive and negative impacts of trade agreements as critical to a nation's
39 success.
- 40 3. Economic thinkers understand that technological advances aid businesses in operating efficiently.

- 1 4. Economic thinkers analyze the components of economic growth in market economies because
- 2 economic theories can be used to predict consequences.
- 3 5. Economic thinkers understand that economic actions have both direct and indirect effects on
- 4 ethnic, religious, and cultural groups who may not have a voice in decision-making.

5 *Disciplinary, Information, and Media Literacy:*

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

11 **Eighth 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 changing definition of citizenship and the expansion of rights of
- 17 citizens in the United States.

18 GLE Code: SS.8.4.1

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. Describe instances in which major political, social, economic, or cultural changes occurred, ~~and~~ the
- 22 reasons for the changes, ~~and how they impacted women, Indigenous Peoples, African Americans,~~
- 23 ~~Latinos, Asian Americans, and people living in annexed territories.~~
- 24 b. ~~Provide a written analysis~~ Analyze the changing definition of citizenship ~~while~~ ~~and~~ giving examples
- 25 of the expansion or ~~restriction of rights.~~ For example: Who is considered a citizen, how they
- 26 ~~gained acceptance, and their rights and responsibilities.~~
- 27 c. Describe examples of citizens and groups who have influenced change in United States government
- 28 and politics. ~~For example: Women, American Indians, African Americans, and people in the~~
- 29 ~~unsettled territories.~~
- 30 d. Evaluate the result of various strategies for political change over time.
- 31 e. Analyze primary sources supporting democratic freedoms and the founding of our government ~~and~~
- 32 ~~explain how they provide for both continuity and change.~~ For example: The Declaration of
- 33 Independence, Constitution, and Bill of Rights. ~~and explain how they provide for both continuity and~~
- 34 ~~change.~~
- 35 f. Examine ways members of society may effectively voice opinions, monitor government, and bring
- 36 about change nationally ~~which may also have impact locally and globally.~~ on a local, state, and
- 37 ~~national level which could have global implications.~~

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

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

9 *Inquiry Questions:*

- 10 1. What is a patriot?
11 2. What are the **duties roles** and responsibilities for citizens?
12 3. What are the various roles of government?
13 ~~4. How have various people from different eras in our nation's history promoted change in the face of~~
14 ~~opposition and what democratic principles were advanced?~~
15 ~~5. How have the meanings of American ideals remained the same and changed over time?~~
16 6. What is a nationalist?
17 7. How has the development of the American government had an impact on the rights of
18 underrepresented, vulnerable, and targeted groups of people?
19 8. How has civic participation for underrepresented, vulnerable, and targeted groups changed over
20 time?

21 *Nature and Skills of Civics:*

- 22 1. Civic-minded individuals distinguish the powers and responsibilities of citizens, political parties,
23 interest groups, and the media in a variety of government and non-governmental contexts.
24 2. Civic-minded individuals explain specific roles played by citizens. For example: voters, jurors,
25 taxpayers, members of the armed forces, petitioners, protesters, and office-holders.
26 3. Civic-minded individuals examine the origins, purposes, and impact of constitutions, laws, treaties,
27 and international agreements.
28 4. Civic-minded individuals explain the powers and limits of the three branches of government, public
29 officials, and bureaucracies at different levels in the United States and in other countries.

30 *Disciplinary, Information, and Media Literacy:*

- 31 1. Use content-specific technology tools to support learning and research.
32 2. Use effective decision-making and problem-solving skills in public and private life.
33 3. Accept responsibility for the well-being of oneself, family, and the community.
34 4. Conduct research by locating, gathering, organizing information and data, and evaluating online and
35 print resources.
36 5. Demonstrate positive social and ethical behaviors when using technology and discuss consequences
37 of inappropriate use.

1 Eighth Grade, 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. Investigate and evaluate the purpose and place of rule of law in a constitutional system.

7 GLE Code: SS.8.4.2

8 Evidence Outcomes

9 *Students Can:*

- 10 a. Discern various types of law.
11 b. Evaluate the strengths of rule of law.
12 c. Describe and engage in various means of conflict management.
13 d. Explain the role and importance of the Constitution.
14 e. Apply knowledge about the three branches of government and how they interact with one another
15 to historical and contemporary problems.
16 f. Comprehend Evaluate the historical significance of the Declaration of Independence.
17 g. Discuss the tensions between individual rights, state law, tribal law, and national law.
18 h. Explain how the state and federal courts' power of judicial review is reflected in the United States'
19 form of constitutional government.
20 i. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual
21 rights, and the common good.

22 Academic Context and Connections

23 *Colorado Essential Skills:*

- 24 1. Make connections as citizens between information gathered and personal experiences to apply
25 and/or test solutions to analyze the structures and functions of government (~~Entrepreneurial Skills:~~
26 ~~Critical-Thinking/Problem-Solving~~) (Problem Solver: Critical Thinking and Analysis).
27 2. Connect knowledge as citizens from personal ideas/understandings to civic engagement about the
28 origins, structures, and functions of governments (~~Civic/Interpersonal Skills: Civic~~
29 ~~Engagement~~) (Community Member: Civic Engagement).

30 *Inquiry Questions:*

- 31 1. What is the "common good"?
32 2. What are key court cases and historical events in the development of the United States?
33 3. How have landmark Supreme Court cases impacted society?
34 4. What are examples of successful and unsuccessful conflict resolution in United States history and
35 why?
36 5. How has the United States balanced individual rights and law?
37 6. Which is more effective, the rule of law or the rule of man? Why?
38 7. What is the role of truth versus beliefs?

1 *Nature and Skills of Civics:*

- 2 1. Civic minded individuals read diverse sources to create understanding, critically analyze issues, and
3 place them in historical context.
4 2. Civic minded individuals understand and discuss the dynamic nature of national government and the
5 individual's role in the process.

6 *Disciplinary, Information, and Media Literacy:*

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

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

12 **Prepared Graduates:**

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

14 **Grade Level Expectation:**

- 15 1. Examine the role of consumer decisions and taxes within the market economies of early American
16 History.

17 GLE Code: SS.8.5.1

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Calculate how the value of money has changed over time impacting earning, spending, borrowing,
21 and investing. For example: Inflation and recession.
22 b. Explain factors that have impacted borrowing and investing over time. For example: Currency
23 stability, ~~war~~, ~~stocks~~, and banking practices.
24 c. ~~Provide a written analysis~~ **Analyze** the changes in the development of human capital over time. For
25 example: Gaining knowledge and skill through education, apprenticeship, **entrepreneurship**, and
26 work experience.
27 d. Analyze the impact of taxes on the people of the United States over time.

28 **Academic Context and Connections**

29 *Colorado Essential Skills:*

- 30 1. Investigate to form hypotheses, make observations, and draw conclusions (~~Entrepreneurial Skills:~~
31 ~~Inquiry/Analysis~~) (Problem Solver: Critical Thinking and Analysis).
32 2. Interpret information and draw conclusions based on the best analysis (~~Entrepreneurial Skills:~~
33 ~~Critical-Thinking/Problem-Solving~~) (Problem Solver: Critical Thinking and Analysis).

34 *Inquiry Questions:*

- 35 1. What role did taxes play in the birth of our nation?
36 2. What would countries look like without taxes?

- 1 3. How has the value of money changed over time and what is the impact on consumerism?
- 2 4. How did inventions impact personal financial options?

3 *Nature and Skills of Economics:*

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

10 *Disciplinary, Information, and Media Literacy:*

- 11 1. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.
- 12 2. Explain how a question represents key ideas in the field.
- 13 3. Explain points of agreement experts have about interpretations and applications of disciplinary
14 concepts and ideas associated with a compelling question.
- 15 4. Analyze and use information presented visually in a text. For example: graphs, charts, flowcharts,
16 diagrams, models, 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~~
4 ~~how history is viewed, constructed, and interpreted.~~ Apply the process of inquiry to examine and
5 analyze 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 evaluating primary sources for point of view
14 and historical context.
- 15 b. Gather and analyze historical information to address questions from a range of primary and
16 secondary sources containing a variety of perspectives, **including perspectives of historically**
17 **underrepresented groups.**
- 18 c. Gather and analyze historical information from a range of qualitative and quantitative sources. For
19 example: **D**emographic, economic, social, and political data.
- 20 d. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing,
21 and synthesizing evidence from the full 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**) (**Communicator: Interpersonal Communication**).
- 27 2. Interpret, analyze, and draw conclusions using historical sources (**Entrepreneurial Skills: Critical**
28 **Thinking/Problem Solving**) (**Problem Solver: Critical Thinking and Analysis**).
- 29 3. Synthesize ideas in original and innovative ways (**Entrepreneurial Skills: Creativity/Innovation**)
30 (**Problem Solver: Creativity and Innovation**).

31 *Inquiry Questions:*

- 32 1. How does the point of view of a historian affect how history is interpreted?
- 33 2. Do historians come to agreement on the historical significance of events? If so, how?
- 34 3. What if the history of a war was told by someone other than the winners?
- 35 4. Why are historical questions important?
- 36 5. How do historical thinkers use primary and secondary sources to formulate historical arguments?
- 37 6. How might historical inquiry be used to make decisions on contemporary issues? **For example, how**
38 **do economic and social policies affect immigrants' lives both in the past and today?**

1 *Nature and Skills of History:*

- 2 1. Historical thinkers use questions generated about multiple historical sources to pursue further
3 inquiry and investigate additional sources.
- 4 2. Historical thinkers evaluate historical sources for audience, purpose, point of view, context, and
5 authenticity.
- 6 3. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and
7 diverse interpretations of historical events and figures and patterns and trends.
- 8 4. Historical thinkers evaluate the credibility of a source by examining how experts value the source.
- 9 5. Historical thinkers use information and context to interpret, evaluate, and inform decisions or
10 policies regarding such issues which societies find contentious or worthy of debate and discussion.
- 11 6. Historical thinkers consider what perspectives or information has been left out of an argument and
12 why that might be important to know.

13 *Disciplinary, Information, and Media Literacy:*

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

37 **High School, Standard 1. History**

38 **Prepared Graduates:**

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

1 **Grade Level Expectation:**

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

4 GLE Code: SS.HS.1.2

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Analyze continuity and change in eras over the course of United States history. **For example:**
8 **Expansion and limitations of rights for historically underrepresented groups, conflict between liberty**
9 **and security, shifts in internationalist and isolationist policies, debates over the role of government,**
10 **and impact of expansionist policies.**
- 11 b. Investigate causes and effects of significant events throughout United States history. For example:
12 World and regional conflicts (e.g., **Spanish American War, the continued colonization of Indigenous**
13 **lands, and the Tulsa Massacre**), urbanization and suburbanization (e.g., **Great Migration, and**
14 **Levittown**), **as well as** economic cycles, and popular and countercultures.
- 15 c. ~~Provide a written analysis of~~ **Analyze** the complexity of events throughout United States history. For
16 example: The Civil Rights Movement (e.g., **Double V Campaign, Freedom Summer, and the Voting**
17 **Rights Act of 1964**); migration, immigration and displacement (e.g., **Anti-Asian immigration**
18 **legislation, Japanese American incarceration, and debates over tribal sovereignty**); landmark court
19 cases (e.g., **Keyes vs. School District #1, Denver, Loving v. Virginia, and Obergefell v. Hodges**); **the**
20 **war on drugs, the war on terror (e.g., 9/11, Afghanistan and Iraq wars, and anti-Middle Eastern**
21 **discrimination), and effects of mass media.**
- 22 d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: The
23 systemic impact of racism and nativism (e.g., **Jim Crow, Ida B. Wells and the anti-lynching campaign,**
24 **affirmative action, mass incarceration**), **the definition and role of patriotism, expansions and**
25 **limitations of rights, and the role of religion.**
- 26 e. Investigate the historical development and impact of major scientific and technological innovations
27 in the Industrial Age, the Space Age, and the Digital Age. For example: **Scientific innovations by Lewis**
28 **Latimer, Charles R. Drew, and Katherine Johnson, creation of mass production/assembly line**
29 **process, creation of the atomic bomb, NASA, and personal computing.**
- 30 f. Evaluate the historical development and impact of political thought, theory, and actions. For
31 example: **Institutional racism, legislated racism**, the development of political parties, **women’s**
32 **suffrage, reform, Counterintelligence Programs (COINTELPRO), activist groups, and social socio-**
33 **cultural movements.**
- 34 g. Analyze the origins of fundamental political debates and how opposing perspectives, compromise,
35 and cooperation have shaped national unity and diversity. **For example: The rights of African**
36 **Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ individuals, women, and religious**
37 **minorities, Booker T Washington vs. W.E.B. Du Bois, the role of organizations (e.g., NAACP, AIM, and**
38 **UFW), and the role of government.**
- 39 h. Analyze ideas critical to the understanding of American history. For example: Populism,
40 progressivism, isolationism, imperialism, **racism, extremism, nationalism, patriotism,** anti-
41 communism, environmentalism, liberalism, fundamentalism, and conservatism.
- 42 i. Describe and analyze the historical development and impact of the arts and literature on the culture
43 of the United States. For example: The writings of the Muckrakers, political cartoons, the Harlem
44 Renaissance, **the Lost Generation, Jazz, Rock and Roll, protest songs, poems, and literature.**

- 1 j. Examine how the United States was involved in and responded to international events over the
2 course of history. For example: The World Wars, Berlin Airlift, Korean War, Vietnam War, the South
3 African Apartheid, and the genocide in Bosnia.

4 Academic Context and Connections

5 *Colorado Essential Skills:*

- 6 1. Make predictions and design data/information collection and analysis strategies to test historical
7 hypotheses (~~Entrepreneurial Skills: Inquiry/Analysis~~) (Problem Solver: Critical Thinking & Analysis &
8 Communicator: Data Literacy).
- 9 2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to
10 address complex national problems using interdisciplinary perspectives independently or with
11 others (~~Civics/Interpersonal Skills: Global/Cultural Awareness~~) (Community Member: Global and
12 Cultural Awareness & Problem Solver: Creativity and Innovation).

13 *Inquiry Questions:*

- 14 1. How does society decide what is important in United States history?
- 15 2. What ideas have united **and divided** the American people over time?
- 16 3. ~~How does diversity affect the concept of change over time? Is change over time a matter of~~
17 ~~perspective?~~ How does the consideration of multiple perspectives enable us to better understand
18 change over time?
- 19 4. How have efforts to expand rights overcome barriers in order to form a more perfect country?
- 20 5. How has the United States' responses to human rights abuses affected American
21 nationalism, exceptionalism, and xenophobia?

22 *Nature and Skills of History:*

- 23 1. Historical thinkers understand that the ability to negotiate the complex relationships among change,
24 diversity, and unity throughout United States history, is an essential attribute for success in a more
25 interconnected world.
- 26 2. Historical thinkers understand that the ability to negotiate the complex interrelationship among
27 political, social, and cultural institutions throughout United States history, is essential to
28 participation in the economic life of a free society and our civic institutions.
- 29 3. Historical thinkers analyze historical, contemporary, and emerging means of changing societies,
30 promoting the common good, and protecting rights.
- 31 4. Historical thinkers analyze how historical events and spatial diffusion of ideas, technology, and
32 cultural practices have influenced migration patterns and the distribution of human population.

33 *Disciplinary, Information, and Media Literacy:*

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

- 1 5. Evaluate how historical events and developments were shaped by unique circumstances of time and
2 place as well as broader historical contexts.
- 3 6. Use questions generated about individuals and groups to assess how the significance of their actions
4 changes over time and is shaped by the historical context.
- 5 7. Collaborate with peers, experts, and others using contemporary media to contribute to a content
6 related knowledge base (such as a website, Wiki, or YouTube channel) to compile, synthesize,
7 produce, and disseminate information.
- 8 8. Inviting and respecting diverse points of view.

9 High School, Standard 1. History

10 Prepared Graduates:

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

13 Grade Level Expectation:

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

16 GLE Code: SS.HS.1.3

17 Evidence Outcomes

18 Students Can:

- 19 a. Evaluate continuity and change over the course of world history. For example: Social and political
20 movements related to nationality, ethnicity, and gender; revolutions; the World Wars, ~~the~~
21 Holocaust, the Cold War; ~~and~~ independence movements/decolonization, and 20th and 21st century
22 genocides such as the Armenian Genocide (ethno-religious, national); the Holocaust conducted by
23 the National Socialist German Workers Party and its collaborators (ethno-religious, political, racial,
24 national, economic), Cambodian Genocide (political, economic); the Union of Soviet Socialist
25 Republics murder of Ukrainian nationals (political, ethnic, national, economic), genocides conducted
26 by the Communist Party of China (CPC) against its political opponents during the Totalization Period,
27 Collectivization, the Great Leap Forward, the Cultural Revolution, and Mao's Famine (political,
28 national), and the current genocide of the Uyghurs (ethno-religious, political).
- 29 b. Investigate causes and effects of significant events throughout world history. For example: The
30 Renaissance; the Protestant Reformation; the Industrial Revolution; the French, Russian, and
31 Chinese Revolutions; the World Wars; genocides such as Rwanda (~~ethnic, political~~) and Darfur
32 (~~ethno-religious, political, economic~~); and the Arab Spring movement.
- 33 c. Analyze the complexity of events throughout world history. For example: Religious rifts such as the
34 Protestant Reformation and the Shiite/Sunni split in Islam; independence movements in Africa, the
35 Americas, and Asia; globalization, as well as the rise of nationalism, and domestic and international
36 terrorism.
- 37 d. Examine and evaluate issues of unity and diversity throughout world history. For example: Migration
38 and immigration (e.g., rapid global population growth), anti-colonial and nationalist movements,
39 revolutions, colonialism, world conferences/international agreements, human rights issues, and the
40 resulting changes in political geography.

- 1 e. Discuss the historical development and contemporary impact of philosophical movements and
2 **major world religions belief systems**. For example: The Enlightenment, the development and
3 expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and Taoism.
- 4 f. Investigate the historical development and impact of major scientific and technological innovations.
5 **in the Industrial Age, the Space Age, and the Digital Age**. For example: **The Industrial Age** (e.g., the
6 British factory system), **The Space Age** (e.g., Sputnik and Laika), and **the miniaturization of**
7 **technology** scientific advancements (e.g., Marie Curie and radioactivity, lithium-ion batteries, and
8 **genome sequencing**).
- 9 g. Describe and analyze the historical development and impact of the arts and literature on the
10 cultures of the world. For example: The Renaissance, Modernism (e.g., **Diego Rivera and Ernest**
11 **Mancoba**), propaganda, and the use of art and literature as forms of resistance.

12 Academic Context and Connections

13 *Colorado Essential Skills:*

- 14 1. Make predictions and design data/information collection and analysis strategies to test historical
15 hypotheses (~~Entrepreneurial Skills: Inquiry/Analysis~~) (**Problem Solver: Critical Thinking and Analysis**
16 **& Communicator: Data Literacy**).
- 17 2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to
18 address complex global problems using interdisciplinary perspectives independently or with others
19 (~~Civic Interpersonal: Global/Cultural Awareness~~) (**Community Member: Global and Cultural**
20 **Awareness & Problem Solver: Creativity and Innovation**).

21 *Inquiry Questions:*

- 22 1. How have different cultures influenced world history?
- 23 2. How do historians work from/with cultural assumptions to decide what is important in world
24 history?
- 25 3. What ideas transcend cultural, political, economic, and social differences in world history?
- 26 4. How does cultural, political, economic, and social diversity affect perceptions of change over time?
- 27 5. How are human rights ~~respected and defended~~ **violated and prosecuted** in a world of different
28 nations and cultures?
- 29 6. **What role has censorship and media control played in modern genocides?**
- 30 7. **How did Indigenous Peoples respond to and experience colonization?**

31 *Nature and Skills of History:*

- 32 1. Historical thinkers understand that the ability to negotiate the complex relationships among change,
33 diversity, and unity throughout world history is an essential attribute for success in a more
34 interconnected world.
- 35 2. Historical thinkers understand that the ability to analyze the significance of interactions among eras,
36 ideas, individuals, and groups is an essential skill in an increasingly globalizing world.
- 37 3. Historical thinkers analyze historical, contemporary, and emerging means of changing societies,
38 promoting the common good, and protecting rights.
- 39 4. Historical thinkers analyze how historical events and spatial diffusion of ideas, technology, and
40 cultural practices have influenced migration patterns and the distribution of human population.

1 *Disciplinary, Information, and Media Literacy:*

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

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

20 **Prepared Graduates:**

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

23 **Grade Level Expectation:**

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

26 GLE Code: SS.HS.2.1

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Analyze variations in spatial patterns of cultural and environmental characteristics at multiple scales
30 while gathering geographic data from a variety of valid sources. For example: Maps, Geographic
31 Information Systems (GIS), graphs, charts.
- 32 b. Create and interpret maps to display and explain the spatial patterns of cultural and environmental
33 characteristics using geospatial and related technologies.
- 34 c. Evaluate relationships between the locations of places and regions and their political, cultural, and
35 economic relationships using maps, satellite images, photographs, and other representations.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Interpret geographic information and draw conclusions based on the geo-spatial reasonings
4 (~~Entrepreneurial Skills: Critical Thinking/ Problem Solving~~) (Problem Solver: Critical Thinking).
5 2. Apply results of analysis to make a tangible and useful contribution to diverse communities
6 (~~Entrepreneurial Skills: Risk Taking~~) (Community Member: Civic Engagement).

7 *Inquiry Questions:*

- 8 1. What is the significance of spatial orientation, place, and location?
9 2. How have the tools of a geographer changed over time?
10 3. What can various types of data tell us about a place?
11 4. How can you support an argument with geographic evidence?
12 5. Why is “where” important?

13 *Nature and Skills of Geography:*

- 14 1. Spatial thinkers understand how geographic reasoning brings societies and nature under the lens of
15 spatial analysis, and aids in personal and societal decision making and problem solving.
16 2. Spatial thinkers gather, display, and analyze geographic information using geographic tools.
17 3. Spatial thinkers use absolute and relative location, mental maps, and spatial orientation in studying
18 geographic questions.
19 4. Spatial thinkers predict how human activities will help shape Earth’s surface and ways that people
20 might cooperate and compete for use of Earth’s resources.

21 *Disciplinary, Information, and Media Literacy:*

- 22 1. Integrate and evaluate content presented in diverse media and formats
23 2. Determine what text states; make inferences; cite specific textual evidence.
24 3. Formulate appropriate research questions.
25 4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information
26 from a variety of online, print, and non-print sources.
27 5. Analyze privacy policies.
28 6. Integration of accessibility principles to effectively communicate and meet the needs of one’s
29 audience.
30 7. Understand how laws and rules apply to digital content and information.

31 **High School, 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. **Connect** geographic variables **that** influence interactions of people, places, and environments.

37 GLE Code: SS.HSC.2.2

1 Evidence Outcomes

2 *Students Can:*

- 3 a. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems
4 by the physical environment.
- 5 b. Analyze, interpret, and predict the influences of migration and the distribution of human
6 populations based on reciprocal patterns. For example: historical events, the spatial diffusion of
7 ideas, technologies, and cultural practices.
- 8 c. **Analyze Access** patterns of distribution and arrangements of settlements and the processes of the
9 diffusion of human activities. For example: urban/rural, regional, and transportation patterns.
- 10 d. Explain how altering the environment has brought prosperity to some places and created
11 environmental dilemmas for others.
- 12 e. Research and interpret multiple viewpoints from **diverse groups including but not limited to African**
13 **Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities**, on issues
14 that shape policies and programs for resource use and sustainability. For example: immigration,
15 resource distribution, and universal human rights.
- 16 f. Evaluate the influence of long-term climate variability on human migration and settlement patterns,
17 resource use, and land uses at local-to-global scales.

18 Academic Context and Connections

19 *Colorado Essential Skills:*

- 20 1. Apply geographic knowledge and skills to implement sophisticated, appropriate, and workable ideas
21 to address complex **geographic interactions among diverse groups such as African Americans,**
22 **Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities** using interdisciplinary
23 perspectives independently or with others (**Civic/Interpersonal Skills: Global/Cultural Awareness**)
24 (**Community Member: Global and Cultural Awareness**).
- 25 2. Interpret geographic variables and draw conclusions based on geo-spatial analysis (**Entrepreneurial**
26 **Skills: Critical Thinking/ Problem Solving**) (**Problem Solver: Critical Thinking**).
- 27 3. Design data/information collection and analysis strategies to facilitate geographic inquiry
28 (**Entrepreneurial Skills: Inquiry/Analysis**) (**Problem Solver: Critical Thinking and Analysis/Creativity**
29 **and Innovation**).

30 *Inquiry Questions:*

- 31 1. How might the physical geography of Earth change in the future?
- 32 2. How might people and societies respond to changes in the physical environment?
- 33 3. What are the maximum limits of human activity the environment can withstand without
34 deterioration?
- 35 4. Why might people choose to move or stay in the original location?

36 *Nature and Skills of Geography:*

- 37 1. Spatial thinkers study how the physical environment is modified by human activities, including how
38 human societies value and use natural resources.
- 39 2. Spatial thinkers evaluate major areas of environmental and societal interaction.
- 40 3. Geographic thinkers understand that individual actions affect the local environment and global
41 community such as the impact of recycling and consumption of resources.

- 1 4. Geographic thinkers understand how technology can support invention and influence how humans
2 modify the environment in both positive and negative ways. For example: The renovation of
3 existing buildings to “green” technologies, the prevention and prediction of natural hazards and
4 disasters, and the use of satellite imagery to track water availability in the Middle East.

5 *Disciplinary, Information, and Media Literacy:*

- 6 1. Integrate and evaluate content presented in diverse media and formats.
7 2. Determine what text states; make inferences; cite specific textual evidence.
8 3. Read for a specific purpose. For example: Detect cause-and-effect relationships, compare and
9 contrast information, identify fact vs. opinion, and author bias.
10 4. Process and effectively communicate and present information orally, in writing, and through
11 development of websites, multimedia presentations, and other forms of technology.

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

13 **Prepared Graduates:**

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

16 **Grade Level Expectation:**

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

18 GLE Code: SS.HS.2.3

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or
22 cooperation among nations, regions, and cultural groups.
23 b. Explain that the world’s population is increasingly connected to and dependent upon other people
24 for both human and natural resources.
25 c. Explain how migration of people and movement of goods and ideas can **contribute to** and enrich
26 cultures, but also create tensions.
27 d. Analyze how **culture**, cooperation and conflict influence the division and control of Earth. For
28 example: **Imperialism, genocide**, international agreements, political patterns, and national
29 boundaries.
30 e. Make predictions and draw conclusions about the global impact of cultural
31 diffusion/assimilation. For example: Human rights, language, religion, and ethnicity.
32 f. **Examine geographic concepts through the lens of multiple perspectives from different regions of the**
33 **world and with consideration for indigenous, dominant, and marginalized populations. For example:**
34 **Indigenous Peoples in Colorado, Christians in the Middle East, the Uighurs in China, and tribal groups**
35 **in Afghanistan.**

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to
4 address complex global problems using interdisciplinary perspectives independently or with others
5 ~~(Civic/ Interpersonal Skills: Global/ Cultural Awareness)~~ (Community Member: Global and Cultural
6 Awareness).
- 7 2. Apply a fundamental understanding of the ethical/legal issues in the interconnected nature of the
8 world for effective civic participation ~~(Civic/ Interpersonal Skills: Civic Engagement & Character)~~
9 (Community Member: Social Awareness/Civic Engagement).
- 10 3. Interpret geographic information and draw conclusions based on geo-spatial analysis by identifying,
11 collecting, evaluating, analyzing, interpreting, presenting, and protecting data ~~(Entrepreneurial~~
12 ~~Skills: Critical Thinking/ Problem Solving)~~ (Problem Solver: Critical Thinking and Analysis).
- 13 4. Develop and apply knowledge, skills, and habits gained from experiences - within communities of
14 diverse perspectives - to address issues, affect change, and/or solve problems (Community Member:
15 Civic Engagement).

16 *Inquiry Questions:*

- 17 1. How does globalization influence the interactions of people on Earth?
- 18 2. How do cooperation and conflict influence the division and control of the social, economic, and
19 political spaces on Earth?
- 20 3. What does it mean to support human rights?
- 21 4. What predictions can be made about human migration patterns?
- 22 5. How do technologies result in social change? For example: social networking and the speed of
23 modern “movements”?
- 24 6. What is your role in the world?

25 *Nature and Skills of Geography:*

- 26 1. Spatial thinkers evaluate global systems such as culture, diffusion, interdependence, migration,
27 population pyramids, regional alliances, development of competition and trade, and the impact of
28 population changes on society.
- 29 2. Spatial thinkers study the interconnection between physical processes and human activities that
30 help shape the Earth’s surface.
- 31 3. Spatial thinkers analyze how people’s lives and identities are rooted in time and place.
- 32 4. Spatial thinkers understand that the world is geographically interconnected, affecting daily life in
33 such ways as the spread of disease, global impact of modern technology, and the impact of cultural
34 diffusion.
- 35 5. Geographic thinkers understand that the responsible use of technology creates new life choices,
36 new interconnections between people, new opportunities, and unintended consequences.

37 *Disciplinary, Information, and Media Literacy:*

- 38 1. Integrate and evaluate content presented in diverse media and formats.
- 39 2. Determine what text states; make inferences; cite specific textual evidence.
- 40 3. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the
41 data when possible and corroborating or challenging conclusions with other sources of information.

- 1 4. Synthesize information from a range of sources such as texts, experiments, and simulations into a
- 2 coherent understanding of a process, phenomenon, or concept, resolving conflicting information,
- 3 when possible, **by analyzing the reliability of information, claims, and sources presented in the**
- 4 **various forms of media.**

1 High School, 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. Analyze how the scarcity of productive resources (natural, human, capital) ~~are scarce; therefore,~~
8 forces choices to be ~~are~~ made about how individuals, businesses, governments, and nonprofits
9 allocate these resources.

10 GLE Code: SS.HS.3.1

11 Evidence Outcomes

12 *Students Can:*

- 13 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost
14 (opportunity cost).
15 b. Analyze how positive and negative incentives influence the choices made by individuals, households,
16 businesses, government, and nonprofits.
17 c. Explain how effective decision-making requires comparing the additional (marginal) costs of
18 alternatives with the additional (marginal) benefits.

19 Academic Context and Connections

20 *Colorado Essential Skills:*

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

28 *Inquiry Questions:*

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

35 *Nature and Skills of Economics:*

- 36 1. Economic thinkers realize that, due to scarcity, we must make choices which involve the
37 prioritization of alternatives.

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

10 *Disciplinary, Information, and Media Literacy:*

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

18 **High School, 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 2. **Evaluate how** economic systems, market structures, competition, and government policies affect
25 market outcomes.

26 GLE Code: SS.HS.3.2

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Compare and contrast economic systems in terms of their ability to achieve **or impede and/or fail to**
30 **achieve** economic goals. For example: Command, socialism, communism, and market capitalism.
- 31 b. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce
32 resources.
- 33 ~~c. Scrutinize what happens in markets when governments impose price controls (price ceiling and~~
34 ~~price floors).~~ Explore how modern economies represent a spectrum of economic philosophies in
35 their efforts to achieve economic goals.
- 36 d. Compare and contrast the market outcomes created by various market structures that are not
37 purely competitive: monopolistic competition, oligopoly, and monopoly.

- 1 e. Explore the role of government in addressing market failures. For example: Monopoly
- 2 power/antitrust legislation, public goods, negative/positive externalities, the environment, property
- 3 rights, regulation, **access to essential goods and services**, and income distribution,
- 4 f. Compare and contrast different types of taxing. For example: Progressive, regressive, proportional,
- 5 and marginal versus average tax rates.
- 6 g. Explore the role of government in dealing with economic crises. For example: Rationing,
- 7 scapegoating, **including the incremental dehumanization of minority groups**, and mitigating conflict
- 8 over resources.

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. Manipulate and interpret the tools of supply and demand (~~Entrepreneurial Skills: Inquiry/Analysis~~)
- 12 (~~Communicator: Data Literacy~~).
- 13 2. Demonstrate ways different economic systems can answer the basic economic questions of what,
- 14 how, and for whom to produce goods and services (~~Personal Skills: Adaptability/Flexibility~~)
- 15 (~~Community Member: Social Awareness/Global and Cultural Awareness, Problem Solver:~~
- 16 ~~Adaptability and Flexibility~~).
- 17 3. Interpret information and draw conclusions about markets based on the supply and demand
- 18 analysis (~~Entrepreneurial Skills: Critical Thinking/Problem Solving~~) (~~Problem Solver: Critical Thinking~~
- 19 ~~and Analysis~~).

20 *Inquiry Questions:*

- 21 1. How do various economic systems make decisions regarding the production and distribution of
- 22 goods and services?
- 23 2. What functions do prices serve in a market economy?
- 24 3. What are some costs and benefits of embracing a system of supply and demand as a basic allocation
- 25 mechanism for society?
- 26 4. How does competition affect the choices consumers have in an economy?
- 27 5. What criteria might you use in creating a tax system?
- 28 6. What are the pros and cons of various tax systems?

29 *Nature and Skills of Economics:*

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

- 1 *Disciplinary, Information, and Media Literacy:*
- 2 1. Integrate and evaluate multiple sources of information presented in diverse formats and media
- 3 (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 4 2. Process and effectively communicate and present information orally, in writing, and through
- 5 development of websites, multimedia presentations and other forms of technology.

6 High School, Standard 3. Economics

7 Prepared Graduates:

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

11 Grade Level Expectation:

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

14 GLE Code: SS.HS.3.3

15 Evidence Outcomes

16 *Students Can:*

- 17 a. ~~Describe how Gross Domestic Product (GDP) provides a measure of the aggregate output of the~~
- 18 ~~economy.~~ Describe how economic indicators provide a perspective of the health of the economy
- 19 and vary with the business cycle. For example: Gross Domestic Product, inflation, and
- 20 unemployment.
- 21 b. ~~Explain how inflation and unemployment vary with the business cycle.~~ Describe how fiscal and
- 22 monetary policy are used to stabilize the economy.
- 23 c. ~~Describe how fiscal policy (tax and government spending, which is controlled by Congress and the~~
- 24 ~~President) can be used to stabilize the economy.~~ Explore potential lasting consequences of fiscal
- 25 and monetary policies.
- 26 d. ~~Describe how monetary policy can be used by the Federal Reserve to stabilize the economy.~~ Explore
- 27 how all policies have costs and benefits that impact participants of an economic system in different
- 28 ways.
- 29 e. Examine the sources of economic growth and the importance of improvements in productivity
- 30 (output per hour of work).

31 Academic Context and Connections

32 *Colorado Essential Skills:*

- 33 1. Make predictions about the future course of the economy by interpreting economic data
- 34 ~~(Entrepreneurial Skills: Inquiry/Analysis, Critical Thinking/Problem Solving)~~ (Problem Solver: Critical
- 35 Thinking and Analysis).
- 36 2. Design economic interventions to address economic challenges ~~(Personal Skills:~~
- 37 ~~Adaptability/Flexibility)~~ (Problem Solver: Adaptability and Flexibility).
- 38 3. Evaluate the health of an economy using multiple sources of current and reliable economic data
- 39 (Communicator: Digital Literacy/Data Literacy).

1 4. Identify potential bias in sources of economic data (Communicator: Media Literacy/Data Literacy).

2 *Inquiry Questions:*

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

8 *Nature and Skills of Economics:*

- 9 1. Economic thinkers recognize the value and the limitations of GDP as a measure of economic well-
10 being.
11 2. Economic thinkers understand how inflation and unemployment are calculated and used and
12 recognize the potential imperfections of these measures.
13 3. Economic thinkers study when and how to apply fiscal and/or monetary policy to stabilize the
14 macroeconomy.
15 4. Economic thinkers gather and analyze data to explore trends and predictions of the macroeconomy.
16 5. Economic thinkers study the relationship between fiscal and monetary policies and the impact on
17 the economy.
18 6. Economic thinkers track productivity trends to better understand the underlying path of economic
19 growth.

20 *Disciplinary, Information, and Media Literacy:*

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

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

26 **Prepared Graduates:**

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

30 **Grade Level Expectation:**

- 31 4. Analyze how Globalization and international trade affect the allocation of goods, services, and
32 resources.

33 GLE Code: SS.HS.3.4

34 **Evidence Outcomes**

35 *Students Can:*

- 36 a. Analyze the role of comparative advantage in international trade of goods and services.
37 b. Describe worldwide import/export patterns.

- 1 c. ~~Recognize how exchange rates affect economic activity.~~
- 2 d. Explain how trade policies affect international trade and domestic markets. For example: free trade,
- 3 tariffs, quotas, ~~and~~ subsidies, ~~and~~ currency policies.
- 4 e. Explore the effects of current globalization trends and policies. For example: economic growth, labor
- 5 markets, the rights of citizens, and the environment in different nations.

6 Academic Context and Connections

7 *Colorado Essential Skills:*

- 8 1. Apply knowledge and skills to analyze trade policy and its global complexities (~~Civic/Interpersonal~~
- 9 ~~Skills: Global/Cultural Awareness~~) (Community Member: Global and Cultural Awareness).
- 10 2. Make predictions about the effects of different trade policies (~~Entrepreneurial Skills:~~
- 11 ~~Inquiry/Analysis~~) (Community Member: Social Awareness/Global and Cultural Awareness).

12 *Inquiry Questions:*

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

19 *Nature and Skills of Economics:*

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

32 *Disciplinary, Information, and Media Literacy:*

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

1 High School, Standard 4. Civics

2 Prepared Graduates:

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

8 GLE Code: SS.HS.4.1

9 Evidence Outcomes

10 *Students Can:*

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

27 Academic Context and Connections

28 *Colorado Essential Skills:*

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

- 1 4. Collaborate with individuals and groups from diverse backgrounds and/or cultures to address
2 national and global issues, and to develop complex, and workable solutions (Community Member:
3 Global and Cultural Awareness).

4 *Inquiry Questions:*

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

17 *Nature and Skills of Civics:*

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

31 *Disciplinary, Information, and Media Literacy:*

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

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

9 High School, Standard 4. Civics

10 Prepared Graduates:

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

13 Grade Level Expectation:

- 14 2. **Evaluate the P**urposes, roles and limitations of the structures and functions of government.

15 GLE Code: SS.HS.4.2

16 Evidence Outcomes

17 *Students Can:*

- 18 a. Describe the origins, **foundations**, purposes, and limitations of government and include the
 19 contribution of key philosophers, **and** American historical figures. **and documents.**
- 20 b. Identify the structure, function, and roles of current members of **local, state, and national American**
 21 **governments. For example: City councils, the Colorado General Assembly, and the U.S. Congress.**
 22 **and their relationship to democratic values.**
- 23 c. **Analyze** the **processes for amending the Constitutions of Colorado and the United States and what**
 24 **significant changes have occurred to those documents including the United States and the Colorado**
 25 **Bills of Rights.**
- 26 d. Analyze **and explain** the importance of the principles of **a** democracy and **explain** the **inherent**
 27 **competition among balancing of democratic values therein.** For example: Freedom and security,
 28 individual rights and common good, general welfare, and rights and responsibilities.
- 29 e. Analyze the role **and development** of the founding documents of **Colorado and the United States.**
 30 **and the evolution of their interpretation through governmental action and court cases.** For example:
 31 The Declaration of Independence, the Constitutions **of the United States and Colorado**, the
 32 Federalist Papers, and the Bill of Rights.
- 33 f. Understand the **role-structure** of the American judicial system, **and evaluate the effectiveness of the**
 34 **justice system in protecting life, liberty, and property for all persons in the United States.** the
 35 process of judicial appointments, and key Court decisions in both Colorado and the United States
 36 that affect the system of checks and balances and interaction of local, state, tribal, and federal
 37 systems. For example: Significant Colorado Court decisions (e.g., *Francisco Maestas et al. vs. George*
 38 *H. Shone* (1914), *U.S. Term Limits, Inc. v. Thornton* (1995), *Romer v. Evans* (1996)), et al., Landmark
 39 U.S. Supreme Court Cases (e.g., *Korematsu v. United States* (1944), *Tinker v. Des Moines*
 40 *Independent Community School District* (1969)).

- 1 g. Analyze how current global issues impact American **foreign** policy. For example: The Universal
- 2 Declaration of Human Rights, immigration, or foreign **trade** agreements.
- 3 h. Compare and contrast how other systems of government function **outside the United States**. For
- 4 example: Authoritarian regimes, parliamentary **and other** systems.
- 5 i. **Describe the relationship of tribal governments with state and federal governments. For example:**
- 6 **The Ute Mountain Ute and Southern Ute tribal governments and the state of Colorado.**
- 7 j. **Evaluate the role of the judicial system in protecting life, liberty, and property for all persons in the**
- 8 **United States.**

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. ~~Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills~~
- 12 ~~regarding the role and responsibilities of different levels and types of government.~~
- 13 ~~(Civic/Interpersonal Skills: Communication).~~ Apply knowledge of governmental origins and
- 14 structures to solve problems by gathering information and weighing possible solutions, including
- 15 making choices rooted in understanding patterns, cause-and-effect relationships, and the impacts
- 16 that a decision can have on the individual and others (Problem Solver: Critical Thinking and
- 17 Analysis).
- 18 2. Interpret information and draw conclusions about the origins of the structures of America’s
- 19 governmental institutions ~~(Entrepreneurial Skills: Critical Thinking/Problem Solving)~~ (Community
- 20 Member: Civic Engagement).
- 21 3. Apply knowledge of government to develop ~~appropriate and~~ workable solutions that address
- 22 complex local, state, **tribal**, national, and global problems using interdisciplinary perspectives
- 23 ~~(Civic/Interpersonal Skills: Global/Cultural Awareness)~~ (Community member: Civic Engagement).

24 *Inquiry Questions:*

- 25 1. What are the most important democratic ideals and practices?
- 26 2. What are the various levels and roles of the U.S. system of government?
- 27 3. What would society look like if several landmark court cases had been decided differently?
- 28 4. ~~How does the government best protect individual rights and the rights of minorities, yet have~~
- 29 ~~majority rule?~~ How do the U.S. and Colorado governments best protect individual rights, and the
- 30 rights of underrepresented groups, for example, African Americans, Latinos, Indigenous peoples,
- 31 Asian Americans, LGBTQ, and religious minorities?
- 32 5. ~~In what ways can you actively engage in American democracy and impact its system of government?~~
- 33 6. ~~What would the United States government look like with no checks and balances or another mix of~~
- 34 ~~those limitations?~~
- 35 7. How has American federalism evolved and changed over time?
- 36 8. How has the concept of American Democracy developed throughout history?
- 37 9. How have domestic and foreign policy impacted American Democracy?
- 38 10. Why should ~~U.S. citizens~~ **people in the U.S.** be informed of issues related to foreign governments?
- 39 11. Who are the elected officials who impact your life and how?
- 40 12. ~~What are U.S. citizens~~ **the rights and responsibilities of people in the United States?**
- 41 13. **What are the structures in the United States government that inhibit democratic decision making?**
- 42 14. **What is the impact of lifetime judicial appointments?**
- 43 15. **How does the Electoral College impact people of color, of different socioeconomic levels, and**
- 44 **those who live in urban vs. rural areas?**

- 1 16. How did the Three-Fifths Clause impact the development of American democracy?
- 2 17. How does current education policy impact marginalized communities in creating inequalities for all
- 3 persons in the United States?
- 4 18. How has the U.S. government responded to genocides, beginning with the Armenian Genocide in
- 5 the early 20th century?
- 6 19. Why has the U.S. government's response to genocide and other acts of widespread violence varied
- 7 so widely?
- 8 20. What is the role of failed states and authoritarian regimes in genocide and other acts of widespread
- 9 violence?

10 *Nature and Skills of Civics:*

- 11 1. Civic-minded individuals know the facts and subject matter of the United States Citizenship test, the
- 12 test that all foreign nationals must pass before becoming a U.S. citizen.
- 13 2. Civic-minded individuals understand the concept of "rule of law" and its role in policies and practices
- 14 of the government.
- 15 3. Civic-minded individuals know the political theories that contributed to the foundation and
- 16 development of the structures of government and their meaning today.
- 17 4. Civic-minded individuals understand how the U.S. system of government functions at the local,
- 18 state, tribal, and federal level in respect to separation of powers and checks and balances and their
- 19 impact on policy.
- 20 5. Civic-minded individuals understand the effectiveness of government institutions and the limits on
- 21 government in addressing social and political problems.
- 22 6. Civic-minded individuals gather and analyze data from multiple sources to look for patterns and
- 23 create hypotheses regarding national and foreign policy.

24 *Disciplinary, Information, and Media Literacy:*

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

1 High School, Standard 4. Civics

2 Prepared Graduates:

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

5 Grade Level Expectation:

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

8 GLE Code: SS.HS.4.3

9 Evidence Outcomes

10 *Students Can:*

- 11 a. Assess how members of a civil society can impact public policy on local, state, national, or
12 international issues by exercising their civic rights and responsibilities. For example: voting,
13 Participation in primaries and general elections, and contact with elected officials, petitions,
14 protesting, attending public forums, etc.
- 15 b. Examine and evaluate the effectiveness of political parties, interest groups, suffrage, and social
16 movements as a way opportunities for people to participate in and influence government.
- 17 c. Analyze the impact of state and federal policies on campaigns and elections. and why these policies
18 are debated by multiple parties on the political spectrum. For example: PACs, campaign finance,
19 gerrymandering/redistricting, state and federal voting laws and regulations, and the Federal Election
20 Commission.
- 21 d. Analyze how individual rights have been affected over time by court decisions, legislative debates at
22 various levels of government, and/or the advocacy of individuals and groups. have helped to
23 preserve, develop, interpret, and limit the individual rights and ideals of the American system of
24 government.
- 25 e. Examine how people in other systems of government exercise their civic rights and responsibilities.
26 can participate to influence policy.
- 27 f. Examine the advantages and disadvantages of a two-party system vs. a multiparty system within a
28 democratic government.

29 Academic Context and Connections

30 *Colorado Essential Skills:*

- 31 1. ~~Analyze both how and why media messages are constructed, and for what purpose.~~ Analyze the
32 reliability of information, claims, and sources presented in the various forms of media (Professional
33 Skills: Information Literacy) (Communicator: Media Literacy).
- 34 2. ~~Participate effectively in civic life through the use of linkage institutions. For example: media,~~
35 ~~political parties, campaigns, interest groups~~ Apply knowledge and skills gained from experiences-
36 within communities of diverse perspectives- to address issues and affect change (Civic/Interpersonal
37 Skills) (Community Member: Civic Engagement).
- 38 3. ~~Apply a fundamental understanding of the ethical/legal issues in many contexts including the access~~
39 ~~and use of information. For example: campaign finance laws, and Freedom of Information Act.~~
40 (Civic/Interpersonal Skills: Character)

1 4. Access, and evaluate information through digital platforms and networks (Communicator: Digital
2 Literacy).

3 *Inquiry Questions:*

- 4 1. What are the different ways ~~citizens~~ people can impact public policy as individuals or through
5 groups?
- 6 2. How have voting rights evolved over time?
- 7 3. What current issues surround voting rights at the local, state, and national level?
- 8 4. What are interest groups and how do they influence policy?
- 9 5. How have federal elections changed over time and how do the political parties view these changes?
- 10 6. How have political parties responded to societal changes over time?
- 11 7. How has the participation of different demographic groups changed over time in the U.S. and how
12 has this influenced American politics and the system of government?
- 13 8. How do primaries/caucuses impact political parties in the United States?
- 14 9. How does the winner-take-all system help to maintain a two-party system?
- 15 10. What role does gerrymandering play in the political process?
- 16 11. In what ways can you actively engage in American democracy and impact its system of government?
- 17 12. What role have court decisions played in determining the political process in the United States? For
18 example: voting rights, campaign finance, gerrymandering, etc.
- 19 13. How have the courts interpreted and modified civil rights and civil liberties over time?

20 *Nature and Skills of Civics:*

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

1 *Disciplinary, Information, and Media Literacy:*

- 2 1. ~~Understand~~ **Identify the** strategies that are used by political and civic entities to impact public
3 opinion. For example: interest groups, lobbying, political party platforms, social media networks,
4 etc.
- 5 2. Identify how political issues are covered by the media, and how the media can influence public
6 policy.
- 7 3. Identify ways in which ~~21st-century~~ **various types of** media can be evaluated for authenticity,
8 validity, and reliability.
- 9 4. Evaluate the use of social media and crowdsourcing in political movements and campaigns.
- 10 5. Analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments
11 made, and conclusions drawn, and speculative ideas offered in the text.
- 12 6. Synthesize information from multiple **reliable** sources to demonstrate understanding of a topic.
- 13 7. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and
14 effective presence that builds credibility.
- 15

1 High School, Standard 5. Personal Financial Literacy

2 Prepared Graduates:

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

4 Grade Level Expectation:

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

8 GLE Code: SS.HS.5.1

9 Evidence Outcomes

10 *Students Can:*

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

31 Academic Context and Connections

32 *Colorado Essential Skills:*

- 33 1. Make predictions and design data/information collection and analysis strategies (~~Entrepreneurial~~
34 ~~Skills: Inquiry/Analysis~~) (Problem Solver: Critical Thinking and Analysis).
35 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
36 (~~Professional Skills: Task/Time Management~~) (Empowered Individual: Self Awareness).

37 *Inquiry Questions:*

- 38 1. How does a consumer determine the accuracy and relevancy of consumer information?
39 2. How can a consumer locate and identify reliable sources of financial information?
40 3. What are some steps that can be taken to protect personal and financial information?

- 1 4. What are some things that should be considered when entering into a contract for financial
- 2 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:*

- 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.

13 *Disciplinary, Information, and Media Literacy:*

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

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

23 **Prepared Graduates:**

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

25 **Grade Level Expectation:**

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

29 GLE Code: SS.HS.5.2

30 **Evidence Outcomes**

31 *Students Can:*

- 32 ~~a. Select financial investments that align with financial goals, risk tolerance, and personal values at~~
- 33 ~~different life stages.~~
- 34 ~~b. Explore long-range comprehensive financial planning strategies. For example: diversification,~~
- 35 ~~automation, and monitoring.~~
- 36 ~~c. Determine how financial investments impact income tax obligations.~~
- 37 ~~d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy,~~
- 38 ~~and information. For example: the business cycle.~~
- 39 ~~e. Explain the role of government related to investing regulation, and consumer protection.~~
- 40 f. Develop income-earning potential with intentional choices.

- 1 g. Compare different sources of personal income and compensation.
- 2 h. Analyze the impact of economic conditions and cost of living factors on income and purchasing
- 3 power.
- 4 i. Predict the potential impact of education and skill development choices on ~~future earning capability~~
- 5 ~~and financial well-being~~ career earnings (including starting salary by field and level of degree or
- 6 credential).
- 7 j. Investigate the total cost, affordability, and payments options associated with postsecondary
- 8 options, degrees, and credentials (including personal savings, scholarships, grants, employer tuition
- 9 programs, work study, and public and private loans).
- 10 k. Review the purpose and the process of accessing state and federal financial aid. For example:
- 11 Colorado Application for State Financial Aid (CASFA), the Free Application for Federal Student Aid
- 12 (FAFSA) application for financial aid.
- 13 l. Analyze student loan repayment options, terms, requirements, and state and federal repayment
- 14 programs and their impact on a student's financial future.
- 15 m. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For
- 16 example: employer-matched retirement fund contributions, paid time off, insurance, professional
- 17 development, personal sense of accomplishment, sense of community.
- 18 n. ~~Calculate a Simulate sustainable household income based on financial obligations for different~~
- 19 ~~lifestyle scenarios~~ budget based on your educational choices.

20 Academic Context and Connections

21 *Colorado Essential Skills:*

- 22 1. Make predictions and design data/information collection and analysis strategies (~~Entrepreneurial~~
- 23 ~~Skills: Inquiry/Analysis~~) (Problem Solver: Critical Thinking and Analysis).
- 24 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
- 25 (~~Professional Skills: Task/Time Management~~) (Empowered Individual: Self-Management).
- 26 3. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests
- 27 translate into career fulfillment and career pathways available in local, regional, national, and global
- 28 arenas (~~Professional Skills: Career Awareness~~) (Empowered Individual: Self Awareness).

29 *Inquiry Questions:*

- 30 1. What is the role of education and earning capability in building financial security?
- 31 2. What potential barriers might impede an individual's work routine, hinder the ability to get a job, or
- 32 prevent career advancement, and how can an individual overcome the barriers?
- 33 3. How much money is enough for financial security? How much money is enough for retirement?
- 34 4. What is the return on investment of post-secondary educational opportunities?
- 35 5. How do employment decisions and career planning fit into an individual's comprehensive financial
- 36 plan?
- 37 6. What resources are available to individuals seeking help with career, employment, and training?

38 *Nature and Skills of Economics:*

- 39 1. Financially capable individuals consider the value of professional development, income earning
- 40 potential, value of workplace benefits, and labor market trends as part of a lifetime comprehensive
- 41 financial plan.
- 42 2. Financially capable individuals plan for income tax liability.
- 43 3. Financially capable individuals consider opportunity costs when making decisions about professional
- 44 development and career changes.

- 1 4. Financially capable individuals analyze economic cycles and make predictions regarding economic
- 2 trends.
- 3 5. Financially capable individuals calculate the sustainable household income given specific market
- 4 conditions and lifestyle circumstances which provides consumers with income earning goals when
- 5 deciding employment, career path, and professional development.

6 *Disciplinary, Information, and Media Literacy:*

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

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

14 **Prepared Graduates:**

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

16 **Grade Level Expectation:**

- 17 3. Budgeting, Savings, and Debt Management: Apply consumer skills to **budgeting**, spending, saving,
- 18 and borrowing decisions.

19 GLE Code: SS.HS.5.3

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Analyze how inflation and cost of living impact consumer purchasing and saving power.
- 23 b. Summarize factors to consider when selecting borrowing options, including costs, relevance,
- 24 payoffs, and tradeoffs. For example: Comparing student ~~loan options~~, auto ~~loan options~~, **home**, and
- 25 payday ~~lending options loans~~.
- 26 ~~c. Analyze consumer and financial information for relevance, credibility, and accuracy.~~
- 27 ~~d. Investigate consumer responsibilities, rights, and protections when entering into contracts and~~
- 28 ~~engaging in commerce. For example: discrimination laws, credit reporting laws, loan contracts, and~~
- 29 ~~online purchases.~~
- 30 e. Explain how an individual's credit history can affect borrowing power.
- 31 f. Design a ~~spending plan/budget that covers~~ **household budget (using gross and net income)** that
- 32 ~~covers~~ **addresses** financial obligations and integrates saving for future goals **and retirement based**
- 33 **on your values and goals.**
- 34 g. **Describe how to use and manage different types of accounts and payment methods.**
- 35 h. **Analyze types of debt and strategies to responsibly limit and manage personal debt (including home**
- 36 **loans, student loans, credit cards, and other consumer debt).**
- 37 i. **Compare the advantages and disadvantages of various types of credit.**
- 38 j. **Summarize the advantages and disadvantages of leasing versus purchasing automobiles, homes, and**
- 39 **other large purchases.**

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Make predictions and design data/information collection and analysis strategies (~~Entrepreneurial~~
4 ~~Skills: Inquiry/Analysis~~) (Problem Solver: Critical Thinking and Analysis).
5 2. Take responsibility for spending decisions and borrowing decisions (~~Personal Skills: Initiative/Self-~~
6 ~~Direction~~) (Empowered Individual: Self-Advocacy and Initiative).
7 3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
8 (~~Professional Skills: Task/Time Management~~) (Empowered Individual: Self-Management).

9 *Inquiry Questions:*

- 10 1. ~~How does a consumer determine the accuracy and relevancy of consumer information?~~
11 2. How might changes in the economic cycle and market conditions affect a household spending plan?
12 3. How might changes in lifestyle, income, or life circumstances affect a household ~~spending financial~~
13 ~~plan~~?
14 4. When might it make sense to take on debt? When does it not make sense?
15 5. How much will today's purchase cost tomorrow?
16 6. What resources are available to individuals seeking help with financial hardships?
17 7. How does taking on debt impact your financial future?
18 8. What types of decisions can you make in order to avoid debt?
19 9. How can you increase your credit score without taking on debt?
20 10. What steps can individuals take to increase their savings rate and decrease spending?

21 *Nature and Skills of Economics:*

- 22 1. Financially capable individuals demonstrate effective decision-making by comparing the additional
23 costs of alternatives with the additional benefits.
24 2. Financially capable individuals plan and monitor spending and saving to fulfill financial obligations
25 and achieve goals as part of a comprehensive financial plan.
26 3. Financially capable individuals know their rights and obligations when using credit.
27 4. Financially capable individuals understand that there is an economic role for government in a
28 market economy whenever the benefits of a government policy outweigh its costs.

29 *Disciplinary, Information, and Media Literacy:*

- 30 1. Gather relevant information from multiple print and digital sources and assess the credibility and
31 accuracy of the sources.
32 2. Read and comprehend complex informational texts. For example: Financial aid offers
33 3. Analyze how incentives influence choices that may result in policies with a range of costs and
34 benefits for different groups.
35 4. ~~Describe the consequences of competition in specific markets~~

36 **High School, 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 4. ~~Establish personal investment objectives.~~ Investing: Explore a diversified investment strategy that is
3 compatible with personal financial goals.

4 GLE Code: SS.HS.5.4

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Select financial investments that align with financial goals, risk tolerance, and personal and
8 retirement options for different life stages.
- 9 ~~b. Explore long-range comprehensive financial planning strategies. For example: diversification,~~
10 ~~automation, and monitoring.~~
- 11 ~~c. Determine how financial investments impact income tax obligations.~~
- 12 d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy,
13 and information. For example: the business cycle.
- 14 ~~e. Explain the role of government related to investing regulation, and consumer protection.~~
- 15 f. Evaluate different investments. For example: Stocks, bonds, digital assets, physical assets, etc.
- 16 g. Investigate how investing over time helps meet financial goals and build wealth.
- 17 h. Investigate methods for saving for short-term, mid-term, and long-term financial goals and
18 retirement. For example: Long-term investments, tax-deferred accounts, pensions, and government
19 retirement benefits.
- 20 i. Determine how financial investments impact tax obligations.
- 21 j. Investigate how to buy and sell various assets and investments.

22 **Academic Context and Connections**

23 *Colorado Essential Skills:*

- 24 1. Make predictions and design data/information collection and analysis strategies (~~Entrepreneurial~~
25 ~~Skills: Inquiry/Analysis~~) (Problem Solver: Critical Thinking and Analysis).
- 26 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
27 (~~Professional Skills: Task/Time Management~~) (Empowered Individual: Self-Management).

28 *Inquiry Questions:*

- 29 1. How does a consumer choose between investment options?
- 30 2. How might changes in the economic cycle and market conditions affect future earnings on an
31 individual's investments?
- 32 3. What are some ways that individuals might rate the security, accuracy, and relevancy of financial
33 information?
- 34 4. How does investing fit into an individual's comprehensive financial plan?

35 *Nature and Skills of Economics:*

- 36 1. Financially capable individuals consider the value that investing plays as part of a lifetime
37 comprehensive financial plan.
- 38 2. Financially capable individuals carefully consider the amount of financial risk that they can tolerate
39 based on life stage, and they plan for changes in the economic cycles.
- 40 3. Financially capable individuals create plans based on sound economic principles to maximize their
41 standard of living over time.

- 1 4. Financially capable individuals analyze market conditions and make predictions regarding economic
2 trends.
- 3 5. Financially capable individuals know how to perform time value of money calculations allowing
4 investigation of rate of return, future value of investments, and present value of long-term financial
5 goals.
- 6 6. Financially capable individuals understand the relationship between variables in a function which
7 allows people to use functions to model relationships in the real world such as the impact of
8 compound interest.

9 *Disciplinary, Information, and Media Literacy:*

- 10 1. Gather relevant information from multiple print and digital sources, assess the credibility and
11 accuracy of the sources.
- 12 2. Read and comprehend complex informational texts. For example: Stock chart
- 13 3. Analyze how incentives influence choices that may result in policies with a range of costs and
14 benefits for different groups.
- 15 4. ~~Use economic indicators to analyze the current and future state of the economy.~~

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

17 **Prepared Graduates:**

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

19 **Grade Level Expectation:**

- 20 5. **Risk Management:** Choose risk management strategies for protection from the financial risk of lost
21 income, lost or damaged property, health issues, or identity fraud.

22 GLE Code: SS.HS.5.5

23 **Evidence Outcomes**

24 *Students Can:*

- 25 a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to
26 others through insurance.
- 27 b. Explain the purpose of insurance and how insurance works.
- 28 c. Analyze the cost of insurance as a method to offset the financial risk of a situation.
- 29 d. Examine types of individual and external factors that impact insurance costs for individuals. For
30 example, insured profile, number and size of claims, frequency, and costs of natural disasters.
- 31 e. Outline steps to monitor and safeguard personal financial data and avoid and/or resolve identity
32 theft or fraud issues.
- 33 f. Explain the role of government related to insurance regulation, fraud protection, and disaster
34 response.
- 35 g. Explain the types and purpose of insurance products. For example: Automotive, identity theft,
36 health, disability, long-term care, life insurance, renter's insurance, and property insurance.
- 37 h. Analyze consumer and financial information for relevance, credibility, and accuracy.
- 38 i. Investigate consumer responsibilities, rights, and protections when entering into contracts and
39 engaging in commerce. For example: Discrimination laws, credit reporting laws, loan contracts, and
40 online purchases.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Interpret information and draw conclusions based on the best analysis (~~Entrepreneurial Skills:~~
4 ~~Inquiry/Analysis~~) (Problem Solver: Critical Thinking and Analysis).
5 2. Develop, plan, and organize self-behavior (~~Personal Skills: Personal Responsibility~~) (Empowered
6 Individual: Self-Management).

7 *Inquiry Questions:*

- 8 1. How are individuals, groups of consumers, and markets impacted by unexpected financial
9 obligations due to property loss or damage, loss of income, health care issues, and fraud?
10 2. What should a consumer consider when choosing insurance for particular situations?
11 3. How will your insurance needs change during your lifetime?
12 4. How does probability relate to obtaining insurance and the cost of insurance?
13 5. How can consumers decrease insurance costs?
14 6. How does insurance fit into an individual’s comprehensive financial plan?

15 *Nature and Skills of Economics:*

- 16 1. Financially capable individuals mitigate the financial risks associated with everyday life through
17 planning for the unexpected, saving for emergencies, and acquiring insurance.
18 2. Financially capable individuals consider insurance as a part of a lifetime comprehensive financial
19 plan.
20 3. Financially capable individuals demonstrate effective financial decision-making by comparing the
21 additional costs of alternatives with the additional benefits.
22 4. Financially capable individuals understand that probability allows informed decision-making, such as
23 whether the cost of insurance is less than the expected cost of illness, when the deductible on car
24 insurance is optimal, or whether an extended warranty justifies the cost.

25 *Disciplinary, Information, and Media Literacy:*

- 26 1. Read and comprehend complex informational texts. For example: Insurance policies.
27 2. Analyze how incentives influence choices that may result in policies with a range of costs and
28 benefits for different groups.