

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Preschool	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Recognize change and sequence over time.	SS.P.1.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	a. Begin to understand concepts of the past, present, and future.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	a. Recognize concepts of past, present, and future.
Social Studies	Preschool	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Recognize change and sequence over time.	SS.P.1.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	b. Begin to recall family traditions or personal events that happened in the past (this can include immediate past events from that day or week, or longer) and the present, especially as it pertains to diverse backgrounds, such as race, and individual family traditions.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	b. Identify a memorable family event such as a birthday, trip, or holiday.
Social Studies	Preschool	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Recognize change and sequence over time.	SS.P.1.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	c. Begin to understand that previous, current, and future events can have an impact on our daily, weekly, or monthly lives.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	c. Identify a personal event and then what happened next.
Social Studies	Preschool	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Develop spatial understanding, perspectives, and connections to the world	SS.P.2.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	a. Identify aspects of their immediate environment, such as areas of their preschool classroom, their own room or house, and/or building and roads, trees, gardens, bodies of water, and land formations.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	a. Respond to immediate environment such as areas of their preschool classroom, their own room or house, and/or building and roads, trees, gardens, bodies of water and land formations (e.g. joint attention, gesture, change in affect, point, etc.)
Social Studies	Preschool	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Develop spatial understanding, perspectives, and connections to the world	SS.P.2.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	b. Develop an awareness of their own home, classroom, school, neighborhood, and community.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	b. Identify their own home, classroom, school, neighborhood and community.
Social Studies	Preschool	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Develop spatial understanding, perspectives, and connections to the world	SS.P.2.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	c. Develop an awareness of basic, developmentally appropriate spatial concepts such as near and far.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	c. Identify spatial concepts of location such as "here" and "there".

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Preschool	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Understand that individuals have many wants and must make choices.	SS.P.3.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	a. Identify choices that individuals can make to get their needs and wants met.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	a. Identify choices that individuals can make to get their needs and wants met.
Social Studies	Preschool	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Understand that individuals have many wants and must make choices.	SS.P.3.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	b. Explain how individuals earn money and use it to make choices among their various wants.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	b. Identify ways to earn money and demonstrate how money is used for exchange.
Social Studies	Preschool	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Understand one's relationship to the family and community and respect differences in others.	SS.P.4.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations.
Social Studies	Preschool	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Understand one's relationship to the family and community and respect differences in others.	SS.P.4.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	b. Understand similarities and respect differences among people of diverse backgrounds within their classroom and community.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	b. Identify differences between self and others with diverse backgrounds (e.g., family traditions, food, faith practices, composition of family, etc.).
Social Studies	Preschool	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Understand one's relationship to the family and community and respect differences in others.	SS.P.4.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	c. Identify emotions using age-appropriate vocabulary and correlate cause and effect to those emotions.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	c. Identify basic emotions in self or others.
Social Studies	Preschool	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Understand one's relationship to the family and community and respect differences in others.	SS.P.4.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	d. Utilize positive social skill methods such as communication, trade-offs, common goals, kind actions, etc. to get positive results for obtaining needs and wants from other individuals, classmates, friends, and adults to empathize with others and begin to solve problems.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	d. Use positive social communication to begin to solve problems.
Social Studies	Preschool	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Understand one's relationship to the family and community and respect differences in others.	SS.P.4.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	e. Understand how similarities and differences can make a family, classroom, and community stronger.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	e. Categorize or sort familiar adults and peers in relationship to classroom and home environments.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Preschool	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Understand that rules allow groups to work effectively.	SS.P.4.2	By the end of the preschool experience (approximately 60 months/5 years old), students may:	a. Understand how rules in the classroom, home, and community keep us safe.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	a. Identify how rules in the classroom, home and community keep us safe.
Social Studies	Preschool	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Understand that rules allow groups to work effectively.	SS.P.4.2	By the end of the preschool experience (approximately 60 months/5 years old), students may:	b. Show interest in interacting with and developing relationships with others, including those who are African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	b. Demonstrate positive social awareness of diverse groups and individuals, including those who are African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.
Social Studies	Preschool	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Understand that rules allow groups to work effectively.	SS.P.4.2	By the end of the preschool experience (approximately 60 months/5 years old), students may:	c. Recognize that everyone has rights and responsibilities within a group.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	c. Recognize that everyone has rights and responsibilities within a group.
Social Studies	Preschool	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Understand that rules allow groups to work effectively.	SS.P.4.2	By the end of the preschool experience (approximately 60 months/5 years old), students may:	d. Demonstrate self-regulated behaviors and problem-solving skills when resolving conflicts.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	d. Demonstrate self-regulated behaviors and problem solving skills when resolving conflicts.
Social Studies	Preschool	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Understand that rules allow groups to work effectively.	SS.P.4.2	By the end of the preschool experience (approximately 60 months/5 years old), students may:	e. Follow classroom routines, rules, and expectations.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	e. Follow classroom routines, rules, and expectations.
Social Studies	Preschool	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Identify money and its purpose.	SS.P.5.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	a. Recognize coins and currency as money.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	a. Recognize coins and currency as money.
Social Studies	Preschool	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Identify money and its purpose.	SS.P.5.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	b. Identify how money is obtained (e.g., through work or gifts) and how it is used.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	b. Identify how money is obtained (e.g., through work or gifts) and how it is used.
Social Studies	Preschool	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Identify money and its purpose.	SS.P.5.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	c. Discuss why we need money.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	c. Identify at least one reason why we need money.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Preschool	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Identify money and its purpose.	SS.P.5.1	By the end of the preschool experience (approximately 60 months/5 years old), students may:	d. Identify different forms of money and their different values.	By the end of the preschool experience (approximately 60 months/5 years old), With guidance and support students may:	d. Sort coins from paper money (sorting objects by one attribute).
Social Studies	Kindergarten	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas about the past.	SS.K.1.1	Students Can:	a. Ask questions about the past using question starters. For example: What did? Where did? When did? Which did? Who did? Why did? How did? From whose perspective?	With guidance and support students can:	a. Communicate a question about something from the past using question starters (e.g., What did? Where did? When did? Which did? Who did? Why did? How did?).
Social Studies	Kindergarten	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas about the past.	SS.K.1.1	Students Can:	b. Identify information from primary and/or secondary sources that answer questions about the past and contribute to the collective memory.	With guidance and support students can:	b. Identify information from multiple sources that answers questions about the past.
Social Studies	Kindergarten	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas about the past.	SS.K.1.1	Students Can:	c. Provide rationale about something from the past using statements. For example: Because, as a result, I know _____.	With guidance and support students can:	c. Identify one thing that happens "because" something else happened in the past (e.g., understand first/then related to "because").
Social Studies	Kindergarten	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Understand that the sequence of events is important when describing the past.	SS.K.1.2	Students Can:	a. Explore differences and similarities in the lives of children and families from different time periods by using a variety of sources. For example: Personal artifacts and stories, texts, pictures, and videos from different societies.	With guidance and support students can:	a. Identify similarities in the lives of children and families of long ago and today.
Social Studies	Kindergarten	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Understand that the sequence of events is important when describing the past.	SS.K.1.2	Students Can:	b. Sequence information using words. For example: Present, future, days, weeks, months, years, first, next, last, before, and after.	With guidance and support students can:	b. Sequence information (e.g., first, next, last, before, after, etc.).
Social Studies	Kindergarten	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Understand that the sequence of events is important when describing the past.	SS.K.1.2	Students Can:	c. Explain why knowing the order of events is important.	With guidance and support students can:	c. Identify sequences of events (e.g., what is next on your schedule).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Kindergarten	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Recognize that geographic tools represent places and spaces.	SS.K.2.1	Students Can:	a. Distinguish between a map and a globe as ways to show places people live.	With guidance and support students can:	a. Identify the differences between a map and a globe.
Social Studies	Kindergarten	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Recognize that geographic tools represent places and spaces.	SS.K.2.1	Students Can:	b. Use geographic tools to describe places. For example: Globes, maps, and GPS.	With guidance and support students can:	b. Identify geographic tools to identify places (e.g., globes, maps, GPS).
Social Studies	Kindergarten	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Identify how the environment influences the way people live.	SS.K.2.2	Students Can:	a. Identify ways students' lives are similar and different from those in other communities.	With guidance and support students can:	a. Identify ways students' lives are similar and different from those in other communities.
Social Studies	Kindergarten	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Identify how the environment influences the way people live.	SS.K.2.2	Students Can:	b. Identify how the environment, geographic features, and climate impact lifestyles. For example: Food, sports, shelter, transportation, school, etc.	With guidance and support students can:	b. Identify how the environment, geographic features, and climate impact lifestyles (e.g., food, sports, shelter, transportation, school, etc.).
Social Studies	Kindergarten	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how individuals make choices based on needs and wants.	SS.K.3.1	Students Can:	a. Identify the costs and benefits of a choice an individual makes when acquiring an item.	With guidance and support students can:	a. Identify different costs of what you want or need.
Social Studies	Kindergarten	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how individuals make choices based on needs and wants.	SS.K.3.1	Students Can:	b. Recognize and engage in ways to use another individual's items. For example: Asking for permission to share and taking turns.	With guidance and support students can:	b. Demonstrate others' ownership of items and engage in ways to share.
Social Studies	Kindergarten	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Identify ways in which civic participation takes place across multiple groups.	SS.K.4.1	Students Can:	a. Differentiate among examples of civic participation. For example: Describe personal connections to community events, such as voting, debating, running for office, advocating, fundraising, and volunteering.	With guidance and support students can:	a. Follow classroom rules and routines.
Social Studies	Kindergarten	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Identify ways in which civic participation takes place across multiple groups.	SS.K.4.1	Students Can:	b. Explain the qualities of an informed and engaged citizen.	With guidance and support students can:	b. Communicate the qualities of an informed and engaged citizen.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Kindergarten	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Identify ways in which civic participation takes place across multiple groups.	SS.K.4.1	Students Can:	c. Practice citizenship skills when working with others including courtesy, honesty, and fairness.	With guidance and support students can:	c. Practice citizenship skills when working with others including courtesy, honesty, and fairness.
Social Studies	Kindergarten	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Identify ways in which civic participation takes place across multiple groups.	SS.K.4.1	Students Can:	d. Identify the difference between fact and opinion.	With guidance and support students can:	d. Identify the difference between fact and opinion.
Social Studies	Kindergarten	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Participate in making logical decisions using democratic principles.	SS.K.4.2	Students Can:	a. Explain why rules are needed.	With guidance and support students can:	a. Communicate why rules are needed.
Social Studies	Kindergarten	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Participate in making logical decisions using democratic principles.	SS.K.4.2	Students Can:	b. Create and follow classroom rules.	With guidance and support students can:	b. Create and follow classroom rules.
Social Studies	Kindergarten	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Participate in making logical decisions using democratic principles.	SS.K.4.2	Students Can:	c. Explain how a class rule may promote fairness and resolve conflict and compare against a rule that may not.	With guidance and support students can:	c. Identify how a class rule promotes fairness (e.g., how sharing makes friends, examples of how to resolve conflict, etc.).
Social Studies	Kindergarten	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Participate in making logical decisions using democratic principles.	SS.K.4.2	Students Can:	d. Contribute to making and maintaining class community decisions.	With guidance and support students can:	d. Participate in class discussions (e.g., raising hand when voting, asking a question, answering a question).
Social Studies	Kindergarten	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Participate in making logical decisions using democratic principles.	SS.K.4.2	Students Can:	e. Explain the difference between democratic decision-making and decisions made by authorities. For example: A parent, teacher, principal, and a police officer.	With guidance and support students can:	e. Compare decisions made by different people (e.g., a parent, teacher, principal, police officer, etc.).
Social Studies	Kindergarten	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Describe choices people make about how to use the money they earn.	SS.K.5.1	Students Can:	a. Recognize choices people make with their money and explain how financial decisions are made.	With guidance and support students can:	a. Identify choices people make with money.
Social Studies	Kindergarten	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Describe choices people make about how to use the money they earn.	SS.K.5.1	Students Can:	b. Explain how money gives people the ability to buy goods and services.	With guidance and support students can:	b. Communicate how money gives people the ability to buy goods and services.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Kindergarten	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Describe choices people make about how to use the money they earn.	SS.K.5.1	Students Can:	a. Identify the difference between a want and a need and how that impacts purchasing decisions when resources are limited. For example: Buying a healthy snack vs. a candy bar, new shoes vs. a new toy, or a coat vs. a new game.	With guidance and support students can:	c. Differentiate between a want and a need.
Social Studies	First Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	SS.1.1.1	Students Can:	a. Arrange life events in chronological order.	With guidance and support students can:	a. Respond to questions about the recent past (e.g., What did you have for breakfast? What did you do before this activity?)
Social Studies	First Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	SS.1.1.1	Students Can:	b. Use words related to time, sequence, and change. For example: Past, present, future, change, first, next, and last.	With guidance and support students can:	b. Communicate questions about a calendar and order of events from the past.
Social Studies	First Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	SS.1.1.1	Students Can:	c. Identify the organizational components of a calendar. For example: Year, months, weeks, days, and notable events.	With guidance and support students can:	c. Identify the parts of a calendar (e.g., year, months, weeks, days and notable events).
Social Studies	First Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	SS.1.1.1	Students Can:	d. Determine events from the past, present, and future, using the components of a calendar.	With guidance and support students can:	d. Identify people, items, or events from the past, present, and future.
Social Studies	First Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	SS.1.1.1	Students Can:	e. Distinguish between primary and secondary sources.	With guidance and support students can:	e. Identify primary and secondary sources.
Social Studies	First Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	SS.1.1.1	Students Can:	f. Identify information from primary and/or secondary sources that answer questions about patterns and chronological order of events from the past.	With guidance and support students can:	f. Use information from primary and/or secondary sources to answer questions about events from the past.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	First Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Explain how the diverse perspectives and traditions of families from many cultures have shaped the United States.	SS.1.1.2	Students Can:	a. Identify the unique characteristics of oneself as well as the similarities and differences between themselves and others. For example: Eye color, ability, individuality, family composition, etc.	With guidance and support students can:	a. Identify similarities and differences between themselves and others (e.g., recognizing family members from non-family members, eye color, ability).
Social Studies	First Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Explain how the diverse perspectives and traditions of families from many cultures have shaped the United States.	SS.1.1.2	Students Can:	b. Discuss common and unique characteristics of different cultures, including African American, Latino, Asian American, Hawaiian/Pacific Islanders, Indigenous Peoples, LGBTQ, and religious minorities, using multiple sources of information.	With guidance and support students can:	b. Categorize or sort common and unique characteristics of different cultures, including those who are African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.
Social Studies	First Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Explain how the diverse perspectives and traditions of families from many cultures have shaped the United States.	SS.1.1.2	Students Can:	c. Understand that the United States is made up of the diverse perspectives and traditions of many cultures. For example: The diversity of foods available in the local community.	With guidance and support students can:	c. Identify that the United States is made up of the diverse perspectives and traditions of many cultures (e.g., the diversity of foods available in the local community).
Social Studies	First Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic terms and tools to describe places and spaces.	SS.1.2.1	Students Can:	a. Explain that maps and globes are different representations of Earth.	With guidance and support students can:	a. Identify maps and globes and their parts.
Social Studies	First Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic terms and tools to describe places and spaces.	SS.1.2.1	Students Can:	b. Describe locations using terms related to direction and distance. For example: Forward and backward, left and right, near and far, is next to, and close.	With guidance and support students can:	b. Recognize locations using terms related to direction and distance (e.g., forward and backward, left and right, near and far, is next to and close).
Social Studies	First Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic terms and tools to describe places and spaces.	SS.1.2.1	Students Can:	c. Recite an address including city, state, and country, and explain how those labels help find places on a map.	With guidance and support students can:	c. Identify familiar places and spaces (e.g., home address, environmental print and who community helpers are).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	First Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic terms and tools to describe places and spaces.	SS.1.2.1	Students Can:	d. Distinguish between land and water on a map and globe.	With guidance and support students can:	d. Identify maps, globes and their parts (e.g., land and oceans).
Social Studies	First Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic terms and tools to describe places and spaces.	SS.1.2.1	Students Can:	e. Create simple maps showing both human and natural features.	With guidance and support students can:	e. Create simple maps showing both human and natural features.
Social Studies	First Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Describe the characteristics of a community and how they are influenced by the environment.	SS.1.2.2	Students Can:	a. Provide examples of how individuals and families interact with their environment.	With guidance and support students can:	a. Identify different activities related to home and school.
Social Studies	First Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Describe the characteristics of a community and how they are influenced by the environment.	SS.1.2.2	Students Can:	b. Analyze how weather, climate and environmental characteristics influence individuals and the cultural characteristics of a family.	With guidance and support students can:	b. Categorize or sort how local weather, climate, and environment influence what we wear.
Social Studies	First Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Describe the characteristics of a community and how they are influenced by the environment.	SS.1.2.2	Students Can:	c. Compare and contrast at least two different communities with respect to schools, neighborhoods, and culture.	With guidance and support students can:	c. Identify ways that families are the same with respect to schools, neighborhoods, and culture.
Social Studies	First Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Understand that individuals work in different types of jobs to earn an income.	SS.1.3.1	Students Can:	a. Identify the goods and/or services that different types of businesses produce in the local community.	With guidance and support students can:	a. Identify different jobs and/or services that people do in the community to earn money.
Social Studies	First Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Understand that individuals work in different types of jobs to earn an income.	SS.1.3.1	Students Can:	b. Give examples of different types of jobs held by family members and/or individuals in the local community.	With guidance and support students can:	b. Identify different types of jobs held by family members and/or individuals in the local community (e.g., my dad is a firefighter, my mom is a nurse).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	First Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Understand that individuals work in different types of jobs to earn an income.	SS.1.3.1	Students Can:	c. Compare at least two different job choices that individuals have with respect to the benefits and costs of each job.	With guidance and support students can:	c. Categorize or sort different job choices that individuals have with respect to the benefits and costs of each job.
Social Studies	First Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Summarize how effective groups have responsible leaders and team members.	SS.1.4.1	Students Can:	a. Describe the characteristics of responsible leaders and how they communicate with others.	With guidance and support students can:	a. Identify what a leader is and how a responsible leader communicates with others (e.g., line leader, principal, teacher, etc.).
Social Studies	First Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Summarize how effective groups have responsible leaders and team members.	SS.1.4.1	Students Can:	b. Identify the attributes of a responsible team member and how they communicate with others.	With guidance and support students can:	b. Identify what a team member is and how a responsible team member communicates with others (e.g., classroom jobs, math, and literacy partners, etc.).
Social Studies	First Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Summarize how effective groups have responsible leaders and team members.	SS.1.4.1	Students Can:	c. Demonstrate the ability to be both a leader and team member.	With guidance and support students can:	c. Demonstrate the ability to be both a leader and team member (e.g., following routines and expectations and communicating respectfully).
Social Studies	First Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Summarize how effective groups have responsible leaders and team members.	SS.1.4.1	Students Can:	d. Describe the qualities of an effective team. For example: Respectful disagreement, advocating for self and others, sharing responsibilities, and including others' perspectives.	With guidance and support students can:	d. Communicate the qualities of an effective team (e.g., respectful disagreement, advocating for self and others, sharing responsibilities, and including others' perspectives).
Social Studies	First Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Summarize how effective groups have responsible leaders and team members.	SS.1.4.1	Students Can:	e. Listen and consider the ideas of others in order to make decisions as a group.	With guidance and support students can:	e. Engage and consider the ideas of others to make decisions as a group.
Social Studies	First Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Identify and explain how the significance of notable people, places, holidays, and civic symbols reflect the origins and values of the government and its citizens.	SS.1.4.2	Students Can:	a. Identify and explain the relevance of notable civic leaders from different community groups, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.	With guidance and support students can:	a. Identify notable civic leaders from different community groups including those who are African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	First Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Identify and explain how the significance of notable people, places, holidays, and civic symbols reflect the origins and values of the government and its citizens.	SS.1.4.2	Students Can:	b. Identify and explain the meaning of various civic symbols important to diverse community groups. For example: The American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse Memorial, Liberty Bell, Emancipation Proclamation, a yellow sash (i.e., for women's rights), tribal flags of Native Nations whose ancestral homelands include present-day Colorado, LGBTQ Pride Flag, and the Colorado Flag.	With guidance and support students can:	b. Identify various civic symbols important to diverse community groups (e.g., the American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse Memorial, Liberty Bell, Emancipation Proclamation, a yellow sash for women's rights, tribal flags of Native Nations whose ancestral homelands include present-day Colorado, LGBTQ Pride Flag, and the Colorado Flag.
Social Studies	First Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Identify and explain how the significance of notable people, places, holidays, and civic symbols reflect the origins and values of the government and its citizens.	SS.1.4.2	Students Can:	c. Identify and explain the relevance of significant civic places. For example: The state and national Capitol, the White House, and sites within the local community.	With guidance and support students can:	c. Identify significant civic places (e.g., the state and national Capitol, the White House, and sites within the local community).
Social Studies	First Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Identify and explain how the significance of notable people, places, holidays, and civic symbols reflect the origins and values of the government and its citizens.	SS.1.4.2	Students Can:	d. Explain the significance of major civic holidays. For example: Veterans Day, Martin Luther King Day, Independence Day, Presidents' Day, Memorial Day, Juneteenth, Labor Day, Indigenous Peoples Day, and César Chávez Day.	With guidance and support students can:	d. Identify major civic holidays (e.g., Veterans Day, Martin Luther King Day, Independence Day, Presidents' Day, Memorial Day, Juneteenth, Labor Day, Indigenous Peoples Day, and César Chávez Day.
Social Studies	First Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Plan how to spend, share, and save money.	SS.1.5.1	Students Can:	a. Discuss ways to earn or receive money.	With guidance and support students can:	a. Choose one or more ways to earn money.
Social Studies	First Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Plan how to spend, share, and save money.	SS.1.5.1	Students Can:	b. Identify types of currency and how currency is used. For example: Cash, coins, credit card, and debit card.	With guidance and support students can:	b. Sort objects into currency and non-currency.
Social Studies	First Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Plan how to spend, share, and save money.	SS.1.5.1	Students Can:	c. Define types of transactions such as deposit, purchase, borrow, donate, and barter.	With guidance and support students can:	c. Choose one or more ways to save or share money.
Social Studies	First Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Plan how to spend, share, and save money.	SS.1.5.1	Students Can:	Find the value of a collection of a variety of coins.	With guidance and support students can:	d. Sort money by value and attributes.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Second Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas taken from primary and secondary sources.	SS.2.1.1	Students Can:	a. Explain that the nature of history involves stories of the past preserved in various primary and secondary sources. For example: Images, oral and written accounts, etc.	With guidance and support students can:	a. Communicate primary source details of an historical event (e.g., images, oral and written accounts, etc.).
Social Studies	Second Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas taken from primary and secondary sources.	SS.2.1.1	Students Can:	b. Organize historical events by creating timelines and explaining the information conveyed by them.	With guidance and support students can:	b. Sequence 2-3 historical events on a provided timeline.
Social Studies	Second Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Ask questions and discuss ideas taken from primary and secondary sources.	SS.2.1.1	Students Can:	c. Identify local historical primary and secondary sources from multiple diverse perspectives and generate questions about their functions, significance, and perspective. For example: Maps, photographs, letters, etc.	With guidance and support students can:	c. Identify local historical primary sources from multiple diverse perspectives to use to generate questions about their functions, significance, and perspectives (e.g., maps, photographs, letters, etc.).
Social Studies	Second Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Describe how people of various cultures influence neighborhoods and communities over time.	SS.2.1.2	Students Can:	a. Compare and contrast neighborhoods and/or communities, both past and present, through studies of their people and events. For example: The National Western Stock Show, state/county fairs, and community events.	With guidance and support students can:	a. Compare the community changes from the past to the present (e.g., new buildings, roads, and parks).
Social Studies	Second Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Describe how people of various cultures influence neighborhoods and communities over time.	SS.2.1.2	Students Can:	b. Describe the changes within one neighborhood and/or community over time.	With guidance and support students can:	b. Select (using primary sources for various supports) important people or events that brought change.
Social Studies	Second Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Describe how people of various cultures influence neighborhoods and communities over time.	SS.2.1.2	Students Can:	c. Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and/or communities, including African Americans, Latinos, Asian Americans, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.	With guidance and support students can:	c. Compare contributions (e.g., heritage, food, clothing) among various people and cultures, including African Americans, Latinos, Asian Americans, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Second Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic terms and tools to locate and describe spatial patterns and places.	SS.2.2.1	Students Can:	a. Use map keys, legends, symbols, intermediate directions, and a compass rose to locate and describe spaces and places.	With guidance and support students can:	a. Use a 4 point compass rose to identify north, south, east, and west.
Social Studies	Second Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic terms and tools to locate and describe spatial patterns and places.	SS.2.2.1	Students Can:	b. Identify the purpose of the map being presented. For example: A weather map vs. street map.	With guidance and support students can:	b. Identify the purpose of the map being presented (e.g., a weather map vs. a street map).
Social Studies	Second Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic terms and tools to locate and describe spatial patterns and places.	SS.2.2.1	Students Can:	c. Identify the hemispheres, Equator/Prime Meridian, and the North/South poles.	With guidance and support students can:	c. Identify the equator, south or north poles on a globe.
Social Studies	Second Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic terms and tools to locate and describe spatial patterns and places.	SS.2.2.1	Students Can:	Identify and locate cultural, human, political, and natural features using map keys and legends.	With guidance and support students can:	d. Identify man-made and natural features on a map.
Social Studies	Second Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Explain how people in communities manage, modify, and depend on their environment.	SS.2.2.2	Students Can:	a. Explain how communities manage and use nonrenewable and renewable resources.	With guidance and support students can:	a. Categorize renewable and nonrenewable resources (e.g., by sorting pictures of each into appropriate categories).
Social Studies	Second Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Explain how people in communities manage, modify, and depend on their environment.	SS.2.2.2	Students Can:	b. Explain how the environment influences why people settle in certain areas.	With guidance and support students can:	b. Communicate how the environment influences why people settle in certain areas.
Social Studies	Second Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Explain how people in communities manage, modify, and depend on their environment.	SS.2.2.2	Students Can:	c. Identify examples of how human activity influences environmental characteristics of a place over time.	With guidance and support students can:	c. Identify examples of how human activity influences environmental characteristics of a place over time.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Second Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Explain how people in communities manage, modify, and depend on their environment.	SS.2.2.2	Students Can:	d. Identify examples of how culture and lifestyle are impacted by environmental characteristics.	With guidance and support students can:	d. Identify examples of how culture and lifestyle are impacted by environmental characteristics.
Social Studies	Second Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how scarcity of resources means individuals may not have access to the goods and services they want or need.	SS.2.3.1	Students Can:	a. Explain scarcity of goods and resources.	With guidance and support students can:	a. Communicate about scarcity of goods and resources.
Social Studies	Second Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how scarcity of resources means individuals may not have access to the goods and services they want or need.	SS.2.3.1	Students Can:	b. Identify and categorize goods and services and provide examples of each.	With guidance and support students can:	b. Identify goods and services.
Social Studies	Second Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how scarcity of resources means individuals may not have access to the goods and services they want or need.	SS.2.3.1	Students Can:	c. Give examples of choices people make when resources are scarce.	With guidance and support students can:	c. Communicate examples of choices people make when resources are scarce.
Social Studies	Second Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how scarcity of resources means individuals may not have access to the goods and services they want or need.	SS.2.3.1	Students Can:	d. Identify possible solutions when there are limited resources and unlimited wants.	With guidance and support students can:	d. Identify possible solutions when there are limited resources and unlimited wants.
Social Studies	Second Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate ways in which ideas and actions can improve communities.	SS.2.4.1	Students Can:	a. Compare ways that people may effectively express their ideas and viewpoints while being respectful to others.	With guidance and support students can:	a. Identify different ways people can communicate their ideas and viewpoints.
Social Studies	Second Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate ways in which ideas and actions can improve communities.	SS.2.4.1	Students Can:	b. Analyze how community members, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities advocate for their interests and responsibly influence decisions in their community.	With guidance and support students can:	b. Communicate how community members, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.
Social Studies	Second Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate ways in which ideas and actions can improve communities.	SS.2.4.1	Students Can:	c. Describe ways in which you can take an active part in improving your school or community.	With guidance and support students can:	c. Identify ways in which you can take an active part in improving your school or community.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Second Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate ways in which ideas and actions can improve communities.	SS.2.4.1	Students Can:	d. Identify and compare examples of civic responsibilities, such as volunteering in the community, that are important to privileged and marginalized individuals, families, and communities.	With guidance and support students can:	d. Identify a civic responsibility that is the most important in your school or community.
Social Studies	Second Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate ways in which ideas and actions can improve communities.	SS.2.4.1	Students Can:	e. Describe the characteristics that enable a community member to engage in the community responsibly and effectively.	With guidance and support students can:	e. Describe the engaging characteristics of a community member.
Social Studies	Second Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain the roles and characteristics of people who govern different communities.	SS.2.4.2	Students Can:	a. Identify the role(s) of government. For example: Establish order, provide security, and accomplish common goals.	With guidance and support students can:	a. Identify the role(s) of government (e.g., establish order, provide security, and accomplish common goals).
Social Studies	Second Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain the roles and characteristics of people who govern different communities.	SS.2.4.2	Students Can:	b. Identify the roles and characteristics of various leaders at the local, state, and national levels. For example: The President of the United States, the Governor of Colorado, and the city mayor.	With guidance and support students can:	b. Categorize or sort the differences in the roles of various leaders at the local, state, and national levels (e.g., the President of the United States, the Governor of Colorado, and the city mayor).
Social Studies	Second Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain the roles and characteristics of people who govern different communities.	SS.2.4.2	Students Can:	c. Identify qualities of positive leadership and how leaders contribute to a group or community.	With guidance and support students can:	c. Identify qualities of positive leadership in a group or community.
Social Studies	Second Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain the roles and characteristics of people who govern different communities.	SS.2.4.2	Students Can:	d. Identify services provided by the local or state government. For example: police and fire protection, maintenance of roads, and snow removal.	With guidance and support students can:	d. Identify services provided by the local or state government (e.g., police and fire protection, maintenance of roads, and snow removal).
Social Studies	Second Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate costs and benefits to make informed financial decisions.	SS.2.5.1	Students Can:	a. Assess priorities when making financial decisions.	With guidance and support students can:	a. Compare and contrast wants and needs when making financial decisions.
Social Studies	Second Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate costs and benefits to make informed financial decisions.	SS.2.5.1	Students Can:	b. Classify financial goals. For example: A need or want, or short-term or long-term goals.	With guidance and support students can:	b. Categorize goals as short-term or long-term.
Social Studies	Second Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate costs and benefits to make informed financial decisions.	SS.2.5.1	Students Can:	c. Recognize that different goods and services have different monetary values.	With guidance and support students can:	c. Describe how money can be exchanged for a good or service.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Second Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate costs and benefits to make informed financial decisions.	SS.2.5.1	Students Can:	d. Acknowledge that financial priorities vary among people and communities for goods and services. For example: Going to the hairdresser, buying brand name items.	With guidance and support students can:	d. Identify how different people make different choices with their money.
Social Studies	Second Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate costs and benefits to make informed financial decisions.	SS.2.5.1	Students Can:	e. Predict positive and negative consequences when making financial decisions. For example: If... Then... decision making.	With guidance and support students can:	e. Predict positive and negative consequences when making financial decisions (e.g., If...Then...decision-making).
Social Studies	Second Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate costs and benefits to make informed financial decisions.	SS.2.5.1	Students Can:	f. Solve simple financial word problems to aid in making financial decisions. For example: A video game costs \$20. If I earn \$5 per week in allowance, I will need to save for _____ weeks to earn enough money.	With guidance and support students can:	f. Solve simple financial word problems to aid in making financial decisions (e.g., a video game costs \$20, and I have \$5, do I have enough money to buy it?).
Social Studies	Third Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Compare primary and secondary sources when explaining the past.	SS.3.1.1	Students Can:	a. Compare primary sources with works of fiction about the same topic.	With guidance and support students can:	a. Identify the primary source when presented with both a primary and secondary source on the same topic.
Social Studies	Third Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Compare primary and secondary sources when explaining the past.	SS.3.1.1	Students Can:	b. Use a variety of primary sources such as artifacts, pictures, oral histories, and documents, to help determine factual information about historical events.	With guidance and support students can:	b. Locate information in pictures or print about an historical event in a primary source.
Social Studies	Third Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Compare primary and secondary sources when explaining the past.	SS.3.1.1	Students Can:	c. Compare information from multiple sources recounting the same event.	With guidance and support students can:	c. Share information about an event after examining multiple sources.
Social Studies	Third Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Identify how people in the past influence the development and interaction of different communities or regions.	SS.3.1.2	Students Can:	a. Compare past and present situations and events.	With guidance and support students can:	a. Sort pictures that display current and past situations and events into appropriate categories (past and present).
Social Studies	Third Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Identify how people in the past influence the development and interaction of different communities or regions.	SS.3.1.2	Students Can:	b. Give examples of people, events, and developments that brought important changes to a community or region.	With guidance and support students can:	b. Describe members of the local community and why they migrated to that region.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Third Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Identify how people in the past influence the development and interaction of different communities or regions.	SS.3.1.2	Students Can:	c. Describe the history, interaction, and contribution of various peoples and cultures, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities that have lived in or migrated to a community or region and how that migration has influenced change and development.	With guidance and support students can:	c. List two or more people or cultures including including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities that have influenced change and development in a community.
Social Studies	Third Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to develop spatial thinking skills.	SS.3.2.1	Students Can:	a. Read and interpret information from geographic tools and formulate geographic questions.	With guidance and support students can:	a. Identify features on a map of a familiar environments (e.g., sidewalks, fences, trees, playground, etc.).
Social Studies	Third Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to develop spatial thinking skills.	SS.3.2.1	Students Can:	b. Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of Colorado, and neighboring states on maps.	With guidance and support students can:	b. Locate North America and the state of Colorado on a map.
Social Studies	Third Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to develop spatial thinking skills.	SS.3.2.1	Students Can:	c. Describe the natural and man-made features of a specific area on a map.	With guidance and support students can:	c. Select natural vs. manmade features on a map of a specific area.
Social Studies	Third Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to develop spatial thinking skills.	SS.3.2.1	Students Can:	d. Identify geography-based problems and examine the ways that people have tried to solve them.	With guidance and support students can:	d. Identify a geographic based problem (e.g., roads have to go across a river).
Social Studies	Third Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Define the concept of region through an examination of similarities and differences in places and communities.	SS.3.2.2	Students Can:	a. Observe and describe the physical, cultural, and human-made characteristics of a local region. For example: The Eastern Plains, San Luis Valley, Pikes Peak, Northwest, Front Range, South Central, Southwest, and Western Slope.	With guidance and support students can:	a. Describe physical or cultural features of a local region.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Third Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Define the concept of region through an examination of similarities and differences in places and communities.	SS.3.2.2	Students Can:	b. Identify the factors that make a region unique. For example: Cultural diversity, industry and agriculture, and landforms.	With guidance and support students can:	b. Describe one factor that is unique to a region (e.g., Rocky Mountain National Park).
Social Studies	Third Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Define the concept of region through an examination of similarities and differences in places and communities.	SS.3.2.2	Students Can:	c. Give examples of places that are similar and different from a local region.	With guidance and support students can:	c. When provided with a picture of a region, give examples of physical or human characteristics that are similar to a local region.
Social Studies	Third Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Define the concept of region through an examination of similarities and differences in places and communities.	SS.3.2.2	Students Can:	d. Characterize regions using different types of features such as physical, political, cultural, urban, and rural attributes.	With guidance and support students can:	d. Using pictures, classify one or more features that belong to the region where they live.
Social Studies	Third Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how producers and consumers exchange goods and services in different ways.	SS.3.3.1	Students Can:	a. Describe the difference between producers and consumers and explain how they need each other.	With guidance and support students can:	a. Create a chart or diagram showing how producers are different than consumers.
Social Studies	Third Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how producers and consumers exchange goods and services in different ways.	SS.3.3.1	Students Can:	b. Describe and give examples of forms of exchange. For example: Monetary exchange and barter.	With guidance and support students can:	b. Give one example of an exchange (e.g., give money for item).
Social Studies	Third Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how producers and consumers exchange goods and services in different ways.	SS.3.3.1	Students Can:	c. Describe how the exchange of goods and services between businesses and consumers affects all parties.	With guidance and support students can:	c. Identify one example of how individuals or businesses benefit from an exchange of goods or services.
Social Studies	Third Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how producers and consumers exchange goods and services in different ways.	SS.3.3.1	Students Can:	d. Recognize that different currencies exist and explain the functions of money. For example: Medium of exchange, store of value, and measure of value.	With guidance and support students can:	d. Describe the function of money for the exchange of goods or services.
Social Studies	Third Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how producers and consumers exchange goods and services in different ways.	SS.3.3.1	Students Can:	e. Cite evidence to show how trade benefits individuals, businesses, and communities, and increases interdependency.	With guidance and support students can:	e. Provide examples of two different places (e.g., city, states, countries) that buy and sell goods and services to each other.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Third Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Respect the views and rights of others.	SS.3.4.1	Students Can:	a. Identify and apply the elements of civil discourse. For example: Listening with respect, speaking in a respectful manner, and restating an opposing viewpoint or opinion.	With guidance and support students can:	a. Participate in a conversation by taking turns and listening.
Social Studies	Third Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Respect the views and rights of others.	SS.3.4.1	Students Can:	b. Identify important personal rights in a democratic society and how they relate to others' rights.	With guidance and support students can:	b. Provide examples of rights and responsibilities of members of a group.
Social Studies	Third Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Respect the views and rights of others.	SS.3.4.1	Students Can:	c. Give examples of the relationship between rights and responsibilities.	With guidance and support students can:	c. Given choices, select a right that a classmate has (e.g., students have the right to be safe at school).
Social Studies	Third Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Respect the views and rights of others.	SS.3.4.1	Students Can:	d. Restate the view or opinion of others with their reasoning when it is different from one's own.	With guidance and support students can:	d. State their own opinion about a topic. Restate another student's opinion.
Social Studies	Third Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of local government.	SS.3.4.2	Students Can:	a. Explain the origins and structures of local government.	With guidance and support students can:	a. Identify authority figures in the community (e.g., firefighter, police, mayor).
Social Studies	Third Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of local government.	SS.3.4.2	Students Can:	b. Explain the services local governments provide and how those services are funded.	With guidance and support students can:	b. Label a service that the local government provides (e.g., education).
Social Studies	Third Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of local government.	SS.3.4.2	Students Can:	c. Identify and explain a variety of roles leaders, citizens, and others play in local government.	With guidance and support students can:	c. Match authority figures to their role and location (e.g., principal = leader). Identify and explain the role of targeted authority figures.
Social Studies	Third Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of local government.	SS.3.4.2	Students Can:	d. Describe how local government provides opportunities for people to exercise their rights and initiate change.	With guidance and support students can:	d. Describe how citizens can take part in their local government.
Social Studies	Third Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of local government.	SS.3.4.2	Students Can:	e. Discuss the role of elections in choosing specific candidates to represent the public interest in local government.	With guidance and support students can:	e. Participate in an election in the school community.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Third Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Create a plan to meet a financial goal.	SS.3.5.1	Students Can:	a. Give examples of short-term spending and savings goals.	With guidance and support students can:	a. Select short term spending and savings goals from a list of options.
Social Studies	Third Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Create a plan to meet a financial goal.	SS.3.5.1	Students Can:	b. Identify activities that individuals can do to earn money to reach personal financial goals.	With guidance and support students can:	b. Identify jobs students can perform to earn income.
Social Studies	Third Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Create a plan to meet a financial goal.	SS.3.5.1	Students Can:	c. Differentiate the role of income and expenses when creating a budget.	With guidance and support students can:	c. Describe how to earn money. Provide examples of how to spend money.
Social Studies	Third Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Create a plan to meet a financial goal.	SS.3.5.1	Students Can:	d. Create a plan with specific steps to reach a short-term financial goal.	With guidance and support students can:	d. Identify and sequence a simple plan to buy an item (e.g., want, earn money, spend money).
Social Studies	Third Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Create a plan to meet a financial goal.	SS.3.5.1	Students Can:	e. Model strategies to achieve a personal financial goal using arithmetic operations.	With guidance and support students can:	e. Make a plan to purchase an expensive item using arithmetic operations (e.g., student gets \$1.00 allowance and wants to buy an item that costs \$10.00).
Social Studies	Fourth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.	SS.4.1.1	Students Can:	a. Draw inferences about Colorado history from primary sources such as journals, diaries, maps, treaties, oral histories, etc.	With guidance and support students can:	a. Describe one or more events that happened in Colorado history using primary sources (e.g., journals, diaries, maps, treaties, oral histories, etc.).
Social Studies	Fourth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.	SS.4.1.1	Students Can:	b. Identify cause-and-effect relationships using primary sources to understand the history of Colorado's development.	With guidance and support students can:	b. Identify cause-and-effect relationships to understand the history of Colorado's development.
Social Studies	Fourth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.	SS.4.1.1	Students Can:	c. Explain, through multiple perspectives, the human interactions among people and cultures that are indigenous to or migrated to present-day Colorado. Including but not limited to: historic tribes of Colorado, the Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders.	With guidance and support students can:	c. Identify people and cultures that are indigenous to or migrated to present-day Colorado, including but not limited to: historic tribes of Colorado, the Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders. Describe the reason these groups of people moved to Colorado.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fourth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.	SS.4.1.1	Students Can:	d. Identify and describe how political and cultural groups have affected the development of the region. Including but not limited to: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers.	With guidance and support students can:	d. Identify how different cultural groups affected the development of the region, including but not limited to: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers.
Social Studies	Fourth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.	SS.4.1.1	Students Can:	e. Discuss the multiple perspectives of settler colonialism/Westward Expansion and the impact on the political and cultural landscape of the region presently known as Colorado.	With guidance and support students can:	e. Compare the multiple perspectives of settler colonialism/Westward Expansion of the region know as Colorado and identify one way the politics and culture of Colorado has changed.
Social Studies	Fourth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Describe the historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.	SS.4.1.2	Students Can:	a. Construct a timeline of the major events in Colorado history.	With guidance and support students can:	a. Construct a timeline of the major events in Colorado history.
Social Studies	Fourth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Describe the historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.	SS.4.1.2	Students Can:	b. Explain the relationship between major events in Colorado history and events in United States history during the same era. Including but not limited to: Colorado statehood, the Ludlow and Sand Creek Massacres, creation of national parks in Colorado, the Great Depression, the Dust Bowl, Amaché, Chicano movement, and busing in Denver.	With guidance and support students can:	b. Compare major events during the same era in Colorado history and the United States history (e.g., using a timeline), including but not limited to: Colorado statehood, the Ludlow and Sand Creek Massacres, creation of national parks in Colorado, the Great Depression, the Dust Bowl, Amaché, Chicano movement and busing in Denver.
Social Studies	Fourth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Describe the historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.	SS.4.1.2	Students Can:	c. Describe both past and present interactions among the people and cultures in Colorado. For example: African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious groups.	With guidance and support students can:	c. List one or more interactions among the people and cultures in Colorado (e.g., African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious groups).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fourth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Describe the historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.	SS.4.1.2	Students Can:	d. Describe the impact of various technological developments. For example: Changes in mining technologies, agricultural technology (center pivot irrigation), transportation, early 20th century industrial developments, and 20th century nuclear and computer technologies.	With guidance and support students can:	d. Identify different technologies and how they impacted history.
Social Studies	Fourth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and answer questions about Colorado geography.	SS.4.2.1	Students Can:	a. Answer questions about Colorado regions using maps and other geographic tools.	With guidance and support students can:	a. Identify features on a map of Colorado (e.g., mountains, rivers, plains, lakes).
Social Studies	Fourth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and answer questions about Colorado geography.	SS.4.2.1	Students Can:	b. Use geographic grids, including latitude and longitude, to locate places and answer questions about maps and images of Colorado.	With guidance and support students can:	b. Use geographic grids to locate places on a map of Colorado (e.g., map grid, longitude and latitude).
Social Studies	Fourth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and answer questions about Colorado geography.	SS.4.2.1	Students Can:	c. Create and investigate geographic questions about Colorado in relation to other places.	With guidance and support students can:	c. Answer a question about Colorado in relation to other places.
Social Studies	Fourth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and answer questions about Colorado geography.	SS.4.2.1	Students Can:	d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.	With guidance and support students can:	d. Create or illustrate features on a map of Colorado.
Social Studies	Fourth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and answer questions about Colorado geography.	SS.4.2.1	Students Can:	e. Describe similarities and differences between the physical geography of Colorado and its neighboring states.	With guidance and support students can:	e. Identify the differences between the physical geography of Colorado and a neighboring state.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fourth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Examine the relationship between the physical environment and its effect on human activity.	SS.4.2.2	Students Can:	a. Describe how the physical environment provides opportunities for and places constraints on human activities.	With guidance and support students can:	a. Identify one or two major physical features in your community and what people do there (e.g., we go fishing in a lake).
Social Studies	Fourth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Examine the relationship between the physical environment and its effect on human activity.	SS.4.2.2	Students Can:	b. Explain how physical environments influence immigration into the state.	With guidance and support students can:	b. Choose one environmental feature that influences people to move to Colorado (e.g., mountains - skiing).
Social Studies	Fourth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Examine the relationship between the physical environment and its effect on human activity.	SS.4.2.2	Students Can:	c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment.	With guidance and support students can:	c. Explain how geographic features support people settling in a specific area or region.
Social Studies	Fourth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Examine the relationship between the physical environment and its effect on human activity.	SS.4.2.2	Students Can:	d. Describe how places in Colorado are connected by movement of goods, services, and technology.	With guidance and support students can:	d. Identify how Colorado communities are connected (e.g., roads, railroads, airways, waterways).
Social Studies	Fourth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how people respond to positive and negative incentives.	SS.4.3.1	Students Can:	a. Define positive and negative economic incentives and describe how people typically respond to those incentives.	With guidance and support students can:	a. Define positive and negative economic incentives.
Social Studies	Fourth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how people respond to positive and negative incentives.	SS.4.3.1	Students Can:	b. In a given situation, create a plan of appropriate incentives to achieve a desired result. For example: Offering a prize to the person who picks up the most trash on the playground.	With guidance and support students can:	b. Explain how to get a prize or recognition due to following the rules.
Social Studies	Fourth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how people respond to positive and negative incentives.	SS.4.3.1	Students Can:	c. Give examples of the kinds of goods and services produced in Colorado, in different historical periods, and their connection to economic incentives.	With guidance and support students can:	c. Identify types of goods and services native to Colorado (e.g., tourism, steel, mining, agriculture, etc.).
Social Studies	Fourth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how people respond to positive and negative incentives.	SS.4.3.1	Students Can:	d. Explain how productive resources (natural, human, and capital) have influenced the types of goods produced and services provided in Colorado.	With guidance and support students can:	d. List 2-3 resources in Colorado.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fourth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate multiple perspectives on civic issues.	SS.4.4.1	Students Can:	a. Give examples of issues faced by the state of Colorado and develop possible solutions.	With guidance and support students can:	a. State 2-3 common issues in Colorado and how they impact the lives of citizens.
Social Studies	Fourth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate multiple perspectives on civic issues.	SS.4.4.1	Students Can:	b. Provide supportive arguments for both sides of a current public policy debate involving diverse stakeholders.	With guidance and support students can:	b. Compare both sides of a current public policy debate involving diverse stakeholders.
Social Studies	Fourth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate multiple perspectives on civic issues.	SS.4.4.1	Students Can:	c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved. Including but not limited to the contributions of African Americans, Latinos, Japanese Americans, Indigenous Peoples, LGBTQ, and religious groups.	With guidance and support students can:	c. Compare two sides of an issue in Colorado and how they influence groups to support their argument, including but not limited to the contributions of African Americans, Latinos, Japanese Americans, Indigenous Peoples, LGBTQ, and religious groups.
Social Studies	Fourth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate multiple perspectives on civic issues.	SS.4.4.1	Students Can:	d. Identify and use appropriate sources to investigate and analyze issues from multiple diverse perspectives.	With guidance and support students can:	d. Use appropriate sources to compare issues from multiple perspectives.
Social Studies	Fourth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of the Colorado government.	SS.4.4.2	Students Can:	a. Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government.	With guidance and support students can:	a. List events that led to the writing of the Colorado Constitution and the formation of the three branches of Colorado government.
Social Studies	Fourth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of the Colorado government.	SS.4.4.2	Students Can:	b. Identify and explain a variety of roles leaders, citizens, and others play in state government.	With guidance and support students can:	b. Identify a variety of roles leaders, citizens, and others play in state government.
Social Studies	Fourth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of the Colorado government.	SS.4.4.2	Students Can:	c. Identify and explain the services the state government provides and how those services are funded.	With guidance and support students can:	c. Name 2-3 services that the state government provides.
Social Studies	Fourth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of the Colorado government.	SS.4.4.2	Students Can:	d. Describe how the decisions of the state government affect local governments and interact with the federal government and sovereign indigenous nations.	With guidance and support students can:	d. List how Colorado constitution affects local government, federal laws and sovereign indigenous nations.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fourth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Describe the origins, structures, and functions of the Colorado government.	SS.4.4.2	Students Can:	e. Describe how a citizen might engage in local and state government to demonstrate their rights or initiate change.	With guidance and support students can:	e. Give examples of ways citizens can work together to help solve local and state problems, such as voting, holding meetings, and volunteering.
Social Studies	Fourth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Determine the opportunity cost when making a choice.	SS.4.5.1	Students Can:	a. Define choice and opportunity cost.	With guidance and support students can:	a. Match definitions of choice and opportunity cost.
Social Studies	Fourth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Determine the opportunity cost when making a choice.	SS.4.5.1	Students Can:	b. Determine the relationship between long-term goals and opportunity cost.	With guidance and support students can:	b. Determine the cost of a long term goal.
Social Studies	Fourth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Determine the opportunity cost when making a choice.	SS.4.5.1	Students Can:	c. Analyze scenarios of choices including opportunity cost.	With guidance and support students can:	c. Identify opportunity cost examples (e.g., making a purchase to buy a book vs. a toy).
Social Studies	Fifth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.	SS.5.1.1	Students Can:	a. Recognize how historical context can affect the perspective of historical sources.	With guidance and support students can:	a. Identify perspectives of historical sources.
Social Studies	Fifth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.	SS.5.1.1	Students Can:	b. Examine significant historical documents. For example: The Proclamation of 1763, the Stamp Act, the Declaration of Independence, the Constitution, and treaties with Indigenous Nations such as the Two Row Wampum Treaty.	With guidance and support students can:	b. Interpret significant historical documents (e.g., the Proclamation of 1763, the Stamp Act, the Declaration of Independence, the Constitution, and treaties with Indigenous Nations such as the Two Row Wampum Treaty).
Social Studies	Fifth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.	SS.5.1.1	Students Can:	c. Interpret timelines of eras and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government.	With guidance and support students can:	c. Answer basic questions of eras and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government.
Social Studies	Fifth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.	SS.5.1.1	Students Can:	d. Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in early North America.	With guidance and support students can:	d. Use a variety of primary sources to identify one or more themes in early North America.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fifth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Examine the historical eras, individuals, groups, ideas, and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of	SS.5.1.2	Students Can:	a. Explain interactions among various groups such as Indigenous Peoples, enslaved individuals (both Indigenous and African), and European colonists. For example: The cultural genocide of Indigenous Peoples, chattel slavery of Africans, the League of the Iroquois, Spanish missions, and trade networks.	With guidance and support students can:	a. Identify the different groups of people in North America such as Indigenous Peoples, enslaved individuals (both Indigenous and African), and European colonists.
Social Studies	Fifth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Examine the historical eras, individuals, groups, ideas, and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of	SS.5.1.2	Students Can:	b. Identify and describe the contributions of significant individuals and groups of Indigenous Peoples, enslaved individuals, and European colonists through the American Revolution. For example: Crispus Attucks, Sybil Luddington, Benjamin Banneker, Thomas Jefferson, and Patrick Henry.	With guidance and support students can:	b. Identify the significant individuals and groups of Indigenous Peoples, enslaved individuals, and European colonists through the American Revolution.
Social Studies	Fifth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Examine the historical eras, individuals, groups, ideas, and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government	SS.5.1.2	Students Can:	c. Describe the political, social, and economic reasons for the settlement of the European and American colonies and how it affected Indigenous Peoples and enslaved Africans.	With guidance and support students can:	c. Identify one or more reasons for the establishment of colonies in North America and one or more ways that it affected Indigenous Peoples and enslaved Africans.
Social Studies	Fifth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Examine the historical eras, individuals, groups, ideas, and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government.	SS.5.1.2	Students Can:	d. Analyze important political, social, economic, and military developments leading to and during the American Revolution.	With guidance and support students can:	d. List one or more event(s) that led up to the American Revolution (e.g., social, political military developments, Boston Tea Party).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fifth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Examine the historical eras, individuals, groups, ideas, and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government.	SS.5.1.2	Students Can:	e. Investigate causes and effects of significant events in early United States history. For example: The establishment of Jamestown, George Washington's crossing of the Delaware River, the French and Indian War, and the Constitutional Convention.	With guidance and support students can:	e. Identify a cause and effect relationship of a significant event in early United States history (e.g., the Constitutional Convention).
Social Studies	Fifth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and answer questions about United States geography.	SS.5.2.1	Students Can:	a. Answer questions about regions of North America and the United States using various types of maps.	With guidance and support students can:	a. Identify boundaries of the United States on a map of North America.
Social Studies	Fifth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and answer questions about United States geography.	SS.5.2.1	Students Can:	b. Use geographic tools to identify, locate, and describe places and regions in North America and the United States and suggest reasons for their location.	With guidance and support students can:	b. Use geographic tools to identify and locate places and regions in the United States and suggest reasons for their location.
Social Studies	Fifth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and answer questions about United States geography.	SS.5.2.1	Students Can:	c. Describe the influence of accessible resources on the development of local and regional communities throughout North America and the United States.	With guidance and support students can:	c. Identify resources that encouraged communities to become established.
Social Studies	Fifth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Examine causes and consequences of movement.	SS.5.2.2	Students Can:	a. Identify variables associated with discovery, exploration, and migration.	With guidance and support students can:	a. Describe reasons why people move from one place to another.
Social Studies	Fifth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Examine causes and consequences of movement.	SS.5.2.2	Students Can:	b. Explain migration, trade, and cultural patterns that result from interactions among people, groups, and cultures.	With guidance and support students can:	b. Identify economic and cultural reasons that people move from one place to another.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fifth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Examine causes and consequences of movement.	SS.5.2.2	Students Can:	c. Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.	With guidance and support students can:	c. Identify ways the physical environment and political events influenced historical events.
Social Studies	Fifth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Examine causes and consequences of movement.	SS.5.2.2	Students Can:	d. Analyze how cooperation and conflict among diverse groups of people contribute(d) to political, economic, and social divisions in the United States.	With guidance and support students can:	d. Describe how cooperation and conflict among diverse groups of people contribute to political, economic and social division in the United States.
Social Studies	Fifth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Examine causes and consequences of movement.	SS.5.2.2	Students Can:	e. Give examples of the influence of geography on the history of the United States.	With guidance and support students can:	e. Describe how geography has influenced events in the United States.
Social Studies	Fifth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how patterns of trade shaped the development of Early America.	SS.5.3.1	Students Can:	a. Identify examples of the productive resources and explain how they are used to produce goods and services. For example: Land, labor, and capital.	With guidance and support students can:	a. Describe how resources are needed for production.
Social Studies	Fifth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how patterns of trade shaped the development of Early America.	SS.5.3.1	Students Can:	b. Compare ways in which people and communities exchanged goods and services. For example: Barter and monetary exchange.	With guidance and support students can:	b. Describe how goods and services are traded.
Social Studies	Fifth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how patterns of trade shaped the development of Early America.	SS.5.3.1	Students Can:	c. Identify the goods and services that were traded among different cultures and regions.	With guidance and support students can:	c. Give an example of a good that was traded (e.g., beads, pelts, shells, etc.).
Social Studies	Fifth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how patterns of trade shaped the development of Early America.	SS.5.3.1	Students Can:	d. Describe how patterns of trade evolved within Early America.	With guidance and support students can:	d. Describe patterns of trade in Early America.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fifth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Explain how patterns of trade shaped the development of Early America.	SS.5.3.1	Students Can:	e. Explain some of the challenges that American colonists faced that would eventually lead them to the creation of commercial banks.	With guidance and support students can:	e. Identify one or more of the challenges that American colonists faced that would eventually lead them to the creation of commercial banks.
Social Studies	Fifth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United States.	SS.5.4.1	Students Can:	a. Describe and explain examples of individual rights as a foundation of citizenship.	With guidance and support students can:	a. Identify rights and responsibilities as a foundation of American citizenship (e.g., voting, freedom of speech equity).
Social Studies	Fifth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United States.	SS.5.4.1	Students Can:	b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. For example: Freedom, rule of law, equality, civility, cooperation, respect, responsibility, and civic participation.	With guidance and support students can:	b. Identify characteristics of being a responsible citizen that align with civic ideals in the founding of the United States, (e.g., cleaning up after yourself, following rules and laws).
Social Studies	Fifth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United States.	SS.5.4.1	Students Can:	c. Discuss how the concept of citizenship changed over time in the early American colonies.	With guidance and support students can:	c. Identify one or more ways citizenship has changed over time in early American colonies.
Social Studies	Fifth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate the origins, structures, and functions of the United States government.	SS.5.4.2	Students Can:	a. Explain the foundational documents and significance of the events that led to the establishment of the United States government. Including but not limited to the Philadelphia Convention, the Declaration of Independence, the Articles of Confederation, the Iroquois Confederacy, the Constitution, and the Bill of Rights.	With guidance and support students can:	a. Identify the events that led to the establishment of the United States government and corresponding foundational documents, including but not limited to: the Philadelphia Convention, the Declaration of Independence, the Articles of Confederation, the Iroquois Confederacy, the Constitution, and the Bill of Rights.
Social Studies	Fifth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate the origins, structures, and functions of the United States government.	SS.5.4.2	Students Can:	b. Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles.	With guidance and support students can:	b. List one or more political principles of American democracy as defined in the Constitution and Bill of Rights.
Social Studies	Fifth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate the origins, structures, and functions of the United States government.	SS.5.4.2	Students Can:	c. Explain the origins, structures, and functions of the three branches of the United States government and the relationships among them.	With guidance and support students can:	c. Identify and compare the three branches of the United States government.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Fifth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate the origins, structures, and functions of the United States government.	SS.5.4.2	Students Can:	d. Describe how the Constitution balances the power of national and state governments.	With guidance and support students can:	d. List examples of how the Constitution balances the power of national and state governments.
Social Studies	Fifth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Examine how individuals use financial institutions to manage personal finances.	SS.5.5.1	Students Can:	a. Differentiate between saving and investing.	With guidance and support students can:	a. Differentiate between saving and investing (e.g., saving in a piggy bank vs. saving in an interest bearing account).
Social Studies	Fifth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Examine how individuals use financial institutions to manage personal finances.	SS.5.5.1	Students Can:	b. Establish the function of banking.	With guidance and support students can:	b. Explain one or more purposes of a bank.
Social Studies	Fifth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Examine how individuals use financial institutions to manage personal finances.	SS.5.5.1	Students Can:	c. Distinguish between different types of financial institutions such as banks and credit unions, and the services provided. For example: Checking accounts, savings accounts, investments, and loans.	With guidance and support students can:	c. Identify a bank in your community and two or more services they provide (e.g., checking accounts, savings accounts, investments and loans).
Social Studies	Fifth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Examine how individuals use financial institutions to manage personal finances.	SS.5.5.1	Students Can:	d. Create a way to keep track of money spent and money saved.	With guidance and support students can:	d. Use a tool to track money spent and money saved.
Social Studies	Sixth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere (including North America, South America, Central America, and the islands of the Caribbean).	SS.6.1.1	Students Can:	a. Identify ways different cultures record history in the Western Hemisphere through written and oral sources.	With guidance and support students can:	a. Identify ways different cultures record history in the Western Hemisphere through written and oral sources.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Sixth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere (including North America, South America, Central America, and the islands of the Caribbean).	SS.6.1.1	Students Can:	b. Analyze multiple primary and secondary sources while formulating historical questions about the Western Hemisphere. For example: Oral histories, art, artifacts, eyewitness accounts, letters, and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts.	With guidance and support students can:	b. Use multiple primary and secondary sources to ask questions about the Western Hemisphere (e.g., oral histories, art, artifacts, eyewitness accounts, letters, and diaries, real or simulated historical sites, charts, graphs, diagrams and written texts).
Social Studies	Sixth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere (including North America, South America, Central America, and the islands of the Caribbean).	SS.6.1.1	Students Can:	c. Gather, organize, synthesize, and critique information, from multiple and diverse perspectives, to determine if it is sufficient to answer historical questions about the Western Hemisphere. For example: Indigenous People, Latinos, African Americans, Asian Americans, Hawaiian/Pacific Islander, LGBTQ, and religious minorities and differing opinions within such groups.	With guidance and support students can:	c. Gather sources to use to answer historical questions from multiple perspectives, such as Indigenous People, Latinos, African Americans, Asian Americans, Hawaiian/Pacific Islander, LGBTQ, and religious minorities and differing opinions within such groups.
Social Studies	Sixth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Investigate the historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.	SS.6.1.2	Students Can:	a. Explain how people, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times. For example: The "Great Dying" of Indigenous Peoples in the Americas and its consequences; rapid deforestation of the Amazon; anti-colonial and nationalist movements, the Columbian Exchange, and revolutions in energy.	With guidance and support students can:	a. Identify how different people and cultures interact and are interconnected in the Western Hemisphere and how they impact modern times (e.g., the "Great Dying" of Indigenous Peoples in the Americas and its consequences; rapid deforestation of the Amazon; the Columbian Exchange, and revolutions in energy).
Social Studies	Sixth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Investigate the historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.	SS.6.1.2	Students Can:	b. Determine and explain the historical context of key people, events, cause and effect relationships, and ideas over time including the examination of different perspectives from people involved. For example: The complex interactions between majority and minority groups and individuals involved in European colonization in the Western hemisphere.	With guidance and support students can:	b. Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere (e.g., the complex interactions between majority and minority groups and individuals involved in European colonization in the Western Hemisphere).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Sixth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Investigate the historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.	SS.6.1.2	Students Can:	c. Identify examples of the social, political, cultural, and economic development in the Western Hemisphere. For example: The extension of networks of communication, colonial empires, patterns of migration over time, and international trade.	With guidance and support students can:	c. Identify social and cultural developments in key areas of the Western Hemisphere (e.g., the extension of networks of communication, colonial empires, patterns of migration over time, and international trade).
Social Studies	Sixth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Investigate the historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.	SS.6.1.2	Students Can:	d. Explain the interdependence and uniqueness among Indigenous Peoples in the Western Hemisphere including the existing conflict and power dynamics between Indigenous Peoples and those in power.	With guidance and support students can:	d. Compare and contrast the interdependence and uniqueness among Indigenous Peoples in the Western Hemisphere, including the existing conflict and power dynamics between Indigenous Peoples and those in power.
Social Studies	Sixth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Western Hemisphere.	SS.6.2.1	Students Can:	a. Use geographic tools to identify, locate, and describe places and regions in the Western Hemisphere to investigate and solve geographic problems. For example: Farming practices in a dry climate, implications of building a dam, and deforestation.	With guidance and support students can:	a. Identify continents and major bodies of water in the Western Hemisphere; locate places using available sources to interpret patterns specific to the Western Hemisphere (e.g., farming practices in a dry climate, implications of building a dam, and deforestation).
Social Studies	Sixth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Western Hemisphere.	SS.6.2.1	Students Can:	b. Collect, analyze, and synthesize data from geographic tools to compare regions in the Western Hemisphere.	With guidance and support students can:	b. Use mapping tools to identify similarities and differences in the Western Hemisphere.
Social Studies	Sixth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Western Hemisphere.	SS.6.2.1	Students Can:	c. Examine geographic sources to formulate and investigate inquiry questions to understand the past, analyze the present, or plan for the future.	With guidance and support students can:	c. Use information from mapping tools to identify geographical features to understand the past, analyze the present, or plan for the future.
Social Studies	Sixth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Western Hemisphere.	SS.6.2.1	Students Can:	d. Interpret geographic data/evidence to draw conclusions, make predictions, and justify potential solutions to problems at the local, state, national, and global levels.	With guidance and support students can:	d. Use geographic data to identify a problem specific to Western Hemisphere and propose solutions (e.g., local, state, national or global level).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Sixth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Evaluate how regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.	SS.6.2.2	Students Can:	a. Classify and analyze the types of human and geographic connections between places and regions.	With guidance and support students can:	a. Compare and contrast how location can affect daily life (e.g., jobs, activities, weather, seasons).
Social Studies	Sixth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Evaluate how regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.	SS.6.2.2	Students Can:	b. Identify physical features of the Western Hemisphere and explain their effects on people who reside in those regions.	With guidance and support students can:	b. Identify physical features of the western hemisphere.
Social Studies	Sixth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Evaluate how regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.	SS.6.2.2	Students Can:	c. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere and give examples of how people have adapted to and modified their physical environment.	With guidance and support students can:	c. Compare how different groups adapted to their environment in the Western Hemisphere (e.g., economic, class system food production, movement of people, adaptations in clothing, housing, transportation).
Social Studies	Sixth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Evaluate how regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.	SS.6.2.2	Students Can:	d. Use characteristics to define physical and political regions of the past and present.	With guidance and support students can:	d. Use characteristics to define physical and political regions of the past and present.
Social Studies	Sixth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Investigate how different economic systems developed based on access to resources, societal values, and human experiences, in order to address the problem of scarcity.	SS.6.3.1	Students Can:	a. Describe how current economic systems in the Western Hemisphere (such as traditional, command, market, and mixed) developed.	With guidance and support students can:	a. Identify how the different kinds of economic systems in the Western Hemisphere developed.
Social Studies	Sixth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Investigate how different economic systems developed based on access to resources, societal values, and human experiences, in order to address the problem of scarcity.	SS.6.3.1	Students Can:	b. Use economic reasoning to explain how specialization of production in a country can result in more interdependence. For example: International trade patterns.	With guidance and support students can:	b. Identify the benefits of trading goods.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Sixth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Investigate how different economic systems developed based on access to resources, societal values, and human experiences, in order to address the problem of scarcity.	SS.6.3.1	Students Can:	c. Explain how different societies view and use money and resources.	With guidance and support students can:	c. Explain how different societies view and use money and resources.
Social Studies	Sixth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Investigate how different economic systems developed based on access to resources, societal values, and human experiences, in order to address the problem of scarcity.	SS.6.3.1	Students Can:	d. Describe the role of competition and supply and demand in the determination of prices and wages in a market economy.	With guidance and support students can:	d. Describe how competition affects supply and demand.
Social Studies	Sixth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Examine civic participation within different governmental systems of the Western Hemisphere.	SS.6.4.1	Students Can:	a. Examine changes and connections in ideas about citizenship in different times and places in the Western Hemisphere. For example: Indigenous Peoples are either denied citizenship or citizenship is not always desired; immigration and a nation's quota preferences; and the changes in naturalization requirements change over time.	With guidance and support students can:	a. Describe how the path to citizenship changed over time in the Western Hemisphere (e.g., Indigenous Peoples are either denied citizenship or citizenship is not always desired; immigration, and naturalization requirements).
Social Studies	Sixth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Examine civic participation within different governmental systems of the Western Hemisphere.	SS.6.4.1	Students Can:	b. Explain how political ideas of significant people and groups interact, are interconnected, and influence nations and regions in the Western Hemisphere, both in the past and today.	With guidance and support students can:	b. Describe how political ideas of significant people and groups interact over time.
Social Studies	Sixth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Examine civic participation within different governmental systems of the Western Hemisphere.	SS.6.4.1	Students Can:	c. Analyze political issues from national and global perspectives over time in North America, South America, and the Caribbean.	With guidance and support students can:	c. Compare and contrast how citizens of different countries participate in their governments.
Social Studies	Sixth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Examine civic participation within different governmental systems of the Western Hemisphere.	SS.6.4.1	Students Can:	d. Identify historical examples illustrating how people from diverse backgrounds such as African American, Latino, Asian American, and Indigenous Peoples in the Western Hemisphere perceived, reacted to, and influenced national and international policies and issues.	With guidance and support students can:	d. Identify a time when two diverse groups from the Western Hemisphere have worked together (e.g., African American, Latino, Asian American, and Indigenous Peoples).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Sixth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain how the development and features of systems of government in the Western Hemisphere relate to their citizens.	SS.6.4.2	Students Can:	a. Examine and explain the development of foundational principles of government systems in the Western Hemisphere.	With guidance and support students can:	a. Describe different types of governments.
Social Studies	Sixth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain how the development and features of systems of government in the Western Hemisphere relate to their citizens.	SS.6.4.2	Students Can:	b. Describe structures and functions of different systems of government in the Western Hemisphere.	With guidance and support students can:	b. Identify how citizens in different countries/time periods interact or participate with their government.
Social Studies	Sixth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain how the development and features of systems of government in the Western Hemisphere relate to their citizens.	SS.6.4.2	Students Can:	c. Identify how different systems of government relate to their citizens in the Western Hemisphere and how systems of government create advantages for some of their citizens and disadvantages for others.	With guidance and support students can:	c. Identify advantages and disadvantages of different systems of government.
Social Studies	Sixth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain how the development and features of systems of government in the Western Hemisphere relate to their citizens.	SS.6.4.2	Students Can:	d. Compare the economic components of the different systems of government in the Western Hemisphere.	With guidance and support students can:	d. Compare different governments in the Western Hemisphere.
Social Studies	Sixth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain how the development and features of systems of government in the Western Hemisphere relate to their citizens.	SS.6.4.2	Students Can:	e. Explain the value each nation and/or culture places on economic prosperity, individual liberty, human rights, freedom of the press, freedom of religion, equal rights, and respect for neighbors.	With guidance and support students can:	e. Identify individual rights (e.g., economic prosperity, individual liberty, human rights, freedom of the press, freedom of religion, equal rights, and respect for neighbors).
Social Studies	Sixth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Explain how the development and features of systems of government in the Western Hemisphere relate to their citizens.	SS.6.4.2	Students Can:	f. Investigate the historical, social, and cultural influences of minorities on civil governments of the United States, and the rest of the Western Hemisphere.	With guidance and support students can:	f. Describe influences of minorities on civil governments of the United States, and the rest of the Western Hemisphere.
Social Studies	Sixth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate the role of consumers and businesses within the Western Hemisphere.	SS.6.5.1	Students Can:	a. Explain the roles of buyers and sellers in product, labor, and financial markets.	With guidance and support students can:	a. Identify or give examples of the roles of buyers and sellers in product markets.
Social Studies	Sixth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate the role of consumers and businesses within the Western Hemisphere.	SS.6.5.1	Students Can:	b. Explore how consumer spending decisions and demand impact market economies.	With guidance and support students can:	b. Investigate how consumer spending decisions influence prices in a market economy.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Sixth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate the role of consumers and businesses within the Western Hemisphere.	SS.6.5.1	Students Can:	c. Analyze how external factors might influence spending decisions for different individuals.	With guidance and support students can:	c. Describe how external factors might influence spending decisions for different individuals.
Social Studies	Sixth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate the role of consumers and businesses within the Western Hemisphere.	SS.6.5.1	Students Can:	d. Understand how basic budgeting, investing, saving, and personal behavior with money affects the economic system as a consumer and/or producer.	With guidance and support students can:	d. Identify skills needed for basic budgeting.
Social Studies	Seventh Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze and interpret a variety of primary and secondary sources from multiple perspectives in the Eastern Hemisphere to formulate an appropriate thesis supported by relevant evidence.	SS.7.1.1	Students Can:	a. Analyze primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere, including their influence on modern society.	With guidance and support students can:	a. Compare information from multiple sources related to a significant historical event (e.g., a diary and a movie, different points of view).
Social Studies	Seventh Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Analyze and interpret a variety of primary and secondary sources from multiple perspectives in the Eastern Hemisphere to formulate an appropriate thesis supported by relevant evidence.	SS.7.1.1	Students Can:	b. Examine primary and secondary sources from multiple and diverse perspectives to identify point of view using art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.	With guidance and support students can:	b. Use primary sources to identify multiple and diverse perspectives when asking historical questions.
Social Studies	Seventh Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Apply an understanding of the historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another, to draw conclusions, and solve problems.	SS.7.1.2	Students Can:	a. Identify and explain the historical context of key people, regions, events, and ideas, including the roots of current issues. For example: The contributions of Mansa Musa, the roots of Abrahamic religions, the significance of political revolutions, the implications of the Atlantic Slave Trade, the rise of European Nationalism, and the rise of Communism.	With guidance and support students can:	a. Identify the historical context of key people and events and how they impact current issues (e.g., the contributions of Mansa Musa, the roots of Abrahamic religions, the significance of political revolutions, the implications of the Atlantic Slave Trade, the rise of European Nationalism, and the rise of Communism).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Seventh Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Apply an understanding of the historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another, to draw conclusions, and solve problems.	SS.7.1.2	Students Can:	b. Investigate and evaluate the social, political, cultural, and technological development of regions in the Eastern Hemisphere. For example: The river valley civilizations, Hammurabi's Code, Greek democracy, the Roman Republic, the Chinese inventions of gunpowder and the compass, and the printing press.	With guidance and support students can:	b. Compare how different geography, technology, and ideas helped people in their time (e.g., the river valley civilizations, Hammurabi's Code, Greek democracy, the Roman Republic, the Chinese inventions of gunpowder and the compass, and the printing press).
Social Studies	Seventh Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Apply an understanding of the historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another, to draw conclusions, and solve problems.	SS.7.1.2	Students Can:	c. Describe the interactions, conflicts, and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: Conflicts over land and resources between countries, the foundations of eastern world religions, the historical roots of current issues, East/West contact, settlement patterns, the Korean War, the war in Vietnam, the Chinese Cultural Revolution, the Khmer Rouge in Cambodia, including acts of violence towards groups of people, and the discriminatory policies and events preceding those acts.	With guidance and support students can:	c. Identify the contributions and interactions between different groups in the Eastern Hemisphere (e.g., conflicts over land and resources between countries, the foundations of eastern world religions, the historical roots of current issues, and acts of violence towards groups of people, and the discriminatory policies and events preceding those acts).
Social Studies	Seventh Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Apply an understanding of the historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another, to draw conclusions, and solve problems.	SS.7.1.2	Students Can:	d. Explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during significant eras or events, including their influence on modern society. For example: the African Empires, the Silk Road and cultural diffusion, and the colonization of Africa, India, and Australia.	With guidance and support students can:	d. Compare and contrast different peoples in the Eastern Hemisphere and how they influence modern society (e.g., the African Empires, the Silk Road and cultural diffusion, and the colonization of Africa, India, and Australia).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Seventh Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Apply an understanding of the historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another, to draw conclusions, and solve problems.	SS.7.1.2	Students Can:	e. Describe how the non-violent strategies employed by Dr. King and his followers overcame segregation in the American South.	With guidance and support students can:	e. Describe how the non-violent strategies employed by Dr. King and his followers overcame segregation in the American South.
Social Studies	Seventh Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.	SS.7.2.1	Students Can:	a. Use maps and geographic tools to find patterns in human systems and/or physical features to investigate and propose a solution to geographic problems.	With guidance and support students can:	a. Use maps and geographic tools to find patterns in human systems and/or physical features to investigate and propose a solution to geographic problems.
Social Studies	Seventh Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.	SS.7.2.1	Students Can:	b. Collect, classify, and analyze data to make geographic inferences and predictions.	With guidance and support students can:	b. Use different types of data to make predictions to answer questions about the groups of the Eastern Hemisphere.
Social Studies	Seventh Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.	SS.7.2.1	Students Can:	c. Apply inquiry and research utilizing geographic tools. For example: GPS and satellite imagery.	With guidance and support students can:	c. Apply inquiry and research utilizing geographic tools (e.g., GPS and satellite imagery).
Social Studies	Seventh Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.	SS.7.2.1	Students Can:	d. Interpret maps to make inferences and predictions.	With guidance and support students can:	d. Interpret maps to make inferences and predictions.
Social Studies	Seventh Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.	SS.7.2.1	Students Can:	e. Investigate geographic sources to formulate inquiry questions to understand the past, analyze the present, or plan for the future.	With guidance and support students can:	e. Use information from geographic sources to understand the past, analyze the present, or plan for the future.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Seventh Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.	SS.7.2.1	Students Can:	f. Assess geographic data to draw conclusions, make predictions, and justify potential solutions to problems in the Eastern Hemisphere at the local, state, national, and global levels using supporting evidence and logical reasoning.	With guidance and support students can:	f. Use geographic data to identify a problem specific to the Eastern Hemisphere and explain a potential solution (e.g., local, state, national, or global level).
Social Studies	Seventh Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Evaluate regional differences and perspectives in the Eastern Hemisphere and how they impact human and environmental interactions.	SS.7.2.2	Students Can:	a. Determine how physical and political features impact cultural diffusion and regional differences. For example: Modern environmental issues, cultural patterns, trade barriers, and economic interdependence.	With guidance and support students can:	a. Explain how physical and political borders affect countries in the Eastern Hemisphere (e.g., modern environmental issues, cultural patterns, trade barriers, and economic interdependence).
Social Studies	Seventh Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Evaluate regional differences and perspectives in the Eastern Hemisphere and how they impact human and environmental interactions.	SS.7.2.2	Students Can:	b. Examine the geographic location and distribution of resources within a region to determine the economic and social impact on its people. For example: Middle Eastern water rights, the acceptance of refugees from other countries, and the Salt Trade.	With guidance and support students can:	b. Identify the importance of resources and/or location of resources to people in the Eastern Hemisphere (e.g., Middle Eastern water rights, the acceptance of refugees from other countries, and the Salt Trade).
Social Studies	Seventh Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Describe how economic systems in the Eastern Hemisphere developed based on access to resources, societal values, and human experiences in order to address the problem of scarcity.	SS.7.3.1	Students Can:	a. Describe how economic systems in the Eastern Hemisphere (such as traditional, command, market, and mixed) were developed.	With guidance and support students can:	a. Define different economic systems (e.g., barter system, traditional, command and market).
Social Studies	Seventh Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Describe how economic systems in the Eastern Hemisphere developed based on access to resources, societal values, and human experiences in order to address the problem of scarcity.	SS.7.3.1	Students Can:	b. Evaluate the different economic systems in the Eastern Hemisphere, utilizing economic data. For example: Economic growth, per capita income, and standard of living.	With guidance and support students can:	b. Compare different economic systems in the Eastern Hemisphere using economic data (e.g., economic growth, per capita income, and standard of living).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Seventh Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Describe how economic systems in the Eastern Hemisphere developed based on access to resources, societal values, and human experiences in order to address the problem of scarcity.	SS.7.3.1	Students Can:	c. Explain how trade supply and demand affects the production of goods and services in different regions.	With guidance and support students can:	c. Describe why goods and services might come from different regions.
Social Studies	Seventh Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Describe how economic systems in the Eastern Hemisphere developed based on access to resources, societal values, and human experiences in order to address the problem of scarcity.	SS.7.3.1	Students Can:	d. Determine how scarcity affects the economic system in the Eastern Hemisphere.	With guidance and support students can:	d. Explain the problem of scarcity in the Eastern Hemisphere.
Social Studies	Seventh Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate similarities and differences of civic participation within different governmental systems of the Eastern Hemisphere.	SS.7.4.1	Students Can:	a. Describe civic virtues and principles that guide governments and societies. For example: Citizenship, civic participation, and the rule of law.	With guidance and support students can:	a. Describe the responsibilities of a citizen (e.g., registering and voting, rule of law, staying informed about current issues).
Social Studies	Seventh Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate similarities and differences of civic participation within different governmental systems of the Eastern Hemisphere.	SS.7.4.1	Students Can:	b. Analyze the opportunities and limitations of civic participation in societies in the Eastern Hemisphere.	With guidance and support students can:	b. Identify the opportunities and limitations of civic participation in societies in the Eastern Hemisphere (e.g., following laws, paying taxes).
Social Studies	Seventh Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate similarities and differences of civic participation within different governmental systems of the Eastern Hemisphere.	SS.7.4.1	Students Can:	c. Give examples illustrating the interactions between nations and their citizens. For example: South Africa's system of Apartheid, human rights violations, genocide, Shari'ah law, government-sanctioned economic policies, and socialized healthcare and education.	With guidance and support students can:	c. Identify examples of interactions between a foreign nation and their citizens (e.g., South Africa's system of Apartheid, human rights violations, genocide, Shari'ah law, government sanctioned economic policies, and socialized healthcare and education).
Social Studies	Seventh Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate similarities and differences of civic participation within different governmental systems of the Eastern Hemisphere.	SS.7.4.1	Students Can:	d. Identify international and regional public problems, research ways in which governments address those problems, and make connections to how the United States government addresses issues to protect the public good.	With guidance and support students can:	d. Identify ways governments address problems, and make connections to how the United States government addresses issues to protect the public good.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Seventh Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Investigate similarities and differences of civic participation within different governmental systems of the Eastern Hemisphere.	SS.7.4.1	Students Can:	e. Compare and contrast examples of governmental implementation of civic virtues or principles.	With guidance and support students can:	e. Compare and contrast examples of governmental implementation of civic virtues or principles.
Social Studies	Seventh Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Analyze how nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.	SS.7.4.2	Students Can:	a. Explain the origins, functions, and structure of different governments. For example: Dictatorship, totalitarianism, authoritarian, monarchy, democracy, constitutional republic, socialism, fascism, and communism.	With guidance and support students can:	a. Describe government types (e.g., dictatorship, totalitarianism, authoritarian, monarchy, democracy, constitutional republic, socialism, fascism, and communism).
Social Studies	Seventh Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Analyze how nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.	SS.7.4.2	Students Can:	b. Evaluate and analyze how various governments and organizations interact, resolve their differences, and cooperate. For example: The African Union (AU), the Association of Southeast Asian Nations (ASEAN), the United Nations, the World Bank, international treaties, and diplomacy.	With guidance and support students can:	b. Identify ways in which various governments and organizations interact, resolve their differences, and cooperate (e.g., The African Union (AU), the Association of Southeast Asian Nations (ASEAN), the United Nations, the World Bank, war, embargo, international treaties, and diplomacy).
Social Studies	Seventh Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Analyze how nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.	SS.7.4.2	Students Can:	c. Investigate examples of collaboration and interdependence between international organizations and countries. For example: The protection of human rights; the role of non-governmental organizations (NGOs), the Red Cross, World Health Organization, and United Nations Educational, Scientific, and Cultural Organization (UNESCO).	With guidance and support students can:	c. Describe what an international organization does for the international community (e.g., the Red Cross, World Health Organization, and United Nations Educational, Scientific and Cultural Organization [UNESCO]).
Social Studies	Seventh Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate the role of consumers and businesses within the Eastern Hemisphere.	SS.7.5.1	Students Can:	a. Define resources from an economic and personal finance perspective.	With guidance and support students can:	a. Define resources from an economic and personal finance perspective.
Social Studies	Seventh Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate the role of consumers and businesses within the Eastern Hemisphere.	SS.7.5.1	Students Can:	b. Summarize how the distribution of resources impacts consumerism.	With guidance and support students can:	b. Describe how the distribution of resources impacts consumerism.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Seventh Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Investigate the role of consumers and businesses within the Eastern Hemisphere.	SS.7.5.1	Students Can:	c. Compare and contrast goods and services available to consumers within different cultures as they developed in the Eastern Hemisphere throughout history.	With guidance and support students can:	c. Compare and contrast goods from different cultures/countries/places (e.g., match the goods [silk] with the country [China]).
Social Studies	Eighth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.	SS.8.1.1	Students Can:	a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple diverse perspectives.	With guidance and support students can:	a. Use documents and other relevant primary and secondary sources pertaining to United States history from multiple diverse perspectives.
Social Studies	Eighth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.	SS.8.1.1	Students Can:	b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in both Colorado and United States history. For example: Indigenous Peoples', Hawaiian/Pacific Islander, and African American perspectives on Western colonization and enslavement; Asian American and Latinos' perspectives on immigration; and the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre.	With guidance and support students can:	b. Using multiple sources, including those with conflicting accounts, compare and contrast specific events in both Colorado and United States history. (e.g., Indigenous Peoples', Hawaiian/Pacific Islander, and African American perspectives on Western colonization and enslavement, Asian American and Latino's perspectives on immigration, the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre).
Social Studies	Eighth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.	SS.8.1.1	Students Can:	c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry.	With guidance and support students can:	c. Compare and contrast point of view, historical context, distortion, or propaganda and relevance to historical inquiry (e.g., Venn diagram, t-chart, etc.).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Eighth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.	SS.8.1.1	Students Can:	d. Construct a written historical argument supported by relevant evidence and logical reasoning demonstrating the use or understanding of primary and secondary sources.	With guidance and support students can:	d. Defend a claim about U.S. history from the American Revolution through Reconstruction with evidence from primary and secondary sources.
Social Studies	Eighth Grade	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.	SS.8.1.1	Students Can:	e. Synthesize data from multiple sources in order to connect those sources to the traditional historical narrative.	With guidance and support students can:	e. Collect and display data from multiple sources to broaden the traditional historical narrative about U.S. history from the American Revolution through Reconstruction (e.g., timeline, poster, etc.).
Social Studies	Eighth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.	SS.8.1.2	Students Can:	a. Determine and explain the historical context of key people and events from the Revolutionary War Era through Reconstruction including the examination of different perspectives. For example: Grievances from the colonists against the British Parliament, the Constitutional Convention, the role of abolitionists, contributions and grievances from Indigenous Peoples and African Americans, and the causes and effects of the Civil War.	With guidance and support students can:	a. Construct a timeline of the major events from the American Revolution through Reconstruction including the Constitutional Convention (e.g., grievances from the colonists against the British Parliament, the Constitutional Convention, the role of abolitionists, contributions and grievances from Indigenous Peoples and African Americans, and the causes and effects of the Civil War).
Social Studies	Eighth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.	SS.8.1.2	Students Can:	b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise both in Colorado and across the nation. Including but not limited to: the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre.	With guidance and support students can:	b. Identify examples of continuity and change by examining various eras in both Colorado and United States history, including but not limited to: the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Eighth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.	SS.8.1.2	Students Can:	c. Examine the causes and effects of the territorial, political, and economic expansion of the United States.	With guidance and support students can:	c. Identify the causes and effects of the territorial, political, and economic expansion of the United States.
Social Studies	Eighth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.	SS.8.1.2	Students Can:	d. Evaluate the impact of various gender, age, race, ethnicity, religion, and class during this time period and the impact of these demographic groups on the events of the time period.	With guidance and support students can:	d. Demonstrate the major changes for gender, age, race, ethnicity, religion, and class groups from the American Revolution to Reconstruction.
Social Studies	Eighth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.	SS.8.1.2	Students Can:	e. Analyze the cause and effect relationships of major conflicts from the origins of the American Revolution through Reconstruction.	With guidance and support students can:	e. Sequence the causes and effects of major conflicts in U.S. history from the origins of the American Revolution through Reconstruction.
Social Studies	Eighth Grade	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.	SS.8.1.2	Students Can:	f. Analyze ideas that are critical to the understanding of early United States history. For example: Ideas involved in major events and movements such as settler colonialism, the changing definition of liberty and citizenship, enslavement of African and Indigenous Peoples, federalism, nativism of the Antebellum period, emancipation, and expansionism.	With guidance and support students can:	f. Compare major ideas and movements in U.S. history between the American Revolution and Reconstruction (e.g., settler colonialism, the changing definition of liberty and citizenship, enslavement of African and Indigenous Peoples, federalism., nativism of the Antebellum period, emancipation and expansionism.
Social Studies	Eighth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	SS.8.2.1	Students Can:	a. Interpret primary and secondary geographic sources to analyze a historic issue. For example: Using both historical and contemporary maps to understand the changes in American boundaries.	With guidance and support students can:	a. Use primary and secondary geographic sources to examine an historic issue. For example: Using both historical and contemporary maps to understand the changes in American boundaries.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Eighth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	SS.8.2.1	Students Can:	b. Identify the spatial distribution of cultural groups and human migration patterns.	With guidance and support students can:	b. Describe the distribution of cultural groups and human migration patterns in the United States.
Social Studies	Eighth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	SS.8.2.1	Students Can:	c. Recognize patterns of land acquisition and apply to events of the past.	With guidance and support students can:	c. Recognize patterns of land acquisition and apply to events of the past.
Social Studies	Eighth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	SS.8.2.1	Students Can:	d. Compare the relationship between human settlement and the environment to recognize important regional connections to early U.S. historical events.	With guidance and support students can:	d. Identify appropriate places to settle with reasoning using a map and physical features.
Social Studies	Eighth Grade	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	SS.8.2.1	Students Can:	e. Calculate and analyze population trends in relation to historical phenomena.	With guidance and support students can:	e. Compare population density in familiar locations (e.g., fewer than, more than, equal to).
Social Studies	Eighth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Recognize the impact of the competition for control of land and resources in early American history.	SS.8.2.2	Students Can:	a. Analyze the push and pull factors that shaped immigration to and migration within the early United States. For example: Economic opportunities, religious refuge, and forced migration.	With guidance and support students can:	a. Compare factors that shaped immigration to and migration within the early United States (e.g., economic opportunities, religious refuge, and forced migration).
Social Studies	Eighth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Recognize the impact of the competition for control of land and resources in early American history.	SS.8.2.2	Students Can:	b. Analyze patterns of conflict and cooperation that resulted from human migration and the economic, political, ethnic, and social implications of those interactions.	With guidance and support students can:	b. Compare patterns of conflict and cooperation that came from human migration within the early United State.
Social Studies	Eighth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Recognize the impact of the competition for control of land and resources in early American history.	SS.8.2.2	Students Can:	c. Compare how differing geographic perspectives apply to a historic issue.	With guidance and support students can:	c. Compare how differing geographic perspectives apply to an historical issue.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Eighth Grade	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Recognize the impact of the competition for control of land and resources in early American history.	SS.8.2.2	Students Can:	d. Interpret geographic and environmental data to understand how competition over land and resources shaped the development of the early United States. For example: Establishing the Mason/Dixon line, development of railroads, the Louisiana Purchase, and the Treaty of Guadalupe Hidalgo.	With guidance and support students can:	d. Use geographic and environmental data to describe how competition over land and resources shaped the development of the early United States (e.g., establishing the Mason/Dixon line, development of railroads, the Louisiana Purchase, and the Treaty of Guadalupe Hidalgo).
Social Studies	Eighth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Investigate how economic freedom, including free trade, was important for economic growth in early American history.	SS.8.3.1	Students Can:	a. Give examples of regional, national, and international differences in resources, productivity, and costs that provide a basis for trade.	With guidance and support students can:	a. Give examples of regional, national, and international differences in resources, productivity and costs that provide a basis for trade.
Social Studies	Eighth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Investigate how economic freedom, including free trade, was important for economic growth in early American history.	SS.8.3.1	Students Can:	b. Describe the factors that lead to a region or nation having a comparative and absolute advantage in trade. For example: The American System proposed by Henry Clay.	With guidance and support students can:	b. Describe historical economic advantages found in the early U.S. (e.g., the American System proposed by Henry Clay).
Social Studies	Eighth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Investigate how economic freedom, including free trade, was important for economic growth in early American history.	SS.8.3.1	Students Can:	c. Explain the effects of domestic policies on international trade.	With guidance and support students can:	c. Explain effects of domestic policies on international trade.
Social Studies	Eighth Grade	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Investigate how economic freedom, including free trade, was important for economic growth in early American history.	SS.8.3.1	Students Can:	d. Explain why nations sometimes restrict trade by using quotas, tariffs, and nontariff barriers.	With guidance and support students can:	d. Identify historical tariffs that impacted early Americans.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Eighth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	SS.8.4.1	Students Can:	a. Describe major political and/or social changes that affected the definition of citizenship, expanded or restricted the rights of citizens, and how those changes impacted women, Indigenous Peoples, African Americans, Latinos, Asian Americans, LGBTQ, religious minorities, and people living in annexed territories.	With guidance and support students can:	a. Describe major political and/or social changes and the impact on rights and contributions of diverse groups and individuals, including African Americans, Latinos, Asian Americans, Pacific Islanders, Indigenous Peoples, LGBTQ individuals, and religious minorities.
Social Studies	Eighth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	SS.8.4.1	Students Can:	b. Analyze the relationship between the debate about citizenship and national identity in early U.S History, and how those ideas shaped political institutions and society.	With guidance and support students can:	b. Compare and contrast what it means to be a citizen throughout U.S. history.
Social Studies	Eighth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	SS.8.4.1	Students Can:	c. Compare how the leadership of various individuals has influenced the United States government and politics. For example: Women, American Indians, African Americans, and people in the unsettled territories.	With guidance and support students can:	c. Describe how citizens can change government (e.g., voting, protest, petition, etc.).
Social Studies	Eighth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	SS.8.4.1	Students Can:	d. Evaluate the results of various strategies used to enact political change over time.	With guidance and support students can:	d. Compare and contrast strategies used to enact political change over time.
Social Studies	Eighth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	SS.8.4.1	Students Can:	e. Analyze primary sources supporting democratic freedoms and the founding of our government and explain how they provide for both continuity and change. Including but not limited to: the Declaration of Independence, the Constitution, Bill of Rights, and the Declaration of Sentiments.	With guidance and support students can:	e. Use primary sources supporting democratic freedoms and the founding of our government and explain how they provide for both continuity and change (e.g., the Declaration of Independence, the Constitution, Bill of Rights, and the Declaration of Sentiments).
Social Studies	Eighth Grade	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	SS.8.4.1	Students Can:	f. Examine ways members of society may effectively and civilly voice opinions, monitor government, and bring about change on a local, state, and national level, and which could have global implications.	With guidance and support students can:	f. Examine ways members of society may effectively and civilly voice opinions, and bring about change on a school, local, state, and national level.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Eighth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate and evaluate the purpose and place of rule of law in a constitutional system.	SS.8.4.2	Students Can:	a. Evaluate the strengths of rule of law.	With guidance and support students can:	a. Evaluate the strengths of the rule of law.
Social Studies	Eighth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate and evaluate the purpose and place of rule of law in a constitutional system.	SS.8.4.2	Students Can:	b. Explain the role and importance of the Constitution and the strength of amendments made during this time period. Including but not limited to: the Bill of Rights, and the 13th, 14th, and 15th Amendments.	With guidance and support students can:	b. Identify the role and importance of the Constitution and the strength of amendments made during this time period (the Bill of Rights, and the 13th, 14th, and 15th Amendments).
Social Studies	Eighth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate and evaluate the purpose and place of rule of law in a constitutional system.	SS.8.4.2	Students Can:	c. Apply knowledge about the three branches of government and how they interact with one another to historical and contemporary problems.	With guidance and support students can:	c. Describe the three branches of government and how they interact with one another.
Social Studies	Eighth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate and evaluate the purpose and place of rule of law in a constitutional system.	SS.8.4.2	Students Can:	d. Evaluate the historical significance of the Declaration of Independence.	With guidance and support students can:	d. Describe the importance of the Declaration of Independence.
Social Studies	Eighth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate and evaluate the purpose and place of rule of law in a constitutional system.	SS.8.4.2	Students Can:	e. Discuss the tensions between individual rights and liberties with state, tribal, and national laws.	With guidance and support students can:	e. Describe the tensions between individual rights and liberties with state, tribal, and national laws.
Social Studies	Eighth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate and evaluate the purpose and place of rule of law in a constitutional system.	SS.8.4.2	Students Can:	f. Explain how the state and federal courts' power of judicial review is reflected in the United States' form of constitutional government. For example: Marbury v. Madison.	With guidance and support students can:	f. Explain the process of judicial review (e.g., Marbury v. Madison and Brown v. Board of Education).
Social Studies	Eighth Grade	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Investigate and evaluate the purpose and place of rule of law in a constitutional system.	SS.8.4.2	Students Can:	g. Use a variety of resources, including Supreme Court decisions, to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.	With guidance and support students can:	g. Use a variety of resources, including Supreme Court decisions, to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.
Social Studies	Eighth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Examine the role of consumer decisions and taxes within the market economies of early American history.	SS.8.5.1	Students Can:	a. Calculate how the value of money has changed over time impacting earning, spending, borrowing, and investing. For example: Inflation and recession.	With guidance and support students can:	a. Compare and contrast how the value of money has changed over time impacting earning, saving and spending (e.g., inflation and recession).
Social Studies	Eighth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Examine the role of consumer decisions and taxes within the market economies of early American history.	SS.8.5.1	Students Can:	b. Explain factors that have impacted borrowing and investing over time. For example: Currency stability, stocks, and banking practices.	With guidance and support students can:	b. Explain why people need to borrow and invest.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	Eighth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Examine the role of consumer decisions and taxes within the market economies of early American history.	SS.8.5.1	Students Can:	c. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.	With guidance and support students can:	c. Describe what humans can do to earn more money (e.g., gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience).
Social Studies	Eighth Grade	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Examine the role of consumer decisions and taxes within the market economies of early American history.	SS.8.5.1	Students Can:	d. Analyze the impact of taxes on the people of the United States over time.	With guidance and support students can:	d. Describe the purpose of taxes in the United States.
Social Studies	High School	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Apply the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.	SS.HS.1.1	Students Can:	a. Formulate compelling and supporting questions after evaluating primary sources for point of view and historical context.	With guidance and support students can:	a. Write questions about the historical setting while reading a primary source.
Social Studies	High School	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Apply the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.	SS.HS.1.1	Students Can:	b. Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives. For example: Perspectives of historically underrepresented groups.	With guidance and support students can:	b. Gather historical information from two or more sources, including perspectives of historically underrepresented groups (e.g., African Americans, Latinos, Asian Americans, Pacific Islanders, Indigenous Peoples, LGBTQ individuals, and religious minorities).
Social Studies	High School	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Apply the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.	SS.HS.1.1	Students Can:	c. Gather and analyze historical information from a range of qualitative and quantitative sources. For example: Demographic, economic, social, and political data.	With guidance and support students can:	c. Gather and compare historical information using multiple reliable sources.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	1. History	1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.	1. Apply the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.	SS.HS.1.1	Students Can:	d. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from a wide range of relevant historical sources.	With guidance and support students can:	d. Analyze cause and effect in historical events.
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	a. Analyze continuity and change over the course of United States history. Including but not limited to: The expansion and limitations of rights, the balance between liberty and security, shifts in internationalist and isolationist policies, debates over the role of government, and the impacts of expansionist policies.	With guidance and support students can:	a. Identify continuity and change over the course of United States history. Including but not limited to: The expansion and limitations of rights, the balance between liberty and security, shifts in internationalist and isolationist policies, debates over the role of government, and the impacts of expansionist policies.
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	b. Investigate causes and effects of significant events throughout United States history. For example: World and national conflicts (e.g., Spanish American War, the continued conflict over Indigenous lands, and the Tulsa Massacre), urbanization and suburbanization (e.g., Great Migration and Levittown), economic cycles (e.g., The Great Depression and the 2008 Great Recession), and both popular and counterculture movements.	With guidance and support students can:	b. Investigate and describe at least one cause and effect relationship of a significant event throughout United States history (e.g., world and national conflicts such as the Spanish American War, the continued conflict over Indigenous lands, and the Tulsa Massacre), urbanization and suburbanization (e.g., Great Migration and Levittown), economic cycles (e.g., The Great Depression and the 2008 Great Recession), and both popular and counterculture movements.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	c. Analyze the complexity of events throughout United States history. For example: The Civil Rights Movement (e.g., Double V Campaign, the Voting Rights Act of 1965, and the Stonewall Riots); migration, immigration, and displacement (e.g., immigration and citizenship legislation, Japanese American incarceration, and debates over tribal sovereignty); landmark court cases (e.g., Keyes v. School District #1 Denver, Brown v. Board of Education, and Obergefell v. Hodges), and the war on terror (e.g., 9/11, Afghanistan and Iraq wars, Middle Eastern discrimination, and the evolution of U.S. counterterrorism efforts).	With guidance and support students can:	c. Identify 2 or more factors that influenced the outcome of at least one major U.S. movement such as the Civil Rights Movement (e.g., Double V Campaign, the Voting Rights Act of 1965, and the Stonewall Riots); migration, immigration and displacement (e.g. immigration and citizenship legislation, Japanese American incarceration, and debates over tribal sovereignty); landmark court cases (e.g., Keyes v School District #1 Denver, Brown v. Board of Education, Obergefe;; v/ Judges), and the war on terror (e.g., 9/11, Afghanistan and Iraq wars, Middle Eastern discrimination, and the evolution of U.S. counterterrorism efforts).
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: The systemic impact of racism and nativism (e.g., Jim Crow, affirmative action, and mass incarceration), the definition and role of patriotism, expansion and limitations of rights, and the role of religion.	With guidance and support students can:	d. Identify key events that led to unity and/or diversity between different groups of people (e.g., race, religion, political, etc. within the United States from Reconstruction to present (e.g., system's impact of racism and nativism (Jim Crow, affirmative action, and mass incarceration), the definition and role of patriotism, expansion and limitations of rights and the role of religion).
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	e. Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: Scientific innovations by diverse individuals, creation of mass production/assembly line process, creation of the atomic bomb, NASA, and the introduction of mass media and the Internet.	With guidance and support students can:	e. Identify inventions that have significant impacts in science and technology (e.g., scientific innovations by diverse individuals, creation of mass production/assembly line process, creation of the atomic bomb, NASA, and the introduction of mass media and the Internet).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	f. Evaluate the historical development and impact of political thought, theory, and actions. For example: Shifts in the platforms of political parties, expansion and limitations of suffrage, and the impact of various reform and socio-cultural movements.	With guidance and support students can:	f. Identify major individuals, groups, or ideas that contributed to the development of politics in the United States.
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	g. Analyze how opposing perspectives, compromise, and cooperation have shaped national unity and diversity. For example: The rights and contributions of diverse groups and individuals, including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ individuals, women, immigrants, individuals with disabilities, and ethnic and religious minorities, and the role of organizations and government in advancing these rights (e.g., NAACP, American Indian Movement, and United Farm Workers).	With guidance and support students can:	g. Describe rights and responsibilities of being in a group and identify ways in which individuals can compromise as related to the rights and contributions of diverse groups and individuals including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ individuals, women, immigrants, individuals with disabilities and people from religious minorities, and the role of organizations and government in advancing these rights (e.g., NAACP, American Indian Movement, and United Farm Workers).
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	h. Analyze and evaluate ideas critical to the understanding of American history. Including but not limited to: populism, progressivism, isolationism, imperialism, capitalism, racism, extremism, nationalism, patriotism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.	With guidance and support students can:	h. Identify the key concepts of political ideologies (e.g., populism, progressivism, isolationism, imperialism, capitalism, racism, extremism, nationalism, patriotism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism).
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	i. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States. Including but not limited to: the writings of the Muckrakers, political cartoons, Americana, the Harlem Renaissance, the Lost Generation, Jazz, Rock and Roll, protest songs and American literature.	With guidance and support students can:	i. Describe the historical development and impact of the arts and literature on the culture of the United States (e.g., the writings of the Muckrakers, political cartoons, Americana, the Harlem Renaissance, the Lost Generation, Jazz, Rock and Roll, protest songs and American literature).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	2. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	SS.HS.1.2	Students Can:	j. and evaluate how the United States was involved in and responded to international events over the course of history. Including but not limited to: the World Wars, the Holocaust, the Nuremburg trials, Cold War policies, Berlin Airlift, Korean War, Vietnam War, and the genocides in Bosnia and Darfur.	With guidance and support students can:	j. Examine and describe how the United States was involved in and responded to at least one international event over the course of history (e.g., the World Wars, the Holocaust, the Nuremburg trials, Cold War policies, Berlin Airlift, Korean War, Vietnam War, and the genocides in Bosnia and Darfur).
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	3. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	SS.HS.1.3	Students Can:	a. Evaluate continuity and change over the course of world history. For example: Social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars; the Cold War; independence movements/decolonization and 19th, 20th and 21st century genocides such as the Armenian Genocide; the Holocaust perpetrated by the fascist German Nazi Party (National Socialist German Workers Party) and its collaborators; the Sand Creek Massacre, Cambodian Genocide; the Union of Soviet Socialist Republics murder of Ukrainian nationals; genocides conducted by the Communist Party of China (CPC) against its political opponents during the Totalization Period, Collectivization, the Great Leap Forward, the Cultural Revolution, and Mao's Famine; and the current genocide of the Uyghurs; as well as genocides that have taken place in Rwanda, Darfur and Bosnia.	With guidance and support students can:	a. Compare and contrast continuity and change over the course of world history. (e.g., Social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars; the Cold War; independence movements/decolonization and 19th, 20th and 21st century genocides such as the Armenian Genocide; the Holocaust perpetrated by the fascist German Nazi Party (National Socialist German Workers Party) and its collaborators; the Sand Creek Massacre, Cambodian Genocide; the Union of Soviet Socialist Republics murder of Ukrainian nationals; genocides conducted by the Communist Party of China (CPC) against its political opponents during the Totalization Period, Collectivization, the Great Leap Forward, the Cultural Revolution, and Mao's Famine; and the current genocide of the Uyghurs; as well as genocides that have taken place in Rwanda, Darfur and Bosnia).
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	3. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	SS.HS.1.3	Students Can:	Investigate causes and effects of significant events from the Renaissance to the present. Including but not limited to: the Renaissance, the Protestant Reformation, the Industrial Revolution, the French, Russian, Chinese, and Latin American Revolutions, the World Wars, and the Arab Spring movement.	With guidance and support students can:	b. Investigate causes and effects of significant events from the Renaissance to the present (e.g., the Renaissance, the Protestant Reformation, the Industrial Revolution, the French, Russian, Chinese, and Latin American Revolutions, the World Wars, and the Arab Spring movement).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	3. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	SS.HS.1.3	Students Can:	c. Analyze the complexity of events from the Renaissance to the present. For example: Religious rifts (e.g., the Protestant Reformation, the Shiite/Sunni split in Islam), industrialization, imperialism (e.g., spheres of influence and colonialism), independence movements in Africa, the Americas, and Asia; globalization, the rise of nationalism, and domestic and international terrorism.	With guidance and support students can:	c. Identify key concepts and events from the Renaissance to the present (e.g., religious rifts, the Protestant Reformation, the Shiite/Sunni split in Islam), industrialization, imperialism (e.g., spheres of influence and colonialism), independence movements in Africa, the Americas, and Asia; globalization, the rise of nationalism, and domestic and international terrorism.
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	3. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	SS.HS.1.3	Students Can:	d. Examine and evaluate issues of unity and diversity in world history from the Renaissance to the present. For example: Migration and immigration (e.g., rapid global population growth), colonialism and the resulting changes in political geography, anti-colonial and nationalist movements, imperialism, world conferences and international agreements (e.g., Berlin Conference, United Nations, and Bandung Conference), and human rights issues.	With guidance and support students can:	d. Identify and describe issues of unity and diversity in world history from the Renaissance to the present (e.g., migration and immigration [rapid global population growth], colonialism and the resulting changes in political geography, anti-colonial and nationalist movements, imperialism, world conferences and international agreements [Berlin Conference, United Nations, and Bandung Conference], and human rights issues).
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	3. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	SS.HS.1.3	Students Can:	e. Evaluate the historical development and impact of philosophical and political movements and belief systems. Including but not limited to: the Enlightenment, humanism, communism, socialism, and the development and expansion of Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism, and Taoism.	With guidance and support students can:	e. Compare and contrast the similarities and differences of major world religions and their impacts on historical developments around the world.
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	3. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	SS.HS.1.3	Students Can:	f. Investigate the historical development and impact of major scientific and technological innovations. For example: The Industrial Age (e.g., the British factory system), the Space Age (e.g., Sputnik), and scientific advancements such as the printing press, vaccinations, nuclear power, and the Internet.	With guidance and support students can:	f. Identify the historical development and impact of major scientific and technological innovations. For example: The Industrial Age (e.g., the British factory system), the Space Age (e.g., Sputnik), and scientific advancements such as the printing press, vaccinations, nuclear power, and the Internet.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	1. History	2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.	3. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	SS.HS.1.3	Students Can:	g. Describe and analyze the historical development and impact of the arts and literature on the cultures of the world. For example: The Renaissance, Modernism, and the use of art and literature as a form of both social progress and resistance.	With guidance and support students can:	g. Identify and describe significant literary or artistic contributions in the world.
Social Studies	High School	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues.	SS.HS.2.1	Students Can:	a. Analyze variations in spatial patterns of cultural and environmental characteristics at multiple scales while gathering geographic data from a variety of valid sources. For example: Maps, Geographic Information Systems (GIS), graphs, and charts.	With guidance and support students can:	a. Compare geographical data (e.g., population, geographical features) from multiple sources (e.g., simple graphs, maps, etc.).
Social Studies	High School	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues.	SS.HS.2.1	Students Can:	b. Create and interpret maps to display and explain the spatial patterns of cultural and environmental characteristics using geospatial and related technologies.	With guidance and support students can:	b. Create maps to display and explain the spatial patterns of cultural and environmental characteristics using geospatial and related technologies.
Social Studies	High School	2. Geography	3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	1. Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues.	SS.HS.2.1	Students Can:	c. Evaluate relationships between the locations of places and regions and their political, cultural, and economic relationships using maps, satellite images, photographs, and other representations.	With guidance and support students can:	c. Evaluate similarities and differences in political, cultural, environmental or economic regions on a map.
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Make connections among geographic variables that influence the interactions of people, places, and environments.	SS.HS.2.2	Students Can:	a. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment.	With guidance and support students can:	a. Identify strategies to respond to constraints placed on human systems by the physical environment.
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Make connections among geographic variables that influence the interactions of people, places, and environments.	SS.HS.2.2	Students Can:	b. Analyze, interpret, and predict the influences of migration and the distribution of human populations based on reciprocal patterns. For example: Historical events, the spatial diffusion of ideas, technologies, and cultural practices.	With guidance and support students can:	b. Examine influences of migration and the distribution of human populations based on reciprocal patterns. For example: Historical events, the spatial diffusion of ideas, technologies, and cultural practices.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Make connections among geographic variables that influence the interactions of people, places, and environments.	SS.HS.2.2	Students Can:	c. Examine patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities. For example: Urban/rural, regional, and transportation patterns.	With guidance and support students can:	c. Identify the advantages and disadvantages of different living environments (e.g., urban/rural, regional, and transportation patterns).
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Make connections among geographic variables that influence the interactions of people, places, and environments.	SS.HS.2.2	Students Can:	d. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.	With guidance and support students can:	d. Identify the impact of human actions on the environment.
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Make connections among geographic variables that influence the interactions of people, places, and environments.	SS.HS.2.2	Students Can:	e. Research and interpret viewpoints from diverse groups. Including but not limited to: African Americans, Latinos, Asian Americans, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities' perspectives on issues that shape policies and programs for resource use and sustainability. For example: Immigration, resource distribution, universal human rights and the UN Sustainable Development Goals.	With guidance and support students can:	e. Compare multiple perspectives (e.g., African Americans, Latinos, Asian Americans, Pacific Islanders, Indigenous Peoples, LGBTQ individuals, and people from religious minorities) on a current environmental issue.
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	2. Make connections among geographic variables that influence the interactions of people, places, and environments.	SS.HS.2.2	Students Can:	f. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	With guidance and support students can:	f. Investigate the long term outcomes of climate change and human migration and settlement patterns.
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	3. Investigate patterns of the interconnected nature of the world, its people, and places.	SS.HS.2.3	Students Can:	a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.	With guidance and support students can:	a. Explain how uneven distribution of resources can lead to conflict or cooperation among nations (e.g., war, trade).
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	3. Investigate patterns of the interconnected nature of the world, its people, and places.	SS.HS.2.3	Students Can:	b. Explain how shifts in the world's population are connected to and dependent upon other people for both human and natural resources.	With guidance and support students can:	b. Explain how changes in the world's population could affect other people and both human and natural resources.
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	3. Investigate patterns of the interconnected nature of the world, its people, and places.	SS.HS.2.3	Students Can:	c. Explain how migration of people and movement of goods and ideas can contribute to and enrich cultures, but also create tensions.	With guidance and support students can:	c. Explain how migration of people and movement of goods and ideas can contribute to and enrich cultures, but also create tensions.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	3. Investigate patterns of the interconnected nature of the world, its people, and places.	SS.HS.2.3	Students Can:	d. Analyze how culture, and cooperation and conflict influence both the division and unification of Earth. For example: International agreements, political patterns, national boundaries, and how cultural differences and conflict over land may lead to genocide.	With guidance and support students can:	d. Explain the impact of national boundaries on international relationships.
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	3. Investigate patterns of the interconnected nature of the world, its people, and places.	SS.HS.2.3	Students Can:	e. Make predictions and draw conclusions about the positive and negative global impact of cultural diffusion and assimilation. For example: Human rights, language, religion, and ethnicity.	With guidance and support students can:	e. Identify patterns of cultural diffusion/assimilation that have impacted the student's community (e.g., human rights, language, religion and ethnicity).
Social Studies	High School	2. Geography	4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	3. Investigate patterns of the interconnected nature of the world, its people, and places.	SS.HS.2.3	Students Can:	f. Examine geographic concepts through the lens of multiple diverse perspectives from various regions of the world and with consideration for indigenous, dominant, and marginalized populations. Including but not limited to: Indigenous Peoples in Colorado, Christians in the Middle East, the Uyghurs in China, and tribal groups in Afghanistan.	With guidance and support students can:	f. Examine geographic concepts from various regions of the world with consideration for indigenous, dominant, and marginalized populations.(e.g., Indigenous Peoples in Colorado, Christians in the Middle East, the Uyghurs in China, and tribal groups in Afghanistan).
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.	SS.HS.3.1	Students Can:	a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).	With guidance and support students can:	a. Identify how scarcity impacts the cost of goods and services (e.g., compare prices of similar items and determine which is the best to purchase).
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.	SS.HS.3.1	Students Can:	b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments. Including but not limited to: cost vs. benefits, thinking at the margin, incentives matter, trade makes people better off, and future consequences count.	With guidance and support students can:	b. Describe how goods/services are produced based on the wants and needs of consumers.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.	SS.HS.3.1	Students Can:	c. Analyze how factors of production (land, labor, capital) are brought together to produce goods and services in an economic system.	With guidance and support students can:	c. Analyze how factors of production (land, labor, capital) are brought together to produce goods and services in an economic system.
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	2. Evaluate how mixed economic systems, market structures, competition, government policies, and the roles of producers and consumers affect market outcomes.	SS.HS.3.2	Students Can:	a. Compare and contrast economic systems in terms of their ability to achieve or impede economic goals. For example: Traditional, command, market, and modern mixed economies.	With guidance and support students can:	a. Compare and contrast an economic system (e.g., traditional, command, market, modern mixed economies, etc.).
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	2. Evaluate how mixed economic systems, market structures, competition, government policies, and the roles of producers and consumers affect market outcomes.	SS.HS.3.2	Students Can:	b. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce resources.	With guidance and support students can:	b. Use supply and demand to explain how competitive markets efficiently allocate scarce resources (e.g., when demand for apartments goes up and apartments are scarce, price goes up, etc.).
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	2. Evaluate how mixed economic systems, market structures, competition, government policies, and the roles of producers and consumers affect market outcomes.	SS.HS.3.2	Students Can:	c. Compare and contrast the market outcomes created by various market structures including monopolistic competition, oligopoly, and monopoly.	With guidance and support students can:	c. Compare and contrast the market outcomes created by various market structures including monopolistic competition, oligopoly, and monopoly.
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	2. Evaluate how mixed economic systems, market structures, competition, government policies, and the roles of producers and consumers affect market outcomes.	SS.HS.3.2	Students Can:	d. Explore the role of government in addressing market failures. For example: Monopoly power/antitrust legislation, public goods, negative/positive externalities, the environment, property rights, regulation, access to essential goods and services, and income distribution.	With guidance and support students can:	d. Identify how the government might respond to a market failure (e.g., Monopoly power/antitrust legislation, public goods, negative/positive externalities, the environment, property rights, regulation, access to essential goods and services, and income distribution).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	2. Evaluate how mixed economic systems, market structures, competition, government policies, and the roles of producers and consumers affect market outcomes.	SS.HS.3.2	Students Can:	e. Compare and contrast different types of taxing. For example: Progressive, regressive, proportional, and marginal vs. average tax rates.	With guidance and support students can:	e. Compare and contrast different types of taxing (e.g., sales, income, property).
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	2. Evaluate how mixed economic systems, market structures, competition, government policies, and the roles of producers and consumers affect market outcomes.	SS.HS.3.2	Students Can:	f. Explore the multiple roles governments can play dealing with economic crises, including monetary and fiscal policy changes, and reallocation of resources and redistribution of wealth.	With guidance and support students can:	f. Explain the role of government in providing financial assistance during major global events (e.g., unemployment, pandemic relief, natural disasters, food assistance programs).
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	2. Evaluate how mixed economic systems, market structures, competition, government policies, and the roles of producers and consumers affect market outcomes.	SS.HS.3.2	Students Can:	g. Explore how economic crises create an environment where genocide is allowed to occur. For example: Rationing, scapegoating, including the incremental dehumanization of minority groups, and mitigating conflict over resources.	With guidance and support students can:	g. Give examples of how economic crises can lead to genocide or dehumanization of minority groups due to conflict over resources.
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	3. Analyze how the business cycle affects the macroeconomy and evaluate the use of government policies to stabilize the economy.	SS.HS.3.3	Students Can:	a. Describe how economic indicators provide various perspectives of the health of the economy and vary with the business cycle. Including but not limited to: Gross Domestic Product (GDP), inflation, unemployment, and other non-traditional indicators.	With guidance and support students can:	a. Define Gross Domestic Product (GDP), inflation, and unemployment.
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	3. Analyze how the business cycle affects the macroeconomy and evaluate the use of government policies to stabilize the economy.	SS.HS.3.3	Students Can:	b. Describe how fiscal and monetary policy are used to manipulate the economy including their potential lasting consequences.	With guidance and support students can:	b. Explain the use of government policies to stabilize the economy.
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	3. Analyze how the business cycle affects the macroeconomy and evaluate the use of government policies to stabilize the economy.	SS.HS.3.3	Students Can:	c. Explore how all policies have costs and benefits that impact participants of an economic system in different ways.	With guidance and support students can:	c. Compare and contrast how economic policies have costs and benefits.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	4. Analyze how globalization and international trade affect the allocation of goods, services, and resources.	SS.HS.3.4	Students Can:	a. Analyze the role of comparative advantage in international trade of goods and services.	With guidance and support students can:	a. Analyze the benefits of trading goods with other countries.
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	4. Analyze how globalization and international trade affect the allocation of goods, services, and resources.	SS.HS.3.4	Students Can:	b. Describe worldwide import/export patterns.	With guidance and support students can:	b. Identify examples of imported and exported goods.
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	4. Analyze how globalization and international trade affect the allocation of goods, services, and resources.	SS.HS.3.4	Students Can:	c. Explain how trade policies affect international trade and domestic markets. Including but not limited to: free trade, tariffs, quotas, subsidies, and current policies.	With guidance and support students can:	c. Explain why goods are traded.
Social Studies	High School	3. Economics	5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.	4. Analyze how globalization and international trade affect the allocation of goods, services, and resources.	SS.HS.3.4	Students Can:	d. Explore the effects of current globalization trends and policies. For example: Economic growth, labor markets, the rights of citizens, and the environment in different nations.	With guidance and support students can:	d. Explore how globalization affects the economies of the United States and other countries (e.g., Economic growth, labor markets, the rights of citizens, and the environment in different nations).
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Research and formulate positions on government policies and on local, state, tribal, and national issues to be able to participate and engage in a civil society.	SS.HS.4.1	Students Can:	a. Research and discuss current issues to participate in civil discourse.	With guidance and support students can:	a. Research and discuss a current topic of interest related to civil rights (e.g., advocacy for the rights of an individual or group, civic duties and participation).
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Research and formulate positions on government policies and on local, state, tribal, and national issues to be able to participate and engage in a civil society.	SS.HS.4.1	Students Can:	b. Describe and evaluate the effectiveness and acceptability of a variety of methods of civic participation that individuals and groups may use to shape policy at various levels of government.	With guidance and support students can:	b. Describe different methods individuals or groups use to participate in shaping government policies, and evaluate the effectiveness of each method (e.g., voting, signing petitions, calling representatives, protesting, etc.).

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Research and formulate positions on government policies and on local, state, tribal, and national issues to be able to participate and engage in a civil society.	SS.HS.4.1	Students Can:	c. Explain the roles and influence of individuals, groups, and the press, as checks on governmental practices. For example: Direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings.	With guidance and support students can:	c. Discuss the ways individuals and groups help keep government powers accountable (e.g., social media, news organizations, attendance at meetings, and direct contact with elected officials).
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Research and formulate positions on government policies and on local, state, tribal, and national issues to be able to participate and engage in a civil society.	SS.HS.4.1	Students Can:	d. Evaluate traditional and non-traditional types of media (both historic and modern), including social media for reliability, credibility, and how they may influence government policy and public opinion.	With guidance and support students can:	d. Compare different types of media (historic or modern), and describe how they can influence what people think about government.
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	1. Research and formulate positions on government policies and on local, state, tribal, and national issues to be able to participate and engage in a civil society.	SS.HS.4.1	Students Can:	e. Engage as active community members with local, state, tribal, or federal levels of government on policy issues or for individual or group rights.	With guidance and support students can:	e. Identify ways to engage in local, state, tribal, or federal levels of government to help influence policy issues for individual or group rights.
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	a. Describe the origins, purposes, and limitations of government, and include the contribution of key philosophers and American historical figures of diverse backgrounds.	With guidance and support students can:	a. Identify major American historical figures, including those of diverse backgrounds, that contributed to the origins of the American government.
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	b. Identify the structure, function, and roles of current members of local, state, and national governments. Including but not limited to: understanding the three branches of government at each level of government.	With guidance and support students can:	b. Identify the three branches of the government at the local, state, and federal levels.
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	c. Analyze the processes for amending the Constitutions of Colorado and the United States and the significant changes that have occurred to those documents including both the Colorado and the United States' Bills of Rights.	With guidance and support students can:	c. Describe the process for amending the Constitutions of Colorado and the United States.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	d. Explain the principles of a democracy and analyze how competing democratic values are balanced. For example: Freedom and security, individual rights and common good, general welfare, and rights and responsibilities.	With guidance and support students can:	d. Explain principles of democracy (e.g., Freedom and security, individual rights and common good, general welfare, and rights and responsibilities).
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	e. Describe the role and development of the founding documents of Colorado and the United States from their inception to modern day. Including but not limited to: the Great Law of Peace, the Declaration of Independence, the Constitutions of the United States and Colorado, the Federalist Papers, and the Bill of Rights.	With guidance and support students can:	e. Identify and describe founding documents for the United States and the State of Colorado (e.g., the Great Law of Peace, the Declaration of Independence, the Constitutions of the United States and Colorado, the Federalist Papers, and the Bill of Rights).
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	f. Evaluate the role of the judicial system in protecting life, liberty, and property for all persons in the United States.	With guidance and support students can:	f. Explain the role of the judicial system in protecting life, liberty, and property for all persons in the United States.
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	g. Understand the structure of the American judicial system, the process of judicial appointments and key court decisions, in both Colorado and the United States, that affect the system of checks and balances and interactions of the local, state, tribal, and federal systems. Including but not limited to: significant Colorado court decisions such as *Francisco Maestas et al. v. George H. Shone* (1914), *U.S. Term Limits, Inc. v. Thornton* (1995), *Romer v. Evans* (1996), *Colorado Union of Taxpayers Found. v. City of Aspen* (2018); and landmark U.S. Supreme Court Cases such as *Korematsu v. United States* (1944), *Tinker v. Des Moines Independent Community School District* (1969).	With guidance and support students can:	g. Explain how judges are appointed to both the Colorado and United States judicial courts, and what they do.
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	h. Analyze how current global issues impact American policy.	With guidance and support students can:	h. Describe how current global issues impact American policy.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	i. Compare and contrast how other systems of government function. For example: Authoritarian regimes, parliamentary, and other systems.	With guidance and support students can:	i. Compare and contrast systems of government (e.g., authoritarian regimes, parliamentary, and other systems).
Social Studies	High School	4. Civics	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	2. Evaluate the purposes, roles, and limitations of the structures and functions of government.	SS.HS.4.2	Students Can:	j. Describe the relationship of tribal governments with state and federal governments. Including but not limited to: The Ute Mountain Ute and Southern Ute tribal governments and the State of Colorado.	With guidance and support students can:	j. Compare and contrast the relationship of tribal governments with state and federal governments (e.g., The Ute Mountain Ute and Southern Ute tribal governments and the State of Colorado).
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	3. Analyze the impact of civic participation on political institutions and public policy.	SS.HS.4.3	Students Can:	a. Describe how members of a civil society can impact public policy on local, state, national, or international issues by exercising their civic rights and responsibilities. For example: Participation in primaries and general elections, contact with elected officials, petitions, protesting, attending public forums, or through initiatives and referenda.	With guidance and support students can:	a. Identify ways citizens can influence public policy and laws by exercising their civic rights and responsibilities (e.g., Participation in primaries and general elections, contact with elected officials, petitions, protesting, attending public forums, or through initiatives and referenda).
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	3. Analyze the impact of civic participation on political institutions and public policy.	SS.HS.4.3	Students Can:	b. Evaluate opportunities for people to participate in and influence government through interest groups and social movements. For example: The tactics and strategies of nonviolent resistance championed by Dr. Martin Luther King in response to the Jim Crow laws of that era, or the Indigenous land rights movement.	With guidance and support students can:	b. Identify how an interest group or social movement can influence government policy (e.g., the strategies of nonviolent resistance championed by Dr. Martin Luther King in response to the Jim Crow laws, or the indigenous land rights movement).
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	3. Analyze the impact of civic participation on political institutions and public policy.	SS.HS.4.3	Students Can:	c. Analyze the impact of state and federal policies on campaigns and elections. For example: PACs, campaign finance, gerrymandering/redistricting, state and federal voting laws and regulations, Colorado's voting laws, and the Federal Election Commission.	With guidance and support students can:	c. Compare and contrast state and federal policies on campaigns and elections (e.g., PACs, campaign finance, gerrymandering/redistricting, state and federal voting laws and regulations, Colorado's voting laws, and the Federal Election Commission).
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	3. Analyze the impact of civic participation on political institutions and public policy.	SS.HS.4.3	Students Can:	d. Analyze how individual rights have been affected over time by court decisions, legislative debates at various levels of government, or by the advocacy of individuals and groups.	With guidance and support students can:	d. Identify different perspectives of a recent court decision or legislative debate and how it impacts individual or group rights.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	3. Analyze the impact of civic participation on political institutions and public policy.	SS.HS.4.3	Students Can:	d. Examine how people in other systems of government exercise their civic rights and responsibilities.	With guidance and support students can:	d. Describe how people in other systems of government exercise their civic rights and responsibilities.
Social Studies	High School	4. Civics	6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	3. Analyze the impact of civic participation on political institutions and public policy.	SS.HS.4.3	Students Can:	f. Examine the advantages and disadvantages of a two-party system or a multiparty system within a democratic government.	With guidance and support students can:	f. Identify the advantages and disadvantages of a two-party system or a multiparty system within a democratic government.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.	SS.HS.5.1	Students Can:	a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.	With guidance and support students can:	a. Recognize the consequences and responsibilities associated with personal financial decisions (e.g., prioritizing wants v. needs).
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.	SS.HS.5.1	Students Can:	b. Use reliable information resources when making financial decisions.	With guidance and support students can:	b. Use reliable information resources when making financial decisions.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.	SS.HS.5.1	Students Can:	c. Formulate strategies to protect personal and financial information.	With guidance and support students can:	c. Formulate strategies to protect personal and financial information.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.	SS.HS.5.1	Students Can:	d. Develop a system for keeping and using financial records.	With guidance and support students can:	d. Develop a system for keeping and using financial records.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.	SS.HS.5.1	Students Can:	e. Compare financial institutions and products.	With guidance and support students can:	e. Compare financial institutions and products.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.	SS.HS.5.2	Students Can:	a. Compare different sources of personal income and compensation. Including but not limited to: earned income, profit income, interest income, dividend income, rental income, capital gains, and royalties.	With guidance and support students can:	a. Identify different sources of personal income and compensation (e.g., earned income, interest income, dividend income).
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.	SS.HS.5.2	Students Can:	b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.	With guidance and support students can:	b. Research the factors that influence the cost of living in their community (e.g., living independently v. home, city v. rural, etc.).
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.	SS.HS.5.2	Students Can:	c. Predict the potential impact of education and skill development choices on career earnings, including starting salary by field and level of degree or credential.	With guidance and support students can:	c. Research educational/training needs to attain chosen post school outcomes and potential salary.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.	SS.HS.5.2	Students Can:	d. Investigate the total cost, affordability, and payment options associated with postsecondary options, degrees, and credentials, including personal savings, scholarships, grants, employer tuition programs, work study, and public and private loans.	With guidance and support students can:	d. Compare different post-secondary options and potential costs associated with each (e.g., costs of going to college, working, volunteering, living expenses, housing, transportation).
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.	SS.HS.5.2	Students Can:	e. Review the purpose and the process of accessing state and federal financial aid. Including but not limited to: the Colorado Application for State Financial Aid (CASFA), the Free Application for Federal Student Aid (FAFSA) application for financial aid.	With guidance and support students can:	e. Review the purpose and the process of accessing state and federal financial aid (e.g., the Colorado Application for State Financial Aid [CASFA], the Free Application for Federal Student Aid [FAFSA] application for financial aid).
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.	SS.HS.5.2	Students Can:	f. Analyze student loan repayment options, terms, requirements, and state and federal repayment programs and their impact on a student's financial future.	With guidance and support students can:	f. Design a plan to attain chosen post school outcomes, including cost of education or training.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.	SS.HS.5.2	Students Can:	g. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: Benefits, flexible work options, and retirement plans.	With guidance and support students can:	g. Research monetary and non-monetary value of employee benefits in addition to pay for chosen post school outcomes (e.g., benefits, flexible work options, and retirement plans).
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.	SS.HS.5.2	Students Can:	h. Simulate a sustainable household budget based on future personal and career goals.	With guidance and support students can:	h. Develop a monthly budget based on personal goals.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.	SS.HS.5.3	Students Can:	a. Analyze how inflation and cost of living impact consumer purchasing and saving power.	With guidance and support students can:	a. describe how the cost of living impacts consumer purchasing and saving power.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.	SS.HS.5.3	Students Can:	b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs, and tradeoffs. For example: Comparing student, auto, home, and payday loans.	With guidance and support students can:	b. Identify reasons and ways for borrowing money.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.	SS.HS.5.3	Students Can:	c. Explain how an individual's credit history can affect borrowing power.	With guidance and support students can:	c. Identify credit scores and what factors can influence a change in score.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.	SS.HS.5.3	Students Can:	d. Design a household budget (using gross and net income) that addresses financial obligations and integrates saving for future goals and retirement based on your values and goals.	With guidance and support students can:	d. Create a budget that includes money earned and projected expenses to reach short-term and long-term goals.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.	SS.HS.5.3	Students Can:	e. Describe how to use and manage different types of accounts and payment methods.	With guidance and support students can:	e. Describe how to use different types of accounts, (e.g., banking, saving, credit, etc.) and payment methods.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.	SS.HS.5.3	Students Can:	f. Compare the advantages and disadvantages of various types of credit.	With guidance and support students can:	f. Compare the advantages and disadvantages of various types of credit.

Content Area	Grade	Standard	Prepared Graduate 1	Grade Level Expectation	GLE Code	Subheading	Evidence Outcomes	Subheading	Extended Evidence Outcomes 2023
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.	SS.HS.5.3	Students Can:	g. Summarize the advantages and disadvantages of leasing versus purchasing automobiles, homes, and other large purchases.	With guidance and support students can:	g. Summarize the advantages and disadvantages of leasing versus purchasing automobiles, homes, and other large purchases.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	4. Explore a diversified investment strategy that is compatible with personal financial goals.	SS.HS.5.4	Students Can:	h. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.	With guidance and support students can:	h. Select financial investments that align with current financial goals, risk tolerance, and retirement options.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	4. Explore a diversified investment strategy that is compatible with personal financial goals.	SS.HS.5.4	Students Can:	i. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: The business cycle.	With guidance and support students can:	i. Describe how changes in financial markets can change prices for goods and services.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.	SS.HS.5.5	Students Can:	a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.	With guidance and support students can:	a. Describe how insurance helps to reduce financial risk.
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.	SS.HS.5.5	Students Can:	b. Identify the cost and benefits of purchasing insurance. For example: Insured profile, number and size of claims, frequency, and costs of natural disasters.	With guidance and support students can:	b. Identify the cost and benefits of purchasing different types of insurance (e.g., health insurance, home/renters insurance, appliance warranties).
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.	SS.HS.5.5	Students Can:	c. Explain the types and purpose of insurance products. For example: Automotive, identity theft, health, disability, long-term care, life insurance, renters/homeowners' insurance, and professional liability.	With guidance and support students can:	c. List some types and purposes of insurance products (e.g., automotive, identity theft, health, disability, long-term care, life insurance, renters/homeowners' insurance, and professional liability).
Social Studies	High School	5. Personal Financial Literacy	8. Apply economic reasoning skills to make informed personal financial decisions.	5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.	SS.HS.5.5	Students Can:	d. Outline steps to monitor and safeguard personal financial data to minimize, avoid and/or resolve identity theft or fraud issues.	With guidance and support students can:	d. List ways to monitor and safeguard personal financial data to minimize, avoid and/or resolve identity theft or fraud issues.

