



★  
Colorado  
Academic Standards

# Social Studies



FINAL REVISION RECOMMENDATIONS:  
CIVICS  
June 2022

This copy of the recommended revisions include yellow highlighting indicating revision recommendations based on Senate Bill 21-067.



ALL STUDENTS • ALL STANDARDS

# Social Studies Standards Review and Revision Committee

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# 1 **Preschool, Standard 1. History**

## 2 **Prepared Graduates:**

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

## 5 **Preschool Learning and Development Expectation:**

- 6 1. Recognize change and sequence over time.

7 LDE Code: SS.P.1.1

## 8 **Indicators of Progress**

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

- 10 a. Begin to understand concepts of the past, present, and future.
- 11 b. Begin to recall family or personal events that happened in the past, present, and future (at a  
12 developmentally appropriate level, this can include immediate past events from that day or week).
- 13 c. Begin to understand that previous, current, and future events can have an impact on our daily,  
14 weekly, or monthly lives.

## 15 **Examples of High-Quality Teaching and Learning Experiences**

16 *Supportive Teaching Practices/Adults May:*

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

28 *Examples of Learning/Children May:*

- 29 1. Tell stories of past events.
- 30 2. Describe how they have grown.
- 31 3. Participate in creating a memory book to identify similarities and change over time.
- 32 4. Discuss possible past, present, and future changes affecting families such as a new sibling, moving,  
33 marriage, adoption, etc.
- 34 5. Use a visual classroom schedule, such as the Schedule Helper, to anticipate a change in schedule.
- 35 6. Select examples from pictures that illustrate beginning, middle, and end from a familiar story or past,  
present, and future relevant to their lives, such as their own family, classroom, etc.

# 1 **Preschool, Standard 2. Geography**

## 2 **Prepared Graduates:**

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

## 5 **Preschool Learning and Development Expectation:**

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

7 LDE Code: SS.P.2.1

## 8 **Indicators of Progress**

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

- 10 a. Identify aspects of their immediate environment, such as areas of their preschool classroom, their  
11 own room or house, and/or building and roads, trees, gardens, bodies of water, and land formations.
- 12 b. Develop an awareness of their own home, classroom, school, neighborhood, and community.
- 13 c. Develop an awareness of basic, developmentally appropriate spatial concepts such as near and far.

## 14 **Examples of High-Quality Teaching and Learning Experiences**

15 *Supportive Teaching Practices/Adults May:*

- 16 1. Actively involve preschoolers in exploring their classroom, family and community. For example:  
17 exploration of the school, neighborhood, and community.
- 18 2. Furnish learning centers with literature, activities, and materials for play, based on preschoolers'  
19 experiences with their community. For example: visit the school office and then create a classroom  
20 office.
- 21 3. Involve preschoolers in discussions about the homes they live in and the different types of homes and  
22 buildings in the community.
- 23 4. Have preschoolers use simple maps of the classroom, playground, and neighborhood.
- 24 5. Provide materials, literature, and activities that explore different types of homes and aspects of the  
25 preschooler's surrounding environment. For example: apartments, single-family homes, motels,  
26 modular homes, trees, rivers, mountains, and buildings.
- 27 6. Display pictures of familiar community buildings and landmarks in block, writing, or other centers.
- 28 7. Model and provide opportunities for preschoolers to discuss a time when they have moved or  
29 someone they know has moved.

30 *Examples of Learning/Children May:*

- 31 1. Draw, paint or build with blocks and other materials various environments including their homes and  
32 communities.
- 33 2. Take pictures of familiar building locations to place on a map of the school or classroom and then  
34 glue the pictures on the map while the adult labels the location.
- 35 3. Identify and discuss the things they see, such as trees, fountains, streets, etc.
- 36 4. Interact and construct with miniatures or representations of environmental objects and elements,  
37 such as making a road, mountain, and/or bridge, etc.
- 38 5. Make connections about what they are wearing based on the weather or seasons.

1 **Preschool, Standard 3. Economics**

2 **Prepared Graduates:**

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

5 **Preschool Learning and Development Expectation:**

- 6 1. Understand that individuals have many wants and must make choices.

7 LDE Code: SS.P.3.1

8 **Indicators of Progress**

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

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

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

13 *Supportive Teaching Practices/Adults May:*

- 14 1. Provide opportunities for preschoolers to participate in classroom jobs.  
15 2. Create situations in which preschoolers exchange money in a play situation.  
16 3. Create opportunities for a variety of community helpers to visit the classroom.  
17 4. Help preschoolers begin to understand that people can work and volunteer to have their needs and  
18 wants met.

19 *Examples of Learning/Children May:*

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

25 **Preschool, Standard 4. Civics**

26 **Prepared Graduates:**

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

29 **Preschool Learning and Development Expectation:**

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

31 LDE Code: SS.P.4.1

1 **Indicators of Progress**

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

- 3 1. Recognize membership in family, neighborhood, school, team, and various other groups and  
4 organizations.
- 5 2. Understand similarities and respect differences among people of diverse backgrounds within  
6 their classroom and community.
- 7 3. Identify emotions using age-appropriate vocabulary and correlate cause and effect to those emotions.
- 8 4. Utilize positive social skill methods such as communication, trade-offs, common goals, kind actions,  
9 etc. to get positive results for obtaining needs and wants from other individuals, classmates, friends,  
10 and adults to empathize with others and begin to solve problems.
- 11 5. Understand how similarities and differences can make a family, classroom, and community stronger.

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

14 *Supportive Teaching Practices/Adults May:*

- 15 1. Through books, class visitors, field trips, and technology, extend children’s knowledge of what people  
16 do in the community.
- 17 2. Engage in one-on-one and small group conversations about similarities and differences among  
18 individuals. For example: hair, eyes, skin tone, talents, interests, food preferences, use of assistive  
19 devices for communication, hearing, ambulation.
- 20 3. Provide books, classroom materials, photos, props, music, etc., that support multiple diverse  
21 perspectives.
- 22 4. Encourage children to appreciate individual differences by providing diverse materials, literature, and  
23 activities. For example: mirrors and various art supplies, etc.
- 24 5. Provide opportunities for children to engage in community building, through large-group discussions  
25 with problem solving, and cooperative activities such as murals and pair-painting.
- 26 6. Develop individualized, nurturing, and responsive relationships with preschoolers.
- 27 7. Teach basic emotions directly and indirectly throughout the day. Including but not limited to: daily  
28 feelings or emotions, student check-in chart, teachers talking about their own emotions, etc.
- 29 8. Plan for and implement extended opportunities for free play and child-centered opportunities to help  
30 develop basic executive functioning.
- 31 9. Facilitate opportunities for preschoolers to have peer-to-peer interactions.

32 *Examples of Learning/Children May:*

- 33 1. Ask each other for help when needing support with a task.
- 34 2. Recognize membership in family, neighborhood, school, team, and various other groups and  
35 organizations.
- 36 3. Identify examples of times when people can play different roles and bring unique talents to a variety  
37 of groups.
- 38 4. Have assigned jobs and contribute to the upkeep of the learning classroom.
- 39 5. Share problems and celebrations during large-group time. They come up with solutions to the  
40 problems in the classroom.
- 41 6. Use names of adults and peers.
- 42 7. Respond and initiate conversations with peers and adults in the classroom.

- 1 8. Demonstrate empathy for others.
- 2 9. Encourage preschoolers to appreciate individual similarities and differences.

### 3 **Preschool, Standard 4. Civics**

#### 4 **Prepared Graduates:**

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

#### 7 **Preschool Learning and Development Expectation:**

- 8 2. Understand that rules allow groups to work effectively.

9 LDE Code: SS.P.4.2

#### 10 **Indicators of Progress**

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

- 12 a. Understand how rules in the classroom, home, and community keep us safe.
- 13 b. Show interest in interacting with and developing relationships with others including those who may
- 14 be similar and different.
- 15 c. Recognize that everyone has rights and responsibilities within a group.
- 16 d. Demonstrate self-regulated behaviors and problem solving skills when resolving conflicts.
- 17 e. Follow classroom routines, rules, and expectations.

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

19 *Supportive Teaching Practices/Adults May:*

- 20 1. Engage preschoolers in developing basic, positively stated classroom rules.
- 21 2. Discuss the purpose of rules, such as safety and respect, by modeling rules with preschoolers through
- 22 reenactment, puppets, etc.
- 23 3. Introduce games that have rules.
- 24 4. Engage preschoolers in class meetings and decision-making.
- 25 5. Give preschoolers classroom responsibilities.
- 26 6. Provide and model situations, examples, and activities that require cooperative play and problem
- 27 solving.
- 28 7. Model the classroom routines, rules, and expectations.

29 *Examples of Learning/Children May:*

- 30 1. Participate in the development of classroom rules.
- 31 2. Follow and describe classroom routines, rules, and expectations.
- 32 3. Work cooperatively with other children to achieve an outcome.
- 33 4. Participate in group decision-making.

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

2 **Prepared Graduates:**

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

4 **Preschool Learning and Development Expectation:**

- 5 1. Identify money and its purpose.

6 LDE Code: SS.P.5.1

7 **Indicators of Progress**

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

- 9 a. Recognize coins and currency as money.  
10 b. Identify how money is obtained (e.g., work, gifts) and how it is used.  
11 c. Discuss why we need money.  
12 d. Identify different forms of money and their different values.

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

14 *Supportive Teaching Practices/Adults May:*

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

21 *Examples of Learning/Children May:*

- 22 1. Identify that money is used to buy things.  
23 2. Explain that money can be saved.  
24 3. Use pretend money while engaging in dramatic play activities.  
25 4. Practice exchanging play money for goods.



1 **Kindergarten, Standard 1. History**

2 **Prepared Graduates:**

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

5 **Grade Level Expectation:**

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

7 GLE Code: SS.K.1.1

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Ask questions about the past using question starters. For example: What did? Where did? When did?  
11 Which did? Who did? Why did? How did? From whose perspective?  
12 b. Identify information from primary and/or secondary sources that answer questions about the past and  
13 contribute to the collective memory.  
14 c. Provide rationale about something from the past using statements. For example: because, as a result, I  
15 know \_\_\_\_.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. Recognize and describe cause-and-effect relationships about the past (Civic Engagement).  
19 2. Demonstrate curiosity about the past (Creativity and Innovation).

20 *Inquiry Questions:*

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

25 *Nature and Skills of History:*

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

33 *Disciplinary, Information, and Media Literacy:*

- 34 1. Generate questions and/or answers when presented with historical sources.  
35 2. Interpret what is read through illustrations.  
36 3. Listen to stories to gain information on a main idea.

1 4. Gather information and present orally.

## 2 **Kindergarten, Standard 1. History**

### 3 **Prepared Graduates:**

4 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,  
5 within and among cultures and societies.

### 6 **Grade Level Expectation:**

7 2. Understand that the sequence of events is important when describing the past.

8 GLE Code: SS.K.1.2

### 9 **Evidence Outcomes**

#### 10 *Students Can:*

- 11 a. Explore differences and similarities in the lives of children and families from different time periods by  
12 using a variety of sources. For example: personal artifacts and stories, texts, pictures, and videos from  
13 different societies.
- 14 b. Sequence information using words. For example: present, future, days, weeks, months, years, first,  
15 next, last, before, and after.
- 16 c. Explain why knowing the order of events is important.

17

### 18 **Academic Context and Connections**

#### 19 *Colorado Essential Skills:*

20 1. Recognize and describe patterns in the sequence of events from the past (Critical Thinking and  
21 Analysis).

#### 22 *Inquiry Questions:*

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

#### 27 *Nature and Skills of History:*

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

#### 30 *Disciplinary, Information, and Media Literacy:*

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

1 **Kindergarten, Standard 2. Geography**

2 **Prepared Graduates:**

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

5 **Grade Level Expectation:**

- 6 1. Recognize that geographic tools represent places and spaces.

7 GLE Code: SS.K.2.1

8 **Evidence Outcomes**

9 *Students Can:*

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

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. Find information through the use of geographic technologies (Critical Thinking and Analysis).

15 *Inquiry Questions:*

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

17 *Nature and Skills of Geography:*

- 18 1. Geographic thinkers distinguish between a map and globe to show places where people live.

19 *Disciplinary, Information, and Media Literacy:*

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

24 **Kindergarten, Standard 2. Geography**

25 **Prepared Graduates:**

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

28 **Grade Level Expectation:**

- 29 2. Identify how the environment influences the way people live.

30 GLE Code: SS.K.2.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Identify ways students' lives are similar and different from those in other communities.
- 4 b. Identify how the environment, geographic features, and climate impact lifestyles. For example: food,
- 5 sports, shelter, transportation, school, etc.

6 **Academic Context and Connections**

7 *Colorado Essential Skills:*

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

11 *Inquiry Questions:*

- 12 1. What would it be like to live in another community, region, city, state, or country?
- 13 2. What makes a community special to the people who live there, and how is it different from what
- 14 makes our community special?
- 15 3. How do the environment, geographic features, and climate impact how people live within a
- 16 community?

17 *Nature and Skills of Geography:*

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

23 *Disciplinary, Information, and Media Literacy:*

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

29 **Kindergarten, Standard 3. Economics**

30 **Prepared Graduates:**

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

33 **Grade Level Expectation:**

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

35 GLE Code: SS.K.3.1

1 **Evidence Outcomes**

2 *Students Can:*

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

6 **Academic Context and Connections**

7 *Colorado Essential Skills:*

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

10 *Inquiry Questions:*

- 11 1. What are the costs and benefits of ownership? For example: borrowing a toy from a friend or owning  
12 one of your own?  
13 2. What do we do if there is not enough of something we all want (scarcity)?  
14 3. How can we take care of resources that belong to everyone (e.g., water, air, etc.)?

15 *Nature and Skills of Economics:*

- 16 1. Economic thinkers study ownership as a key principle of economics.  
17 2. Economic thinkers understand that some items are more desired than others and are more in  
18 demand.  
19 3. Individuals interact with each other and the concept of ownership on a daily basis. For example:  
20 people purchase items for their use, donate items for others to use, and ask for permission to use  
21 someone else’s items.

22 *Disciplinary, Information, and Media Literacy:*

- 23 1. Apply disciplinary concepts such as decision-making techniques to make a choice.  
24 2. Technology is used to indicate and keep track of ownership. For example: pets may have microchips  
25 and libraries use barcodes to keep track of their books.

26 **Kindergarten, Standard 4. Civics**

27 **Prepared Graduates:**

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

30 **Grade Level Expectation:**

- 31 1. Identify ways in which civic participation takes place across multiple groups.

32 GLE Code: SS.K.4.1

33 **Evidence Outcomes**

34 *Students Can:*

- 1 a. Differentiate among examples of civic participation. For example: describe personal connections to
- 2 community events, such as voting, debating, running for office, advocating, fundraising, and
- 3 volunteering.
- 4 b. Explain the qualities of an informed and engaged citizen.
- 5 c. Practice citizenship skills when working with others including courtesy, honesty, and fairness.
- 6 d. Identify the difference between fact and opinion.

## 7 **Academic Context and Connections**

### 8 *Colorado Essential Skills:*

- 9 1. Compare one's attitudes and beliefs about civic participation to others (Civic Engagement).
- 10 2. Identify and reflect upon personal connections to community systems (Civic Engagement).

### 11 *Inquiry Questions:*

- 12 1. What can I do when I disagree with someone or something?
- 13 2. Why do we vote?
- 14 3. What qualities make people responsible and engaged citizens?
- 15 4. Why do we use evidence to support our opinions?
- 16 5. Where can I get factual information when I need to answer questions?

### 17 *Nature and Skills of Civics:*

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

### 21 *Disciplinary, Information, and Media Literacy:*

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

26

## 27 **Kindergarten, Standard 4. Civics**

### 28 **Prepared Graduates:**

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

### 31 **Grade Level Expectation:**

- 32 2. Participate in making logical decisions using democratic principles.

33 GLE Code: SS.K.4.2

### 34 **Evidence Outcomes**

#### 35 *Students Can:*

- 36 a. Explain why rules are needed.

- 1 b. Create and follow classroom rules.
- 2 c. Explain how a class rule may promote fairness and resolve conflict, and compare against a rule that
- 3 may not.
- 4 d. Contribute to making and maintaining class community decisions.
- 5 e. Explain the difference between democratic decision-making and decisions made by authorities. For
- 6 example: a parent, teacher, principal, and a police officer.

## 7 **Academic Context and Connections**

### 8 *Colorado Essential Skills:*

- 9 1. Within democratic traditions, articulate personal strengths and challenges using information and
- 10 communication technologies to express themselves (Self-Awareness).
- 11 2. Recognize how personal actions have had a positive or negative impact with feedback as needed (Self-
- 12 Awareness).

### 13 *Inquiry Questions:*

- 14 1. What would it look like to have no rules in the classroom?
- 15 2. How might personal actions impact outcomes?
- 16 3. In what ways is it enriching to have friends who are different from me? How do I learn about others
- 17 who are different from me?
- 18 4. Why is it important to hear and share multiple diverse perspectives?
- 19 5. What can you do to be an active and helpful member of your class and school?
- 20 6. Why is it important for all students to be treated fairly?

### 21 *Nature and Skills of Civics:*

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

### 26 *Disciplinary, Information, and Media Literacy:*

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

## 30 **Kindergarten, Standard 5. Personal Financial Literacy**

### 31 **Prepared Graduates:**

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

### 33 **Grade Level Expectation:**

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

35 GLE Code: SS.K.5.1

### 36 **Evidence Outcomes**

1 *Students Can:*

- 2 a. Recognize choices people make with their money and explain how financial decisions are made.
- 3 b. Explain how money gives people the ability to buy goods and services.
- 4 c. Identify the difference between a want and a need and how that impacts purchasing decisions when
- 5 resources are limited. For example: buying a healthy snack vs. a candy bar; new shoes vs. a new toy; a
- 6 coat vs. a new game.

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

- 9 1. Make personal financial decisions based on spending options (Self-Advocacy and Initiative).
- 10 2. Determine how to spend money depending on values and choices (Self-Advocacy and Initiative).
- 11 3. Demonstrate curiosity, imagination, and eagerness to learn more (Creativity and Innovation).

12 *Inquiry Questions:*

- 13 1. What is money? What is currency? For example: cash, coins, credit card, and debit card.
- 14 2. How do people make choices when they want something?
- 15 3. How do people make choices about what to buy when there isn't enough money to buy everything?
- 16 For example: balancing wants and needs.
- 17 4. What is the difference between a want and a need?
- 18 5. What are things all humans need?
- 19 6. How can money help people to meet their wants and needs?

20 *Nature and Skills of Personal Financial Literacy:*

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

24 *Disciplinary, Information, and Media Literacy:*

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



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

2 **Prepared Graduates:**

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

5 **Grade Level Expectation:**

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

7 GLE Code: SS.1.1.1

8 **Evidence Outcomes**

9 *Students Can:*

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

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 1. Recognize and describe cause-and-effect relationships and patterns from the past (Critical Thinking  
22 and Analysis).  
23 2. Demonstrate curiosity about patterns from the past (Creativity and Innovation).

24 *Inquiry Questions:*

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

28 *Nature and Skills of History:*

- 29 1. Historical thinkers examine change and/or continuity over a period of time.  
30 2. Historical thinkers record events in sequential order to increase understanding, see relationships,  
31 understand cause and effect, and organize information.

32 *Disciplinary, Information, and Media Literacy:*

- 33 1. Apply disciplinary concepts of change and continuity to the study of the past.  
34 2. Read and/or listen to historical fiction.

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

2 **Prepared Graduates:**

- 3 1. Analyze historical time periods and patterns of continuity and change, through multiple perspectives,  
4 within and among cultures and societies.

5 **Grade Level Expectation:**

- 6 2. Explain how the diverse perspectives and traditions of families from many cultures have shaped the  
7 United States.

8 GLE Code: SS.1.1.2

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Identify the unique characteristics of oneself as well as the similarities and differences between  
12 themselves and others. For example: eye color, ability, individuality, family composition, etc.  
13 b. Discuss and give examples of what makes a culture unique.  
14 c. Understand that the United States is made up of the diverse perspectives and traditions of many  
15 cultures. For example: the diversity of foods available in the local community.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. Compare one’s attitudes and beliefs to others (Global and Cultural Awareness).  
19 2. Identify and explain several cultural perspectives that constitute our diverse society (Global/Cultural  
20 Awareness).

21 *Inquiry Questions:*

- 22 1. How are different cultures represented in our community?  
23 2. What is culture?  
24 3. How do I learn about others’ perspectives and share my own?  
25 4. How are cultures different from and similar to one another?  
26

27 *Nature and Skills of History:*

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

35 *Disciplinary, Information, and Media Literacy:*

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

## 1 **First Grade, Standard 2. Geography**

### 2 **Prepared Graduates:**

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

### 5 **Grade Level Expectation:**

- 6 1. Use geographic terms and tools to describe places and spaces.

7 GLE Code: SS.1.2.1

### 8 **Evidence Outcomes**

#### 9 *Students Can:*

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

### 17 **Academic Context and Connections**

#### 18 *Colorado Essential Skills:*

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

#### 22 *Inquiry Questions:*

- 23 1. How would an individual describe how to get somewhere without an address?
- 24 2. What if we didn't know how to use geographic tools?
- 25 3. Why can't a round globe be represented accurately on a flat map?
- 26 4. Why don't people carry globes to help find their way?
- 27 5. Why is an address necessary?

#### 28 *Nature and Skills of Geography:*

- 29 1. Geographic thinkers use geographic tools to study and represent places.
- 30 2. Geographic thinkers use geographic terms, tools, and technology in work and play to describe and find  
31 places. For example: pilots use maps to make flight plans, hikers use compasses to determine  
32 directions, and vacationers use maps to find unfamiliar places.
- 33 3. Geographic thinkers use addresses to help locate places. For example: knowing an address is  
34 necessary for an ambulance to find a location or for an individual to receive mail.

1 *Disciplinary, Information, and Media Literacy:*

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

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

6 **Prepared Graduates:**

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

9 **Grade Level Expectation:**

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

11 GLE Code: SS.1.2.2

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. Provide examples of how individuals and families interact with their environment.  
15 b. Analyze how weather, climate and environmental characteristics influence individuals and the cultural  
16 characteristics of a family.  
17 c. Compare and contrast at least two different communities with respect to schools, neighborhoods, and  
18 culture.

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 1. Identify and reflect upon personal connections to one or more families within the community (Social  
22 Awareness).  
23 2. Make observations and draw conclusions about the relationship between groups of people and their  
24 surroundings (Social Awareness).

25 *Inquiry Questions:*

- 26 1. How are other communities both similar to and different from your community?  
27 2. Why do people celebrate traditions?  
28 3. How do people use resources in the local community?  
29 4. How do individuals in the community use the environment?

30 *Nature and Skills of Geography:*

- 31 1. Geographic thinkers study resources and their availability and use them as a key to understanding  
32 human interactions with their environment and each other.  
33 2. Geographic thinkers study human and environmental interactions and the consequences of those  
34 interactions.  
35 3. Geographic thinkers understand that people from various cultures are both similar and different and  
36 that these differences may be reflected in clothing, language, and culture, etc.

- 1 4. Geographic thinkers understand that boundaries and the need for boundaries affect everyday life. For  
2 example: boundary lines determine who owns a piece of property.

3 *Disciplinary, Information, and Media Literacy:*

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

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

7 **Prepared Graduates:**

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

10 **Grade Level Expectation:**

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

12 GLE Code: SS.1.3.1

13 **Evidence Outcomes**

14 *Students Can:*

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

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

- 22 1. Ask questions to learn more about careers and other life pursuits (Career Awareness).  
23 2. Demonstrate an understanding of cause and effect related to personal decisions such as jobs (Self  
24 Awareness).

25 *Inquiry Questions:*

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

29 *Nature and Skills of Economics:*

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

31 *Disciplinary, Information, and Media Literacy:*

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

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

2 **Prepared Graduates:**

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

5 **Grade Level Expectation:**

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

7 GLE Code: SS.1.4.1

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Describe the characteristics of responsible leaders and how they communicate with others.  
11 b. Identify the attributes of a responsible team member and how they communicate with others.  
12 c. Demonstrate the ability to be both a leader and team member.  
13 d. Describe the qualities of an effective team. For example: respectful disagreement, advocating  
14 for self and others, sharing responsibilities, and including others' perspectives.  
15 e. Listen and consider the ideas of others in order to make decisions as a group.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. Recognize personal characteristics, preferences, thoughts, and feelings regarding leadership (Self  
19 Awareness).  
20 2. Recognize emotional responses to ideas that differ from one's own when working in a group setting  
21 (Adaptability/Flexibility).  
22 3. Recognize how members of a community rely on each other, considering personal contributions as  
23 applicable (Collaboration/Teamwork).

24 *Inquiry Questions:*

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

31 *Nature and Skills of Civics:*

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

35 *Disciplinary, Information, and Media Literacy:*

- 1 1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic,  
2 and provide some sense of closure.
- 3 2. Use credible sources to check for accuracy when gathering information and making decisions.

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

### 5 **Prepared Graduates:**

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

### 8 **Grade Level Expectation:**

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

11 GLE Code: SS.1.4.2

### 12 **Evidence Outcomes**

#### 13 *Students Can:*

- 14 a. Identify and explain the relevance of notable civic leaders from different community groups.
- 15 b. Identify and explain the meaning of various civic symbols important to diverse community groups. For  
16 example: the American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse  
17 Memorial, Liberty Bell, Emancipation Proclamation, a yellow sash (i.e., for women’s rights), tribal flags  
18 of Native Nations whose ancestral homelands include present-day Colorado, and the Colorado Flag.
- 19 c. Identify and explain the relevance of significant civic places. For example: the state and national  
20 Capitol, the White House, and sites within the local community.
- 21 d. Explain the significance of major civic holidays. For example: Veterans Day, Martin Luther King Day,  
22 Independence Day, Presidents’ Day, Memorial Day, Juneteenth, Labor Day, Indigenous Peoples Day,  
23 and César Chávez Day.

### 24 **Academic Context and Connections**

#### 25 *Colorado Essential Skills:*

- 26 1. Compare attitudes and beliefs as an individual to others (Civic Engagement).
- 27 2. Recognize diversity among notable people, places, holidays, and civic symbols that constitute multiple  
28 perspectives within society (Global/Cultural Awareness).

#### 29 *Inquiry Questions:*

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

#### 33 *Nature and Skills of Civics:*

- 34 1. Responsible community members see communities as multidimensional entities.

- 1 2. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community  
2 and nation.

3 *Disciplinary, Information, and Media Literacy:*

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

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

9 **Prepared Graduates:**

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

11 **Grade Level Expectation:**

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

13 GLE Code: SS.1.5.1

14 **Evidence Outcomes**

15 *Students Can:*

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

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

- 22 1. Consider how to earn, spend, share, and save money knowing funds in any scenario are limited  
23 (Critical Thinking and Analysis).  
24 2. Determine different choices they can make with their money and how those choices may affect others  
25 (Critical Thinking and Analysis).  
26 3. Demonstrate curiosity, imagination, and eagerness to learn more (Creativity/Innovation).

27 *Inquiry Questions:*

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

32 *Nature and Skills of Personal Financial Literacy:*

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



- 1 *Disciplinary, Information, and Media Literacy:*  
2 1. Compare the benefits and costs of individual choices.  
3 2. Identify positive and negative incentives that influence the decisions people make.  
4 3. Explain the role of money in making exchange easier.

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

### 6 **Prepared Graduates:**

- 7 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
8 and interpreted.

### 9 **Grade Level Expectation:**

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

11 GLE Code: SS.2.1.1

### 12 **Evidence Outcomes**

#### 13 *Students Can:*

- 14 a. Explain that the nature of history involves stories of the past preserved in various primary and  
15 secondary sources. For example: images, oral and written accounts, etc.  
16 b. Organize historical events by creating timelines and explaining the information conveyed by them.  
17 c. Identify local historical primary and secondary sources from multiple diverse perspectives (for  
18 example: maps, photographs, letters, etc., and generate questions about their functions, significance,  
19 and perspective.

### 20 **Academic Context and Connections**

#### 21 *Colorado Essential Skills:*

- 22 1. Identify key attributes of a variety of information products. For example: books, newspapers, online or  
23 print articles, etc. (Media Literacy).  
24 2. Demonstrate curiosity about events and people from the past using primary and secondary sources  
25 (Media Literacy).

#### 26 *Inquiry Questions:*

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

#### 31 *Nature and Skills of History:*

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

#### 35 *Disciplinary, Information, and Media Literacy:*

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

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

### 6 **Prepared Graduates:**

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

### 9 **Grade Level Expectation:**

- 10 2. Describe how people of various cultures influence neighborhoods and communities over time.

11 GLE Code: SS.2.1.2

### 12 **Evidence Outcomes**

#### 13 *Students Can:*

- 14 a. Compare and contrast neighborhoods and/or communities, both past and present, through studies of
- 15 their people and events. For example: the National Western Stock Show, state/county fairs, and
- 16 community events.
- 17 b. Describe the changes within one neighborhood and/or community over time.
- 18 c. Analyze the interactions and contributions of various people and cultures that have lived in or
- 19 migrated to neighborhoods and/or communities.

### 20 **Academic Context and Connections**

#### 21 *Colorado Essential Skills:*

- 22 1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences (Critical
- 23 Thinking and Analysis).
- 24 2. Recognize and describe patterns within and between neighborhoods and communities (Critical
- 25 Thinking and Analysis).
- 26 3. Investigate to make observations and draw conclusions about neighborhoods and communities
- 27 (Critical Thinking and Analysis).

#### 28 *Inquiry Questions:*

- 29 1. What are the cultural attributes of a neighborhood or community?
- 30 2. How can understanding the past impact our understanding of communities today?
- 31 3. How have people, events, and ideas from the past shaped the identity of communities and
- 32 neighborhoods today?

#### 33 *Nature and Skills of History:*

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

1 *Disciplinary, Information, and Media Literacy:*

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

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

7 **Prepared Graduates:**

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

10 **Grade Level Expectation:**

- 11 1. Using geographic terms and tools to locate and describe spatial patterns and places.

12 GLE Code: SS.2.2.1

13 **Evidence Outcomes**

14 *Students Can:*

- 15 a. Use map keys, legends, symbols, intermediate directions, and a compass rose to locate and describe  
16 spaces and places.  
17 b. Identify the purpose of the map being presented. For example: a weather map vs. street map.  
18 c. Identify the hemispheres, Equator/Prime Meridian, and the North/South poles.  
19 d. Identify and locate cultural, human, political, and natural features using map keys and legends.

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

- 22 1. Identify key attributes of a variety of geographic tools. For example: globes, maps, and a compass rose  
23 (Data Literacy).  
24 2. Find information through the use of geographic technologies. For example: GPS and satellite imagery  
25 (Critical Thinking and Analysis).

26 *Inquiry Questions:*

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

32 *Nature and Skills of Geography:*

- 33 1. Geographic thinkers use visual representations of the environment.  
34 2. Geographic thinkers identify data and reference points to understand space and place.

35 *Disciplinary, Information, and Media Literacy:*

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

## 10 **Second Grade, Standard 2. Geography**

### 11 **Prepared Graduates:**

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

### 14 **Grade Level Expectation:**

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

16 GLE Code: SS.2.2.2

### 17 **Evidence Outcomes**

#### 18 *Students Can:*

- 19 a. Explain how communities manage and use nonrenewable and renewable resources.
- 20 b. Explain how the environment influences why people settle in certain areas.
- 21 c. Identify examples of how human activity influences environmental characteristics of a place over time.
- 22 d. Identify examples of how culture and lifestyle are impacted by environmental characteristics.

### 23 **Academic Context and Connections**

#### 24 *Colorado Essential Skills:*

- 25 1. Recognize problems within a community related to the environment and their respective solutions
- 26 (Critical Thinking and Analysis).
- 27 2. Make observations and draw conclusions about the relationship between a community and their
- 28 environment (Critical Thinking and Analysis).

#### 29 *Inquiry Questions:*

- 30 1. How do available resources and their uses impact a community?
- 31 2. How do we know when we are being good stewards of renewable and non-renewable resources? For
- 32 example: reduce, reuse, and recycle.
- 33 3. How does the environment influence people's decisions about where they live?
- 34 4. How do humans change the environment of a place over time?
- 35 5. How does the environment influence the culture and lifestyles of a place?

#### 36 *Nature and Skills of Geography:*

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

15 *Disciplinary, Information, and Media Literacy:*

- 16 1. Describe how human activities affect the cultural and environmental characteristics of spaces or  
17 places.
- 18 2. Generate questions to guide research, gather information from print and digital sources, determine  
19 biases and credibility of sources, cite sources accurately, and use evidence to answer their research  
20 question.
- 21 3. Demonstrate positive social behaviors when using technology.
- 22 4. Synthesize information from multiple sources to demonstrate understanding of a topic.

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

24 **Prepared Graduates:**

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

27 **Grade Level Expectation:**

- 28 1. Explain how scarcity of resources means individuals may not have access to the goods and services  
29 they want or need.

30 GLE Code: SS.2.3.1

31 **Evidence Outcomes**

32 *Students Can:*

- 33 a. Explain scarcity of goods and resources.
- 34 b. Identify and categorize goods and services and provide examples of each.
- 35 c. Give examples of choices people make when resources are scarce.
- 36 d. Identify possible solutions when there are limited resources and unlimited wants.

37 **Academic Context and Connections**

1 *Colorado Essential Skills:*

- 2 1. Demonstrate an understanding of cause and effect related to personal decisions (Critical Thinking and  
3 Analysis).  
4 2. Recognize problems that arise from scarcity and their respective solutions (Critical Thinking and  
5 Analysis).

6 *Inquiry Questions:*

- 7 1. How does scarcity affect purchasing decisions?  
8 2. What goods and services do you use?  
9 3. How are resources used in various communities?  
10 4. What do people and communities do when a resource is scarce?

11 *Nature and Skills of Economics:*

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

15 *Disciplinary, Information, and Media Literacy:*

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

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

19 **Prepared Graduates:**

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

22 **Grade Level Expectation:**

- 23 1. Investigate ways in which ideas and actions can improve communities.

24 GLE Code: SS.2.4.1

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Compare ways that people may effectively express their ideas and viewpoints while being respectful  
28 to others.  
29 b. Analyze how diverse community members and groups with diverse perspectives advocate for their  
30 interests and responsibly influence decisions in their community.  
31 c. Describe ways in which you can take an active part in improving your school or community.  
32 d. Identify and compare examples of civic responsibilities such as volunteering in the community, that  
33 are important to privileged and marginalized individuals, families, and communities.  
34 e. Describe the characteristics that enable a community member to engage in the community  
35 responsibly and effectively.

36 **Academic Context and Connections**

1 *Colorado Essential Skills:*

- 2 1. Identify and reflect upon personal connections to community systems (Civic Engagement).  
3 2. Model positive behaviors for others (Civic Engagement).

4 *Inquiry Questions:*

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

14 *Nature and Skills of Civics:*

- 15 1. Civic-minded individuals listen and participate responsibly as a member of a group.  
16 2. Civic-minded individuals collaborate to responsibly advocate for the ideas they think will improve  
17 society. For example: a group lobbies the city council to create a new park or employ more  
18 firefighters.

19 *Disciplinary, Information, and Media Literacy:*

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

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

30 **Prepared Graduates:**

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

33 **Grade Level Expectation:**

- 34 2. Explain the roles and characteristics of people who govern different communities.

35 GLE Code: SS.2.4.2

36 **Evidence Outcomes**

37 *Students Can:*

- 1 a. Identify the role(s) of government. For example: establish order, provide security, and accomplish  
2 common goals.
- 3 b. Identify the roles and characteristics of various leaders at the local, state, and national levels. For  
4 example: the President of the United States, the Governor of Colorado, and the city mayor.
- 5 c. Identify qualities of positive leadership and how leaders contribute to a group or community.
- 6 d. Identify services provided by the local or state government. For example: police and fire protection,  
7 maintenance of roads, and snow removal.

## 8 **Academic Context and Connections**

### 9 *Colorado Essential Skills:*

- 10 1. Compare attitudes and beliefs as an individual to others (Social Awareness).
- 11 2. Appropriately express a range of emotions to communicate personal ideas/needs (Self-Management).

### 12 *Inquiry Questions:*

- 13 1. What can happen when someone has too much power and/or authority and abuses it?
- 14 2. What are ways leaders collaborate to solve differences?
- 15 3. What are the characteristics of positive leaders?
- 16 4. Who are positive leaders in the group or community?
- 17 5. What are some examples in the community of people helping others? For example: collecting food for  
18 the hungry.

### 19 *Nature and Skills of Civics:*

- 20 1. Civic-minded individuals examine how culture influences the disposition of rules, laws, rights, and  
21 responsibilities.
- 22 2. Civic-minded individuals can identify the President of the United States, the Governor of Colorado,  
23 and other elected officials.
- 24 3. Civic-minded individuals can discuss the responsibilities of the governor and other elected officials to  
25 make and enforce laws.

### 26 *Disciplinary, Information, and Media Literacy:*

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

## 31 **Second Grade, Standard 5. Personal Financial Literacy**

### 32 **Prepared Graduates:**

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

### 34 **Grade Level Expectation:**

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

36 GLE Code: SS.2.5.1



1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Assess priorities when making financial decisions.
- 4 b. Classify financial goals. For example: a need or want, or short-term or long-term goals.
- 5 c. Recognize that different goods and services have different monetary values.
- 6 d. Acknowledge that financial priorities vary among people and communities for goods and services. For  
7 example: going to the hairdresser, buying brand name items.
- 8 e. Predict positive and negative consequences when making financial decisions. For example: If... Then...  
9 decision making.
- 10 f. Solve simple financial word problems to aid in making financial decisions. For example: a video game  
11 costs \$20. If I earn \$5 per week in allowance, I will need to save for \_\_\_\_ weeks to earn enough  
12 money.

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. Identify consequences (positive and negative) of a financial decision (Critical Thinking and Analysis).
- 16 2. Understand how to reduce risk depending on the financial choices they make (Critical Thinking and  
17 Analysis).
- 18 3. Demonstrate an understanding of cause and effect related to different financial decisions (Critical  
19 Thinking and Analysis).

20 *Inquiry Questions:*

- 21 1. What is a financial goal?
- 22 2. What strategies can help individuals achieve their financial goals?
- 23 3. What influences your financial goals and priorities?
- 24 4. How do individuals analyze the positive and negative consequences of financial decisions?
- 25 5. How can I use my math skills and strategies to help me make financial decisions?

26 *Nature and Skills of Personal Financial Literacy:*

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

32 *Disciplinary, Information, and Media Literacy:*

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

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

### 2 **Prepared Graduates:**

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

### 5 **Grade Level Expectation:**

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

7 GLE Code: SS.3.1.1

### 8 **Evidence Outcomes**

#### 9 *Students Can:*

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

### 14 **Academic Context and Connections**

#### 15 *Colorado Essential Skills:*

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

#### 20 *Inquiry Questions:*

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

#### 25 *Nature and Skills of History:*

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

1 *Disciplinary, Information, and Media Literacy:*

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

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

14 **Prepared Graduates:**

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

17 **Grade Level Expectation:**

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

20 GLE Code: SS.3.1.2

21 **Evidence Outcomes**

22 *Students Can:*

- 23 a. Compare past and present situations and events.
- 24 b. Give examples of people, events, and developments that brought important changes to a community  
25 or region.
- 26 c. Describe the history, interaction, and contribution of the various peoples and cultures that have lived  
27 in or migrated to a community or region and how that migration has influenced change and  
28 development.

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 31 1. Recognize how members of a community rely on each other and interact to influence the  
32 development of their communities (Civic Engagement).

33 *Inquiry Questions:*

- 34 1. How have people from the past from diverse groups, identities, and cultures lived together and  
35 interacted with each other?
- 36 2. What types of questions do people ask to learn about the past?

1 3. How has a region changed and yet remained the same over time?

2 *Nature and Skills of History:*

3 1. Historical thinkers ask questions to guide their research into the past.

4 2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups  
5 in the past.

6 3. Historical thinkers use context and information from the past to make connections and inform  
7 decisions in the present. For example: the development and traditions of various groups in a region  
8 affect the economic development, tourist industry, and cultural makeup of a community.

9 4. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details  
10 with relevant information and data.

11 5. Historical thinkers explain probable causes and effects of events and developments.

12 *Disciplinary, Information, and Media Literacy:*

13 1. Compare and contrast the most important points and key details presented in two texts on the same  
14 topic.

15 2. Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.

16 3. Provide reasons that support the opinion.

17 4. Provide a concluding statement or section.

18 5. Introduce a topic and group related information together; include illustrations when useful to aid  
19 comprehension.

20 6. Develop the topic with facts, definitions, and details.

21 7. Conduct short research projects that build knowledge about a topic.

22 8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,  
23 taking into consideration the different opinions people have about how to answer the questions.

24 9. Communicate information using technology.

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

26 **Prepared Graduates:**

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

29 **Grade Level Expectation:**

30 1. Use geographic tools to apply spatial thinking skills.

31 GLE Code: SS.3.2.1

32 **Evidence Outcomes**

33 *Students Can:*

34 a. Read and interpret information from geographic tools and formulate geographic questions.

35 b. Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of  
36 Colorado, and neighboring states on maps.

37 c. Describe the natural and man-made features of a specific area on a map.

38 d. Identify geography-based problems and examine the ways that people have tried to solve them.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Articulate the most effective geographic tools to access information needed for developing spatial  
4 thinking (Critical Thinking and Analysis).

5 *Inquiry Questions:*

- 6 1. What questions do geographers ask?  
7 2. How does the geography of where we live influence how we live?  
8 3. How do physical features provide opportunities and challenges to regions?

9 *Nature and Skills of Geography:*

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

18 *Disciplinary, Information, and Media Literacy:*

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

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

25 **Prepared Graduates:**

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

28 **Grade Level Expectation:**

- 29 2. Define the concept of region through an examination of similarities and differences in places and  
30 communities.

31 GLE Code: SS.3.2.2

32 **Evidence Outcomes**

33 *Students Can:*

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

## 9 **Academic Context and Connections**

### 10 *Colorado Essential Skills:*

- 11 1. Investigate a variety of places and communities and draw conclusions about regions (Critical Thinking  
12 and Analysis).

### 13 *Inquiry Questions:*

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

### 18 *Nature and Skills of Geography:*

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

### 25 *Disciplinary, Information, and Media Literacy:*

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

## 33 **Third Grade, Standard 3. Economics**

### 34 **Prepared Graduates:**

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

### 37 **Grade Level Expectation:**

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

1 GLE Code: SS.3.3.1

## 2 Evidence Outcomes

### 3 *Students Can:*

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

## 12 Academic Context and Connections

### 13 *Colorado Essential Skills:*

- 14 1. Recognize how members of a community rely on each other through exchanging goods and services,  
15 considering personal exchange behaviors (Civic Engagement).
- 16 2. Identify and explain the perspectives of all parties participating in an exchange (Global and Cultural  
17 Awareness).

### 18 *Inquiry Questions:*

- 19 1. What would happen if consumers did not want what a producer made?
- 20 2. What would the world look like if there was no transportation that could move goods more than 50  
21 miles?

### 22 *Nature and Skills of Economics:*

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

### 34 *Disciplinary, Information, and Media Literacy:*

- 35 1. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in  
36 technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 37 2. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,  
38 descriptive details, speaking clearly at an understandable pace.
- 39 3. Begin to identify differing perspectives.

- 1 4. Explain the role of money in making exchange easier.
- 2 5. Identify examples of the variety of resources that are used to produce goods and services. For
- 3 example: human capital, physical capital, and natural resources.

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

### 5 **Prepared Graduates:**

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

### 8 **Grade Level Expectation:**

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

10 GLE Code: SS.3.4.1

### 11 **Evidence Outcomes**

#### 12 *Students Can:*

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

### 18 **Academic Context and Connections**

#### 19 *Colorado Essential Skills:*

- 20 1. Appropriately express one's own emotions, thoughts, and values and identify how they influence
- 21 behavior (Self Awareness).
- 22 2. Regulate reactions to differing perspectives (Adaptability and Flexibility).
- 23 3. Identify and explain a different perspective when exploring events or ideas (Global and Cultural
- 24 Awareness).
- 25 4. State a position and reflect on possible objections to assumptions and implications of the position
- 26 (Self Advocacy and Initiative).

#### 27 *Inquiry Questions:*

- 28 1. What are the essential elements of compromise that enable conflict to be transformed into
- 29 agreement?
- 30 2. Why is personal advocacy important in a community with diverse views?
- 31 3. What would a community be like if individuals from various groups did not respect each other's rights
- 32 and views?
- 33 4. How can community members ensure that all voices and opinions are heard?

#### 34 *Nature and Skills of Civics:*

- 35 1. Civic-minded individuals take the opportunity to make positive changes in their community.
- 36 2. Civic-minded individuals recognize the value of respecting the rights and views of others.



- 1 3. Civic-minded individuals understand that a respect for the views of others helps to learn and  
2 understand various perspectives, thoughts, and cultures. For example: environmentalists, industry,  
3 and government work together to solve issues around energy and other resources.
- 4 4. Civic-minded individuals understand that virtues, such as honesty, mutual respect, cooperation, and  
5 attentiveness to multiple perspectives, should be used when they interact with each other on public  
6 matters.

7 *Disciplinary, Information, and Media Literacy:*

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

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

20 **Prepared Graduates:**

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

23 **Grade Level Expectation:**

- 24 2. Describe the origins, structures, and functions of local government.

25 GLE Code: SS.3.4.2

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. Explain the origins and structures of local government.
- 29 b. Explain the services local governments provide and how those services are funded.
- 30 c. Identify and explain a variety of roles leaders, citizens, and others play in local government.
- 31 d. Describe how local government provides opportunities for people to exercise their rights and initiate  
32 change.
- 33 e. Discuss the role of elections in choosing specific candidates to represent the public interest in local  
34 government.

35 **Academic Context and Connections**

36 *Colorado Essential Skills:*

- 1 1. Connect knowledge from personal experiences in schools and communities to civic engagement (Civic  
2 Engagement).

3 *Inquiry Questions:*

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

10 *Nature and Skills of Civics:*

- 11 1. Civic-minded individuals are involved in their local government.  
12 2. Civic-minded individuals know how personal advocacy and involvement can lead to change in  
13 communities.  
14 3. Civic-minded individuals have a knowledge of the origins, structures, and functions of local  
15 government which enables participation in the democratic process. For example: groups and  
16 governments work together to create a safe environment in the community.  
17 4. Civic-minded individuals understand the important institutions of their society and the principles that  
18 these institutions are intended to reflect.  
19 5. Civic-minded individuals use a range of deliberative and democratic procedures to make decisions  
20 about and act on civic problems in their classrooms and schools.

21 *Disciplinary, Information, and Media Literacy:*

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

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

28 **Prepared Graduates:**

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

30 **Grade Level Expectation:**

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

32 GLE Code: SS.3.5.1

33 **Evidence Outcomes**

34 *Students Can:*

- 35 a. Give examples of short-term spending and savings goals.  
36 b. Identify activities that individuals can do to earn money to reach personal financial goals.  
37 c. Differentiate the role of income and expenses when creating a budget.

- 1 d. Create a plan with specific steps to reach a short-term financial goal.
- 2 e. Model strategies to achieve a personal financial goal using arithmetic operations.

### 3 Academic Context and Connections

#### 4 *Colorado Essential Skills:*

- 5 1. Use a variety of strategies to achieve a financial goal, such as buying a new toy (Critical Thinking and  
6 Analysis).
- 7 2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities that will help  
8 reach a financial goal (Creativity and Innovation).
- 9 3. Set goals and develop strategies to remain focused on learning and reaching their financial goals  
10 (Perseverance and Resilience).
- 11 4. Recognize how members of a community rely on each other, considering personal contributions as  
12 applicable, when creating and completing a plan to reach a financial goal (Collaboration and  
13 Teamwork).
- 14 5. Demonstrate an understanding of cause and effect related to personal decisions they make regarding  
15 reaching a financial goal (Critical Thinking and Analysis).
- 16 6. Articulate task requirements and identify deadlines when developing a plan to meet a financial goal  
17 (Self-Management).

#### 18 *Inquiry Questions:*

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

#### 23 *Nature and Skills of Personal Financial Literacy:*

- 24 1. Financially capable individuals create goals and work toward meeting them.
- 25 2. Financially capable individuals understand the cost and the accountability associated with borrowing.
- 26 3. Financially capable individuals understand that personal financial goal setting is a lifelong activity and  
27 short-term goal setting is essential to that process. For example: saving for a fish aquarium or  
28 skateboard.
- 29 4. Financially capable individuals understand that an analysis of various options for borrowing and  
30 creating short- and long-term goals is a lifelong skill.

#### 31 *Disciplinary, Information, and Media Literacy:*

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

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

### 2 **Prepared Graduates:**

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

### 5 **Grade Level Expectation:**

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

8 GLE Code: SS.4.1.1

### 9 **Evidence Outcomes**

#### 10 *Students Can:*

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

### 23 **Academic Context and Connections**

#### 24 *Colorado Essential Skills:*

- 25 1. Identify and explain the perspectives of the various groups important in Colorado history when  
26 exploring the development of the state. For example: African American, Latino, Asian American,  
27 Indigenous Peoples, LGBTQ, religious groups, working class, and labor unions (Global and Cultural  
28 Awareness).
- 29 2. Recognize and describe cause-and-effect relationships in the history of Colorado (Critical Thinking and  
30 Analysis).

#### 31 *Inquiry Questions:*

- 32 1. How have past events influenced present-day Colorado and the Rocky Mountain region?  
33 2. Why is it important to know the sequence of events and people in Colorado history?  
34 3. How can primary sources help us learn about the past or create more questions about our state's  
35 history?  
36 4. What social and economic decisions caused people to locate or relocate in various regions of  
37 Colorado?  
38 5. What factors caused the displacement of Indigenous Peoples in the region now called Colorado?

- 1 6. How does one’s perspective influence the words we use when studying events in history? For  
2 example: settler colonialism and Westward Expansion?

3 *Nature and Skills of History:*

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

14 *Disciplinary, Information, and Media Literacy:*

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

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

29 **Prepared Graduates:**

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

32 **Grade Level Expectation:**

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

35 GLE Code: SS.4.1.2

36 **Evidence Outcomes**

37 *Students Can:*

- 38 a. Construct a timeline of the major events in Colorado history.

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

## 11 **Academic Context and Connections**

### 12 *Colorado Essential Skills:*

- 13 1. Recognize and describe cause-and-effect relationships within Colorado history and draw conclusions  
14 about how various events and people affected the development of the state (Critical Thinking and  
15 Analysis).

### 16 *Inquiry Questions:*

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

### 25 *Nature and Skills of History:*

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

### 38 *Disciplinary, Information, and Media Literacy:*

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

## 12 **Fourth Grade, Standard 2. Geography**

### 13 **Prepared Graduates:**

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

### 16 **Grade Level Expectation:**

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

18 GLE Code: SS.4.2.1

### 19 **Evidence Outcomes**

#### 20 *Students Can:*

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

### 29 **Academic Context and Connections**

#### 30 *Colorado Essential Skills:*

- 31 1. Articulate the most effective tools to access information about the geography of Colorado (Media
- 32 Literacy).
- 33 2. Ask questions to develop further understanding about the geography and development of Colorado
- 34 (Critical Thinking and Analysis).

#### 35 *Inquiry Questions:*

- 36 1. Which geographic tools are best to locate information about a place?
- 37 2. Why did settlements and large cities develop where they did in Colorado?

- 1 3. How are the regions of Colorado defined by geography?
- 2 4. How does the physical location of Colorado affect its relationship with other regions of the United
- 3 States and the world?

4 *Nature and Skills of Geography:*

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

16 *Disciplinary, Information, and Media Literacy:*

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

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

29 **Prepared Graduates:**

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

32 **Grade Level Expectation:**

- 33 2. Examine the relationship between the physical environment and its effect on human activity.

34 GLE Code: SS.4.2.2

35 **Evidence Outcomes**

36 *Students Can:*

- 37 a. Describe how the physical environment provides opportunities for and places constraints on human
- 38 activities.



- 1 b. Explain how physical environments influence immigration into the state.
- 2 c. Analyze how people use geographic factors in creating settlements and have adapted to and modified
- 3 the local physical environment.
- 4 d. Describe how places in Colorado are connected by movement of goods, services, and technology.

## 5 **Academic Context and Connections**

### 6 *Colorado Essential Skills:*

- 7 1. Define the problems faced by people in Colorado because of the physical environment they
- 8 encountered (Critical Thinking and Analysis).

### 9 *Inquiry Questions:*

- 10 1. What physical characteristics led various cultural groups to select the places they did for settlement in
- 11 Colorado?
- 12 2. How did Colorado settlers alter their environment to facilitate communication and transportation?
- 13 3. How does the physical environment affect human activity?
- 14 4. How does human activity affect the environment?

### 15 *Nature and Skills of Geography:*

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

### 28 *Disciplinary, Information, and Media Literacy:*

- 29 1. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the
- 30 differences in focus and the information provided.
- 31 2. Integrate information from two texts on the same topic in order to write or speak about the subject
- 32 knowledgeably.
- 33 3. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 34 4. Introduce a topic clearly and group-related information in paragraphs and sections; include formatting
- 35 (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.
- 36 5. Identify disciplinary concepts and ideas associated with a compelling question that are open to
- 37 different interpretations.
- 38 6. Explain how supporting questions help answer compelling questions in an inquiry.
- 39 7. Articulate the most effective options to access information needed for a specific purpose.
- 40 8. Find information using technology.
- 41 9. Communicate information using technology.

## 1 **Fourth Grade, Standard 3. Economics**

### 2 **Prepared Graduates:**

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

### 5 **Grade Level Expectation:**

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

7 GLE Code: SS.4.3.1

### 8 **Evidence Outcomes**

#### 9 *Students Can:*

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

### 18 **Academic Context and Connections**

#### 19 *Colorado Essential Skills:*

- 20 1. Set goals and develop strategies which take into account positive and negative incentives in order to  
21 remain focused on learning goals (Perseverance and Resilience).

#### 22 *Inquiry Questions:*

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

#### 28 *Nature and Skills of Economics:*

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

1 *Disciplinary, Information, and Media Literacy:*

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

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

8 **Prepared Graduates:**

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

11 **Grade Level Expectation:**

- 12 1. Investigate multiple perspectives on civic issues.

13 GLE Code: SS.4.4.1

14 **Evidence Outcomes**

15 *Students Can:*

- 16 a. Give examples of issues faced by the state of Colorado and develop possible solutions.  
17 b. Provide supportive arguments for both sides of a current public policy debate involving diverse  
18 stakeholders.  
19 c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed  
20 and resolved. Including but not limited to: the contributions of African Americans, Latinos, Japanese  
21 Americans, Indigenous Peoples, LGBTQ, and religious groups.  
22 d. Identify and use appropriate sources to investigate and analyze issues from multiple diverse  
23 perspectives.

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Regulate reactions to differing perspectives (Adaptability and Flexibility).  
27 2. Identify and explain multiple perspectives when exploring issues faced by the state of Colorado  
28 (Global and Cultural Awareness).  
29 3. Participate in social or community activities (Civic Engagement).

30 *Inquiry Questions:*

- 31 1. How do diverse opinions enrich a community?  
32 2. How does an individual's experience and background influence perception of an issue?  
33 3. Why is it important for those who are most impacted by an issue to be involved in creating  
34 solutions?  
35 4. Why is it important to research issues and engage in civil debates?  
36 5. Why is it important that all voices are heard by local and state government officials? For example:  
37 groups and individuals representing African Americans, Latinos, Asian Americans, Indigenous Peoples,  
38 LGBTQ, and religious groups?

1 *Nature and Skills of Civics:*

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

14 *Disciplinary, Information, and Media Literacy:*

- 15 1. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 16 2. Integrate information from two texts on the same topic in order to write or speak about the subject  
17 knowledgeably.
- 18 3. Identify disciplinary concepts and ideas associated with a compelling question that are open to  
19 different interpretations.
- 20 4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions,  
21 taking into consideration the different opinions people have about how to answer the questions.
- 22 5. Gather relevant information from multiple sources while using the origin, structure, and context to  
23 guide the selection.
- 24 6. Present information orally and in writing.
- 25 7. Use technology to efficiently and effectively access information.
- 26 8. Understanding the consequences of how and what one chooses to communicate.

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

28 **Prepared Graduates:**

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

31 **Grade Level Expectation:**

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

33 GLE Code: SS.4.4.2

34 **Evidence Outcomes**

35 *Students Can:*

- 36 a. Explain the historical foundation and events that led to the Colorado Constitution and the formation  
37 of the three branches of Colorado government.
- 38 b. Identify and explain a variety of roles leaders, citizens, and others play in state government.

- 1 c. Identify and explain the services the state government provides and how those services are funded.
- 2 d. Describe how the decisions of the state government affect local governments and interact with the
- 3 federal government and sovereign indigenous nations.
- 4 e. Describe how a citizen might engage in local and state government to demonstrate their rights or
- 5 initiate change.

## 6 Academic Context and Connections

### 7 *Colorado Essential Skills:*

- 8 1. Recognize how members of a community rely on each other to make decisions and enact change
- 9 (Civic Engagement).

### 10 *Inquiry Questions:*

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

### 15 *Nature and Skills of Civics:*

- 16 1. Civic-minded individuals understand the importance of the processes and rules by which groups of
- 17 people make decisions, govern themselves, and address public problems.
- 18 2. Civic-minded individuals know the origins, structure, and functions of Colorado's government and how
- 19 it provides for participation, influence, and benefits. For example: individuals can vote on ballot issues
- 20 that affect taxes.
- 21 3. Civic-minded individuals investigate resources and ask for government support and services. For
- 22 example: someone wanting to open a restaurant can visit the Department of Health website to get
- 23 information.
- 24 4. Civic-minded individuals can explain different strategies and approaches that students and others
- 25 could take in working alone and together to address local, regional, and global problems, and predict
- 26 possible results of their actions. For example: citizens can volunteer to help with cultural celebrations
- 27 at their local library to help others learn about and respect diverse cultures in their community.

### 28 *Disciplinary, Information, and Media Literacy:*

- 29 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 30 2. Report on a topic or text, tell a story, or recount an experience in an organized manner, using
- 31 appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an
- 32 understandable pace.
- 33 3. Present information orally and in writing.
- 34 4. Use technology to efficiently and effectively access information.
- 35 5. Identifying how laws, rules, and policies need to evolve as society responds to technological
- 36 advancements.

## 37 Fourth Grade, Standard 5. Personal Financial Literacy

### 38 *Prepared Graduates:*

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

1 **Grade Level Expectation:**

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

3 GLE Code: SS.4.5.1

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Define choice and opportunity cost.  
7 b. Determine the relationship between long-term goals and opportunity cost.  
8 c. Analyze scenarios of choices including opportunity cost.

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. Make connections between information gathered and personal experiences to apply and/or test  
12 solutions when making a purchase (Self Advocacy and Initiative).  
13 2. Regulate one’s emotions, thoughts, and behaviors in different situations when making a purchase  
14 (Self-Management).  
15 3. Ask questions to develop further personal understanding of how to make informed purchases (Critical  
16 Thinking and Analysis).

17 *Inquiry Questions:*

- 18 1. What different ways does an individual have to get information when deciding between purchase  
19 options?  
20 2. How does analyzing opportunity costs help an individual to make decisions about a purchase?  
21 3. What outside influences (peer pressure) can affect spending decisions?

22 *Nature and Skills of Personal Financial Literacy:*

- 23 1. Financially capable individuals analyze opportunity costs associated with making decisions.  
24 2. Financially capable individuals analyze data to forecast possible outcomes.  
25 3. Financially capable individuals understand that the relationship between choice and opportunity cost  
26 leads to good decision-making. For example: a business may have an opportunity to purchase  
27 inexpensive land, but the cost may be in the travel time.  
28 4. Financially capable individuals compare the benefits and costs of individual choices.  
29 5. Financially capable individuals identify positive and negative incentives that influence the decisions  
30 people make.

31 *Disciplinary, Information, and Media Literacy:*

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

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

### 2 **Prepared Graduates:**

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

### 5 **Grade Level Expectation:**

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

8 GLE Code: SS.5.1.1

### 9 **Evidence Outcomes**

#### 10 *Students Can:*

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

### 20 **Academic Context and Connections**

#### 21 *Colorado Essential Skills:*

- 22 1. Make observations and draw conclusions from a variety of sources when studying American history  
23 (Media Literacy).
- 24 2. Identify and explain multiple perspectives when exploring events, ideas, and issues in United States  
25 history (Global and Cultural Awareness).

#### 26 *Inquiry Questions:*

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

#### 32 *Nature and Skills of History:*

- 33 1. Historical thinkers analyze and interpret primary and secondary sources to make inferences about  
34 various time periods and show cause-and-effect relationships.
- 35 2. Historical thinkers seek people, places, and events that tell the story of history from multiple  
36 perspectives.
- 37 3. Historical thinkers examine data for point of view, historical context, distortion, or propaganda.

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

15 *Disciplinary, Information, and Media Literacy:*

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

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

28 **Prepared Graduates:**

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

31 **Grade Level Expectation:**

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

35 GLE Code: SS.5.1.2

36 **Evidence Outcomes**

37 *Students Can:*



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

#### 14 **Academic Context and Connections**

##### 15 *Colorado Essential Skills:*

- 16 1. Identify and explain multiple perspectives including African Americans, Indigenous Peoples, and  
17 religious groups when exploring events, ideas, issues in United States history (Global and Cultural  
18 Awareness).

##### 19 *Inquiry Questions:*

- 20 1. How did historical events and individuals impact diversity in the United States?
- 21 2. How did beliefs and values shape the founding documents?
- 22 3. To what extent did individuals and their ideas contribute to the establishment of the United States  
23 government?
- 24 4. How have omissions in the historical record shaped our perception of history?
- 25 5. Why is it important to understand the perspective of multiple diverse groups involved in early United  
26 States history?
- 27 6. How did European colonization affect Indigenous and enslaved African populations?

##### 28 *Nature and Skills of History:*

- 29 1. Historical thinkers use chronology to organize and study cause-and-effect relationships across time.
- 30 2. Historical thinkers study people, places, and events to tell the story of history from multiple diverse  
31 perspectives.
- 32 3. Historical thinkers examine the context and information from the past to make connections and  
33 inform decisions in the present. For example: the concept of liberty continues to be defended by  
34 lawyers and citizens; and the rights and responsibilities of citizens continue to evolve through the  
35 work of policy makers, legislators, judges, lawyers, and individuals.
- 36 4. Historical thinkers generate questions about individuals and groups who have shaped significant  
37 historical changes and continuities.
- 38 5. Historical thinkers explain connections among historical contexts and people’s perspectives at the  
39 time.
- 40 6. Historical thinkers summarize how different kinds of historical sources are used to explain events in  
41 the past.
- 42 7. Historical thinkers use evidence to develop a claim about the past.

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

3 *Disciplinary, Information, and Media Literacy:*

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

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

18 **Prepared Graduates:**

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

21 **Grade Level Expectation:**

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

23 GLE Code: SS.5.2.1

24 **Evidence Outcomes**

25 *Students Can:*

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

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. Investigate geographic resources to form hypotheses, make observations, and draw conclusions about  
34 communities in the United States (Global and Cultural Awareness).

35 *Inquiry Questions:*

- 36 1. How can various types of maps and other geographic tools communicate geographic information  
37 incorrectly?

- 1 2. How do you think differently about data when it is displayed spatially?
- 2 3. How and why do we label places?
- 3 4. How have places and regions in the United States been influenced by the physical geography of North
- 4 America over time?

### 5 *Nature and Skills of Geography:*

- 6 1. Geographic thinkers use geographic tools to evaluate data in order to answer geographic questions.
- 7 2. Geographic thinkers locate places and identify resources, physical features, regions, and populations
- 8 using geographic tools.
- 9 3. Geographic thinkers use geographic technologies to enhance the ability to locate and analyze maps to
- 10 answer questions. For example: historians use maps to help recreate settings of historical events, and
- 11 individuals use maps to learn about different geographic areas.

### 12 *Disciplinary, Information, and Media Literacy:*

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

## 21 **Fifth Grade, Standard 2. Geography**

### 22 **Prepared Graduates:**

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

### 25 **Grade Level Expectation:**

- 26 2. Examine causes and consequences of movement.

27 GLE Code: SS.5.2.2

### 28 **Evidence Outcomes**

#### 29 *Students Can:*

- 30 a. Identify variables associated with discovery, exploration, and migration.
- 31 b. Explain migration, trade, and cultural patterns that result from interactions among people, groups,
- 32 and cultures.
- 33 c. Describe and analyze how specific physical and political features influenced historical events,
- 34 movements, and adaptation to the environment.
- 35 d. Analyze how cooperation and conflict among diverse groups of people contribute(d) to political,
- 36 economic, and social divisions in the United States.
- 37 e. Give examples of the influence of geography on the history of the United States.

### 38 **Academic Context and Connections**

1 *Colorado Essential Skills:*

- 2 1. Consider purpose, formality of context and audience, and distinct cultural norms when planning the  
3 content, mode, delivery, and expression of analysis of historical events and movements (Interpersonal  
4 Communication).  
5 2. Identify and explain multiple perspectives when exploring ideas about conflict in the United States  
6 (Global and Cultural Awareness).

7 *Inquiry Questions:*

- 8 1. What human and physical characteristics have motivated, prevented, or impeded migration and  
9 immigration over time?  
10 2. How can migration and immigration, voluntary and involuntary, be represented geographically?  
11 3. How has the movement of people and their belongings affected the environment both positively and  
12 negatively?

13 *Nature and Skills of Geography:*

- 14 1. Geographic thinkers study patterns of human movement.  
15 2. Geographic thinkers understand how technology has influenced movement to, colonization of, and  
16 the settlement of North America.  
17 3. Geographic thinkers examine how the migration of individuals affects society including economic and  
18 environmental impacts.

19 *Disciplinary, Information, and Media Literacy:*

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

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

25 **Prepared Graduates:**

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

28 **Grade Level Expectation:**

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

30 GLE Code: SS.5.3.1

31 **Evidence Outcomes**

32 *Students Can:*

- 33 a. Identify examples of the productive resources and explain how they are used to produce goods and  
34 services. For example: land, labor, and capital.  
35 b. Compare ways in which people and communities exchanged goods and services. For example: barter  
36 and monetary exchange.  
37 c. Identify the goods and services that were traded among different cultures throughout various regions.

- 1 d. Describe how patterns of trade evolved within Early America.
- 2 e. Explain some of the challenges that American colonists faced that would eventually lead them to the
- 3 creation of commercial banks.

#### 4 **Academic Context and Connections**

##### 5 *Colorado Essential Skills:*

- 6 1. Investigate to form hypotheses, make observations, and draw conclusions about the development of
- 7 the systems of exchange in the United States (Critical Thinking and Analysis).
- 8 2. Recognize how members of a community rely on each other through trade and exchange (Civic
- 9 Engagement).

##### 10 *Inquiry Questions:*

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

##### 15 *Nature and Skills of Economics:*

- 16 1. Economic thinkers analyze trade and the use of money.
- 17 2. Economic thinkers describe and study the importance of exchange in a community.
- 18 3. Economic thinkers understand the actions of financial institutions in a market economy.
- 19 4. Economic thinkers make decisions about how to use scarce resources to maximize the well-being of
- 20 individuals and society.
- 21 5. Economic thinkers voluntarily exchange goods and services when both parties expect to gain as a
- 22 result of the trade.
- 23 6. Economic thinkers understand that the principles of markets apply to markets for goods and services,
- 24 labor, credit, and foreign exchange.
- 25 7. Economic thinkers understand why people specialize and trade, and how that leads to increased
- 26 economic interdependence in the world economy.
- 27 8. Economic thinkers gather information from a variety of sources and evaluate the relevance of that
- 28 information when constructing opinions, explanations, or arguments.

##### 29 *Disciplinary, Information, and Media Literacy:*

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

#### 39 **Fifth Grade, Standard 4. Civics**

1 **Prepared Graduates:**

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

4 **Grade Level Expectation:**

- 5 1. Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United  
6 States.

7 GLE Code: SS.5.4.1

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Describe and explain examples of individual rights as a foundation of citizenship.  
11 b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United  
12 States. For example: freedom, rule of law, equality, civility, cooperation, respect, responsibility, and  
13 civic participation.  
14 c. Discuss how the concept of citizenship changed over time in the early American colonies.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Recognize how members of a community rely on each other through a variety of ways when creating  
18 rules and norms (Collaboration and Teamwork).  
19 2. Connect knowledge of the foundations of citizenship in the United States to personal  
20 ideas/understandings (Civic Engagement).

21 *Inquiry Questions:*

- 22 1. Who is considered a citizen and why?  
23 2. How has citizenship been decided over the course of U.S. history?  
24 3. What is the most important right and responsibility of a citizen?  
25 4. How does the government meet its responsibility to citizens?  
26 5. What historical or current barriers to citizenship exist?

27 *Nature and Skills of Civics:*

- 28 1. Civic-minded individuals understand that civic virtues such as civility, cooperation, respect, and  
29 responsible participation are foundational components of our society.  
30 2. Civic-minded individuals understand the significance of peaceful assembly by groups and respectful  
31 behavior during a performance or speech.  
32 3. Civic-minded individuals understand that the foundations of citizenship in the United States ensure  
33 that citizens' rights are being protected. For example: the rule of law applies to everyone in society  
34 and all individuals and groups are treated with respect.  
35 4. Civic-minded individuals analyze historical documents to investigate the development of the national  
36 government.  
37 5. Civic-minded individuals understand the responsibilities of the national government to its citizens.

- 1 6. Civic-minded individuals understand that in order to act responsibly and effectively, citizens must  
2 understand the important institutions of their society and the principles that these institutions are  
3 intended to reflect.
- 4 7. Civic-minded individuals gather information from a variety of sources and evaluate the relevance of  
5 that information when constructing opinions, explanations, or arguments.

6 *Disciplinary, Information, and Media Literacy:*

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

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

11 **Prepared Graduates:**

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

14 **Grade Level Expectation:**

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

16 GLE Code: SS.5.4.2

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. Explain the foundational documents and significance of the events that led to the establishment of the  
20 United States government. Including but not limited to: the Philadelphia Convention, the Declaration  
21 of Independence, the Articles of Confederation, the Iroquois Confederacy, the Constitution, and the  
22 Bill of Rights.
- 23 b. Identify political principles of American democracy and how the Constitution and Bill of Rights reflect  
24 and preserve these principles.
- 25 c. Explain the origins, structures, and functions of the three branches of the United States government  
26 and the relationships among them.
- 27 d. Describe how the Constitution balances the power of national and state governments.

28 **Academic Context and Connections**

29 *Colorado Essential Skills:*

- 30 1. Identify and explain multiple perspectives when exploring the events leading to the creation of the  
31 United States government and the principles of American democracy (Critical Thinking and Analysis).

32 *Inquiry Questions:*

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

1 *Nature and Skills of Civics:*

- 2 1. Civic-minded individuals understand the concept of individual rights as a cornerstone to American  
3 democracy.
- 4 2. Civic-minded individuals understand the relationships between individual rights and personal  
5 responsibility.
- 6 3. Civic-minded individuals know that the origins, structure, and function of the United States  
7 government are studied to create an informed, civically literate, and responsible society. For example:  
8 fundamental principles and liberties are still evolving as judges interpret the Constitution, and  
9 legislators make laws and local city councils, and boards create regulations.
- 10 4. Civic-minded individuals understand that in order to act responsibly and effectively, citizens must  
11 understand the important institutions of their society and the principles that these institutions are  
12 intended to reflect.
- 13 5. Civic-minded individuals understand that civics teaches the principles—such as adherence to the social  
14 contract, consent of the governed, limited government, legitimate authority, federalism, and  
15 separation of powers—that are meant to guide official institutions such as legislatures, courts, and  
16 government agencies.

17 *Disciplinary, Information, and Media Literacy:*

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

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

25 **Prepared Graduates:**

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

27 **Grade Level Expectation:**

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

29 GLE Code: SS.5.5.1

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. Differentiate between saving and investing.
- 33 b. Establish the function of banking.
- 34 c. Distinguish between different types of financial institutions such as banks and credit unions, and the  
35 services provided. For example: checking accounts, savings accounts, investments, and loans.
- 36 d. Create a way to keep track of money spent and money saved.

37 **Academic Context and Connections**

38 *Colorado Essential Skills:*



- 1 1. Make connections between information gathered and personal experiences to apply and/or test  
2 solutions when choosing a financial institution or financial product (Adaptability and Flexibility).
- 3 2. Express one's own emotions, thoughts, and values and identify how they influence behavior when  
4 making decisions regarding choosing a financial institution or financial product (Self Awareness).
- 5 3. Ask questions to develop further personal understanding when choosing financial institutions and  
6 financial products (Self Advocacy and Initiative).

7 *Inquiry Questions:*

- 8 1. What risks and benefits are associated with spending versus saving and investing?
- 9 2. What factors influence choices to save or invest?
- 10 3. How can a checking account help to decide how to spend and save?
- 11 4. Why do people use financial institutions rather than self-banking?
- 12 5. How do people choose a financial institution?
- 13 6. What are the risks and benefits of different financial institutions?

14 *Nature and Skills of Personal Financial Literacy:*

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

21 *Disciplinary, Information, and Media Literacy:*

- 22 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 23 2. Conduct short research projects that use several sources to build knowledge through investigation of  
24 different aspects of a topic.
- 25 3. Understand how rules for respecting others' belongings apply to digital content and information  
26 privacy.

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

### 2 **Prepared Graduates:**

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

### 5 **Grade Level Expectation:**

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

9 GLE Code: SS.6.1.1

### 10 **Evidence Outcomes**

#### 11 *Students Can:*

- 12 a. Identify ways different cultures record history in the Western Hemisphere through oral and written  
13 sources.
- 14 b. Analyze multiple-primary and secondary sources while formulating historical questions about the  
15 Western Hemisphere. For example: oral histories, art, artifacts, eyewitness accounts, letters, and  
16 diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts.
- 17 c. Gather, organize, synthesize, and critique information from multiple and diverse perspectives to  
18 determine if it is sufficient to answer historical questions.

### 19 **Academic Context and Connections**

#### 20 *Colorado Essential Skills:*

- 21 1. Make connections between information gathered and personal experiences to research historical  
22 questions (Critical Thinking and Analysis).
- 23 2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and  
24 primary sources (Creativity and Innovation).
- 25 3. Respect different perspectives expressed by others (Adaptability and Flexibility).
- 26 4. Utilize primary and secondary sources to examine how individuals interpret messages differently, how  
27 values and points of view are included or excluded, and how media can influence beliefs and  
28 behaviors (Media Literacy).

#### 29 *Inquiry Questions:*

- 30 1. What questions help us understand the development of the Western Hemisphere and the interactions  
31 of people in the region?
- 32 2. What questions help us understand the interactions of people in the Western Hemisphere and how  
33 those interactions changed over significant periods of time?

- 1 3. Why do sources on the same topic vary, and how do we determine which ones will help us effectively
- 2 interpret the past?
- 3 4. What key primary sources help us to understand the Western Hemisphere?
- 4 5. How is the bias of the author of a source reflected in the source itself?
- 5 6. How have interactions of the past impacted modern times?
- 6 7. Why should we include multiple and diverse perspectives in our understanding of history in the
- 7 Western Hemisphere?

8 *Nature and Skills of History:*

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

17 *Disciplinary, Information, and Media Literacy:*

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

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

23 **Prepared Graduates:**

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

26 **Grade Level Expectation**

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

29 GLE Code: SS.6.1.2

30 **Evidence Outcomes**

31 *Students Can:*

- 1 a. Explain how people, cultures, and ideas interact and are interconnected in the Western Hemisphere  
2 and how they have impacted modern times. For example: the “Great Dying” of Indigenous Peoples in  
3 the Americas and its consequences; rapid deforestation of the Amazon; anti-colonial and nationalist  
4 movements, the Columbian Exchange, and revolutions in energy.
- 5 b. Determine and explain the historical context of key people, events, cause and effect relationships, and  
6 ideas over time including the examination of different perspectives from people involved. For  
7 example: the complex interactions between majority and minority groups and individuals involved in  
8 European colonization in the Western hemisphere.
- 9 c. Identify examples of the social, political, cultural, and economic development in the Western  
10 Hemisphere. For example: the extension of networks of communication, colonial empires, patterns of  
11 migration over time, and international trade.
- 12 d. Explain the interdependence and uniqueness among Indigenous Peoples in the Western Hemisphere  
13 including the existing conflict and power dynamics between Indigenous Peoples and those in power.

#### 14 **Academic Context and Connections**

##### 15 *Colorado Essential Skills:*

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

##### 26 *Inquiry Questions:*

- 27 1. How and why have civilizations experienced continuity and change?
- 28 2. How do philosophies and ideas from ancient civilizations and Indigenous Peoples continue to inform  
29 and affect the present?
- 30 3. To what extent does isolation or interaction influence patterns of continuity and change?
- 31 4. What factors influenced the development of civilizations and nations in the Western Hemisphere?
- 32 5. How have technological developments continued to evolve and affect the present?

##### 33 *Nature and Skills of History:*

- 34 1. Historical thinkers analyze patterns and themes across time to understand current events.
- 35 2. Historical thinkers study the people, places, ideas, and events in the Western Hemisphere to construct  
36 the story of history from diverse and multiple perspectives including those underrepresented or  
37 absent from traditional narratives by using primary and secondary sources.
- 38 3. Historical thinkers use chronology to organize time.

- 1 4. Historical thinkers examine and evaluate data for context, purpose, perspective, bias, and  
2 corroboration.

3 *Disciplinary, Information, and Media Literacy:*

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

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

11 **Prepared Graduates:**

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

14 **Grade Level Expectation:**

- 15 1. Use geographic tools and sources to research and make geographic inferences and predictions about  
16 the Western Hemisphere.

17 GLE Code: SS.6.2.1

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Use geographic tools to identify, locate, and describe places and regions in the Western Hemisphere  
21 to investigate and solve geographic problems. For example: farming practices in a dry climate,  
22 implications of building a dam, and deforestation.  
23 b. Collect, analyze, and synthesize data from geographic tools to compare regions in the Western  
24 Hemisphere.  
25 c. Examine geographic sources to formulate and investigate inquiry questions to understand the past,  
26 analyze the present, or plan for the future.  
27 d. Interpret geographic data/evidence to draw conclusions, make predictions, and justify potential  
28 solutions to problems at the local, state, national, and global levels.

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 1 1. Apply knowledge to set goals, make informed decisions and transfer to new contexts (Critical Thinking  
2 and Analysis).
- 3 2. Engage in novel approaches, directions, ideas, and/or perspectives while using the inquiry process to  
4 analyze primary and secondary sources (Critical Thinking and Analysis).
- 5 3. Collaborate with others to plan and evaluate complex solutions to global challenges within the  
6 Western Hemisphere using multiple disciplinary lenses such as cultural, ethnic, historical, and scientific  
7 (Global and Cultural Awareness).
- 8 4. Demonstrate task management attributes associated with producing high quality products. For  
9 example: (a) Work positively and ethically; (b) Manage time and projects effectively; (c) Multi-task,  
10 and; (d) Clearly communicate with others (Collaboration and Teamwork, Self-Management).
- 11 5. Apply and communicate solutions by formulating an action plan for real-world problems  
12 (Communication and Teamwork).
- 13 6. Revisit, reflect on, and revise inquiry questions based on analysis of geographic data (Critical Thinking  
14 and Analysis).

#### 15 *Inquiry Questions:*

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

#### 21 *Nature and Skills of Geography:*

- 22 1. Geographic thinkers use geographic tools to develop spatial thinking and awareness skills.
- 23 2. Geographic thinkers use geographic tools to help to solve problems in daily life. For example: a car  
24 GPS is used to find a location, maps are used by tourists, and directions are found on the internet.
- 25 3. Geographic thinkers evaluate patterns that connect people in the Western Hemisphere to the rest of  
26 the world.
- 27 4. Geographic thinkers explore how technology is used to solve geographic problems.

#### 28 *Disciplinary, Information, and Media Literacy:*

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

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

2 **Prepared Graduates:**

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

5 **Grade Level Expectation:**

- 6 2. Evaluate how regional differences and perspectives in the Western Hemisphere impact human and  
7 environmental interactions.

8 GLE Code: SS.6.2.2

9 **Evidence Outcomes**

10 *Students Can:*

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

17 **Academic Context and Connections**

18 *Colorado Essential Skills:*

- 19 1. Look for and find value in studying different perspectives expressed by others (Adaptability and  
20 Flexibility).  
21 2. Plan and evaluate complex solutions to global challenges within the Western Hemisphere that are  
22 appropriate to their contexts using multiple disciplinary lenses such as cultural, ethnic, historical, and  
23 scientific (Global and Cultural Awareness).  
24 3. Apply knowledge to set goals, make informed decisions and transfer to new contexts (Creativity and  
25 Innovation).

26 *Inquiry Questions:*

- 27 1. What are different ways to define regions in the Western Hemisphere based on human and physical  
28 systems?  
29 2. What have been the positive and negative consequences of human interactions with the  
30 environment?  
31 3. How has globalization changed the ways societies in the Western Hemisphere interact with people,  
32 places, and their environment?

1 4. How did contact between Western and Eastern societies affect and change the environment?

2 *Nature and Skills of Geography:*

- 3 1. Geographic thinkers analyze data and construct geographic tools to examine places and regions and  
4 the connections among them.
- 5 2. Geographic thinkers analyze the relationship between human and physical systems. For example:  
6 conflict and cooperation over resource distribution and trade.
- 7 3. Geographic thinkers analyze data regarding physical and human systems to make informed choices,  
8 solve problems, and make predictions.

9 *Disciplinary, Information, and Media Literacy:*

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

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

18 **Prepared Graduates:**

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

21 **Grade Level Expectation:**

- 22 1. Investigate how different economic systems developed based on access to resources, societal values,  
23 and human experiences, in order to address the problem of scarcity.

24 GLE Code: SS.6.3.1

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Describe how current economic systems in the Western Hemisphere (such as traditional, command,  
28 market, and mixed) developed.
- 29 b. Use economic reasoning to explain how specialization of production in a country can result in more  
30 interdependence. For example: international trade patterns.
- 31 c. Explain how different societies view and use money and resources.
- 32 d. Describe the role of competition and supply and demand in the determination of prices and wages in a  
33 market economy.



1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Plan and evaluate complex solutions to global economic system challenges using multiple disciplinary  
4 lenses such as cultural, historical, and scientific (Civic Engagement, Global and Cultural Awareness).  
5 2. Look for and find value in different perspectives expressed by others (Adaptability and Flexibility).  
6 3. Make connections between information gathered and personal experiences to research economic  
7 questions (Critical Thinking and Analysis).

8 *Inquiry Questions:*

- 9 1. How do different economic systems address the distribution of scarce resources and the production of  
10 goods and services?  
11 2. How do consumers and societies address scarcity and opportunity cost?  
12 3. How do consumers and societies use trade networks to acquire resources?

13 *Nature and Skills of Economics:*

- 14 1. Economic thinkers study economic data in order to analyze economic problems.  
15 2. Economic thinkers use economic tools to recognize patterns of economic exchange to make informed  
16 decisions and solve economic problems. For example: specialization, trade, opportunity cost,  
17 interdependence, and supply and demand.  
18 3. Economic thinkers use disciplinary vocabulary such as Gross Domestic Product, per capita income, and  
19 the Human Development Index to discuss economic systems in the Western Hemisphere.

20 *Disciplinary, Information, and Media Literacy:*

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

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

27 **Prepared Graduates:**

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

30 **Grade Level Expectation:**

- 31 1. Examine civic participation within different governmental systems of the Western Hemisphere.

32 GLE Code: SS.6.4.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Examine changes and connections in ideas about citizenship in different times and places in the  
4 Western Hemisphere. For example: Indigenous Peoples are either denied citizenship or citizenship is  
5 not always desired; immigration and a nation’s quota preferences; and the changes in naturalization  
6 requirements change over time.
- 7 b. Explain how political ideas of significant people and groups interact, are interconnected, and influence  
8 nations and regions in the Western Hemisphere, both in the past and today.
- 9 c. Analyze political issues from national and global perspectives over time in North America, South  
10 America, and the Caribbean.
- 11 d. Identify historical examples illustrating how people from diverse backgrounds such as African  
12 American, Latino, Asian American, and Indigenous Peoples in the Western Hemisphere perceived,  
13 reacted to, and influenced national and international policies and issues.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. Examine how individuals in the Western Hemisphere interpret messages differently, and how values  
17 and points of view are included or excluded (Data Literacy).
- 18 2. Analyze how a specific problem can manifest itself at local, regional, and global levels, and how media  
19 can influence beliefs and behaviors (Media Literacy).
- 20 3. Plan and evaluate complex solutions to global challenges in the Western Hemisphere, using multiple  
21 disciplinary lenses such as cultural, ethnic, historical, and scientific (Interpersonal Communication,  
22 Global and Cultural Awareness).
- 23 4. Look for and find value in different perspectives expressed by others (Adaptability and Flexibility).
- 24 5. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and  
25 respect consensus in decision making (Interpersonal Communication, Collaboration and Teamwork).
- 26 6. Participate in social or community activities (Civic Engagement, Interpersonal Communication).

27 *Inquiry Questions:*

- 28 1. What does it mean to live in an interconnected world?
- 29 2. How can you be a productive member of the global community and a contributing citizen of the  
30 United States?
- 31 3. Why are there greater challenges and opportunities when multiple groups interact?
- 32 4. Why do national and global viewpoints sometimes differ?

33 *Nature and Skills of Civics:*

- 34 1. Civic-minded individuals discuss and analyze how various government decisions impact people, places,  
35 and history.

- 1 2. Civic-minded individuals analyze how the actions of individuals and groups can have a local, national,  
2 and international impact.
- 3 3. Civic-minded individuals analyze the relationship between rights and responsibility in national and  
4 global contexts.
- 5 4. Civic-minded individuals explain how nations are interconnected and affect each other. For example:  
6 businesses may be affected by the laws and regulations of a nation; markets may be impacted by  
7 drought, earthquakes, and other natural disasters throughout the world; and international trade  
8 restrictions, election interference, and pandemics also influence markets.
- 9 5. Civic-minded individuals demonstrate how technology provides daily information regarding the  
10 interaction between the United States government and other nations.
- 11 6. Civic-minded individuals apply the inquiry process, collaborative problem-solving, and design thinking  
12 to create actionable solutions to civic problems.
- 13 7. Civic-minded individuals investigate inquiry questions by drawing conclusions from and synthesizing  
14 relevant evidence from primary and secondary sources, statistical data, current events/media. For  
15 example: interviews, surveys, podcasts, news articles, social media, and databases.

16 *Disciplinary, Information, and Media Literacy:*

- 17 1. Describe how a text presents information. For example: text features, evidence, organization,  
18 persuasive techniques, word choice, tone.
- 19 2. Communicate and present information orally, in writing, and through the development of multimedia  
20 presentations, and other forms of technology in an effective manner.
- 21 3. Evaluate sources of information for context, bias, corroboration, propaganda, and differentiate facts  
22 from opinions, including using lateral reading and corroboration to verify factual information.
- 23 4. Evaluate the credibility, authority, relevance, and purpose of online and print sources.

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

25 **Prepared Graduates:**

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

28 **Grade Level Expectation:**

- 29 2. Explain how the development and features of systems of government in the Western Hemisphere  
30 relate to their citizens.

31 GLE Code: SS.6.4.2

32 **Evidence Outcomes**

33 *Students Can:*

- 1 a. Examine and explain the development of foundational principles of government systems in the  
2 Western Hemisphere.
- 3 b. Describe structures and functions of different systems of government in the Western Hemisphere.
- 4 c. Identify how different systems of government relate to their citizens in the Western Hemisphere and  
5 how systems of government create advantages for some of their citizens and disadvantages for  
6 others.
- 7 d. Compare the economic components of the different systems of government in the Western  
8 Hemisphere.
- 9 e. Explain the value each nation and/or culture places on economic prosperity, individual liberty, human  
10 rights, freedom of the press, freedom of religion, equal rights, and respect for neighbors.
- 11 f. Investigate the historical, social, and cultural influences of minorities on civil governments of the  
12 United States, and the rest of the Western Hemisphere.

### 13 **Academic Context and Connections**

#### 14 *Colorado Essential Skills:*

- 15 1. Examine how individuals interpret messages differently, how values and points of view are included or  
16 excluded, and how media can influence beliefs and behaviors (Media and Digital Literacy).
- 17 2. Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are  
18 appropriate to their contexts, using multiple disciplinary perspectives such as cultural, ethnic,  
19 historical, and scientific (Civic Engagement, Global and Cultural Awareness).
- 20 3. Look for and find value in different perspectives expressed by others in the Western Hemisphere  
21 (Adaptability and Flexibility).
- 22 4. Apply ethical perspectives/concepts to an ethical question/situation/scenario (Civic Engagement,  
23 Interpersonal Skills).

#### 24 *Inquiry Questions:*

- 25 1. What is the purpose of government?
- 26 2. What evidence can you find of effective and ineffective governments in the past and the present?
- 27 3. What would a government look like if you created it?
- 28 4. What are the consequences if a government does not provide for the common good?
- 29 5. How do government systems affect social structure and citizens' quality of life?
- 30 6. How do individuals and groups effectively influence government systems?

#### 31 *Nature and Skills of Civics:*

- 32 1. Civic-minded individuals discuss and evaluate how personal and national actions have global  
33 consequences.
- 34 2. Civic-minded individuals analyze current and historical examples of ways in which lives are enriched  
35 and challenged because of the interconnected nature of a global society.
- 36 3. Civic-minded individuals investigate how different forms of government affect daily life. For example:  
37 employees work in international corporations and tourists visit countries with different laws, rules,  
38 and regulations.

- 1 4. Civic-minded individuals apply knowledge of civic concepts to understanding the implications of
- 2 events around the world.
- 3 5. Civic-minded individuals use the inquiry process to ask, investigate, and answer civic questions related
- 4 to civic issues of the present and past.
- 5 6. Civic-minded individuals understand how people collaborate with others to design, revise, and
- 6 communicate solutions to civic problems affecting local, regional, and global communities, including
- 7 connections between local and global societies.

8 *Disciplinary, Information, and Media Literacy:*

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

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

19 **Prepared Graduates:**

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

21 **Grade Level Expectation:**

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

23 GLE Code: SS.6.5.1

24 **Evidence Outcomes**

25 *Students Can:*

- 26 a. Explain the roles of buyers and sellers in markets.
- 27 b. Explore how consumer spending decisions and demand impact market economies.
- 28 c. Analyze how external factors might influence spending decisions for different individuals.
- 29 d. Understand how basic budgeting, investing, saving, and personal behavior with money affects the
- 30 economic system as a consumer and/or producer.

31 **Academic Context and Connections**

1 *Colorado Essential Skills:*

- 2 1. Demonstrate an understanding of cause and effect related to personal financial decisions (Civic  
3 Engagement, Interpersonal Communication).
- 4 2. Identify and explain multiple perspectives (cultural and global) when exploring economic events,  
5 ideas, and issues within the Western Hemisphere (Civic Engagement, Global and Cultural Awareness).
- 6 3. Assess personal strengths and limitations with a well-grounded sense of confidence, optimism, and a  
7 growth mindset (Self Awareness).

8 *Inquiry Questions:*

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

16 *Nature and Skills of Personal Financial Literacy:*

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

26 *Disciplinary, Information, and Media Literacy:*

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

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

### 2 **Prepared Graduates:**

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

### 5 **Grade Level Expectation:**

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

8 GLE Code: SS.7.1.1

### 9 **Evidence Outcomes**

#### 10 *Students Can:*

- 11 a. Analyze primary and secondary sources to explain the interdependence and uniqueness among  
12 peoples in the Eastern Hemisphere, including their influence on modern society.  
13 b. Examine primary and secondary sources from multiple and diverse perspectives to identify point of  
14 view using art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs,  
15 diagrams, and written texts.

### 16 **Academic Context and Connections**

#### 17 *Colorado Essential Skills:*

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

#### 29 *Inquiry Questions:*

- 30 1. Why is continued research and inquiry about historical events beneficial?  
31 2. Why do historians often have different interpretations of the same historical events?  
32 3. How can analyzing historical events from multiple perspectives be beneficial to understanding past  
33 and current issues?

- 1 4. How does studying patterns of continuity and change help us understand people, places, events, and
- 2 issues today?
- 3 5. What can an artifact or primary source document reveal about the past?

#### 4 *Nature and Skills of History:*

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

#### 15 *Disciplinary, Information, and Media Literacy:*

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

## 21 **Seventh Grade, Standard 1. History**

### 22 **Prepared Graduates:**

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

### 25 **Grade Level Expectation:**

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

29 GLE Code: SS.7.1.2

### 30 **Evidence Outcomes**

#### 31 *Students Can:*

- 32 a. Identify and explain the historical context of key people, regions, events, and ideas, including the roots
- 33 of current issues. For example: the contributions of Mansa Musa, the roots of Abrahamic religions, **the**



- 1 significance of political revolutions, the implications of the Atlantic Slave Trade, the rise of European  
2 Nationalism, and the rise of Communism.
- 3 b. Investigate and evaluate the social, political, cultural, and technological development of regions in the  
4 Eastern Hemisphere. For example: the river valley civilizations, Hammurabi’s Code, Greek democracy,  
5 the Roman Republic, the Chinese inventions of gunpowder and the compass, and the printing press.
- 6 c. Describe the interactions, conflicts, and contributions of various peoples and cultures that have lived  
7 in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources  
8 between countries, the foundations of eastern world religions, the historical roots of current issues,  
9 the Chinese Cultural Revolution, including acts of violence towards groups of people, and the  
10 discriminatory policies and events preceding those acts.
- 11 d. Explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during  
12 significant eras or events, including their influence on modern society. For example: African Empires,  
13 the Silk Road and cultural diffusion, and the colonization of Africa, India, and Australia.

#### 14 **Academic Context and Connections**

##### 15 *Colorado Essential Skills:*

- 16 1. Use a focus statement and questioning protocols to generate, evaluate, improve, and select high  
17 quality historical inquiry questions (Data Literacy).
- 18 2. Plan and evaluate complex solutions to global challenges within the Eastern Hemisphere using  
19 multiple disciplinary perspectives such as cultural, ethnic, historical, and scientific (Civic Engagement).
- 20 3. Examine different historical perspectives expressed in primary and secondary sources (Adaptability  
21 and Flexibility).

##### 22 *Inquiry Questions:*

- 23 1. How and why have civilizations experienced continuity and change over time?
- 24 2. To what extent does isolation or interaction influence patterns of continuity and change?
- 25 3. What factors influenced the development of civilizations and nations in the Eastern Hemisphere?

##### 26 *Nature and Skills of History:*

- 27 1. Historical thinkers analyze patterns and themes throughout time to understand current events.
- 28 2. Historical thinkers construct history from facts and real-life events, while also seeking to understand  
29 multiple and diverse perspectives and influences on those events.
- 30 3. Historical thinkers consider multiple perspectives to interpret history and outcomes.
- 31 4. Historical thinkers use chronology to organize time.
- 32 5. Historical thinkers examine and evaluate data for context, purpose, perspective, bias, and  
33 corroboration.

##### 34 *Disciplinary, Information, and Media Literacy:*

- 35 1. Utilizing textual evidence, analyze the development and changes of people, events, and ideas.

- 1 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally)
- 2 and explain how it contributes to a topic, text, or issue under study.

### 3 **Seventh Grade, Standard 2. Geography**

#### 4 **Prepared Graduates:**

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

#### 7 **Grade Level Expectation:**

- 8 1. Use geographic tools and sources to research and make geographic inferences and predictions about
- 9 the Eastern Hemisphere.

10 GLE Code: SS.7.2.1

#### 11 **Evidence Outcomes**

##### 12 *Students Can:*

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

#### 23 **Academic Context and Connections**

##### 24 *Colorado Essential Skills:*

- 25 1. Test hypotheses/prototype with planned process for getting feedback (Critical Thinking and Analysis).
- 26 2. Evaluate information using spatial technologies (Data Literacy, Digital Literacy).
- 27 3. Look for and find value in studying different perspectives expressed by others (Adaptability and
- 28 Flexibility).
- 29 4. Plan and evaluate complex solutions to global challenges within the Eastern Hemisphere that are
- 30 appropriate to their contexts using multiple disciplinary lenses such as cultural, ethnic, historical, and
- 31 scientific (Civic Engagement, Global and Cultural Awareness).

##### 32 *Inquiry Questions:*

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

5 *Nature and Skills of Geography:*

- 6 1. Geographic thinkers construct geographic representations to represent and explain spatial patterns of  
7 cultural and environmental characteristics.
- 8 2. Geographic thinkers analyze the relationship between human and environmental patterns.
- 9 3. Geographic thinkers analyze data regarding physical and human systems to make informed choices,  
10 solve problems, and make predictions.

11 *Disciplinary, Information, and Media Literacy:*

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

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

22 **Prepared Graduates:**

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

25 **Grade Level Expectation:**

- 26 2. Evaluate regional differences and perspectives in the Eastern Hemisphere and how they impact  
27 human and environmental interactions.

28 GLE Code: SS.7.2.2

29 **Evidence Outcomes**

30 *Students Can:*

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

## 7 **Academic Context and Connections**

### 8 *Colorado Essential Skills:*

- 9 1. Look for and find value in perspectives expressed by others (Adaptability and Flexibility).
- 10 2. Plan for and evaluate complex solutions to global challenges using multiple disciplinary lenses such as  
11 cultural, ethnic, historical, and scientific (Civic Engagement, Global and Cultural Awareness).

### 12 *Inquiry Questions:*

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

### 21 *Nature and Skills of Geography:*

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

### 26 *Disciplinary, Information, and Media Literacy:*

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

## 32 **Seventh Grade, Standard 3. Economics**

### 33 **Prepared Graduates:**

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

3 **Grade Level Expectation:**

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

6 GLE Code: SS.7.3.1

7 **Evidence Outcomes**

8 *Students Can:*

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

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Take action from failure, connect learning across domains, and recognize new  
18 opportunities (Perseverance and Resilience).  
19 2. Plan and evaluate complex solutions to global economic system challenges using multiple disciplinary  
20 lenses, such as cultural, historical, and scientific (Civic Engagement, Global and Cultural Awareness).  
21 3. Look for and find value in different economic perspectives (Adaptability and Flexibility).  
22 4. Make connections between information gathered and personal experiences to research economic  
23 questions (Critical Thinking and Analysis, Collaboration and Teamwork).

24 *Inquiry Questions:*

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

32 *Nature and Skills of Economics:*

- 33 1. Economic thinkers study the relationship between local consumers and global producers.  
34 2. Economic thinkers investigate and inform government actions to reduce or solve social issues.

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

#### 12 *Disciplinary, Information, and Media Literacy:*

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

### 18 **Seventh Grade, Standard 4. Civics**

#### 19 **Prepared Graduates:**

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

#### 22 **Grade Level Expectation:**

- 23 1. Investigate similarities and differences of civic participation within different governmental systems of  
24 the Eastern Hemisphere.

25 GLE Code: SS.7.4.1

#### 26 **Evidence Outcomes**

#### 27 *Students Can:*

- 28 a. Describe civic virtues and principles that guide governments and societies. For example: citizenship,  
29 civic participation, and rule of law.
- 30 b. Analyze the opportunities and limitations of civic participation in societies in the Eastern Hemisphere.
- 31 c. Give examples illustrating the interactions between nations and their citizens. For example: South  
32 Africa's system of Apartheid, human rights violations, genocide, Shari'ah law, government sanctioned  
33 economic policies, and socialized healthcare and education.

- 1 d. Identify international and regional public problems, research ways in which governments
- 2 address those problems, and make connections to how the United States government addresses
- 3 issues to protect the public good.
- 4 e. Compare and contrast examples of governmental implementation of civic virtues or principles.

## 5 **Academic Context and Connections**

### 6 *Colorado Essential Skills:*

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

### 18 *Inquiry Questions:*

- 19 1. How do international laws, alliances, and organizations help facilitate solutions to global problems, for
- 20 example, encouraging ethical governmental practices?
- 21 2. How do the actions of a nation influence other nations and international organizations?
- 22 3. How can laws, governments, peacekeeping organizations, and citizens work to recognize the stages
- 23 of genocide in order to identify instances of genocide, so that it may be prevented and eliminated in
- 24 the future?
- 25 4. How do citizens perceive, react to, and shape government policies and civic virtues and principles?

### 26 *Nature and Skills of Civics:*

- 27 1. Civic-minded individuals develop criteria to apply standards of ethics and quality in evaluating the
- 28 effectiveness of government.
- 29 2. Civic-minded individuals apply understanding of the connections and complexities of interactions
- 30 among nations to analyze civic issues.
- 31 3. Civic-minded individuals collaborate with others to design, revise, and communicate solutions to civic
- 32 problems affecting local, regional, and global communities, including connections between local and
- 33 global societies.
- 34 4. Civic-minded individuals discuss and analyze how various government decisions impact people, places,
- 35 and history.
- 36 5. Civic-minded individuals analyze how the actions of individuals and groups can have a local, national,
- 37 and international impact.

1 *Disciplinary, Information, and Media Literacy:*

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

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

15 **Prepared Graduates:**

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

18 **Grade Level Expectation:**

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

21 GLE Code: SS.7.4.2

22 **Evidence Outcomes**

23 *Students Can:*

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

34 **Academic Context and Connections**



1 *Colorado Essential Skills:*

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

14 *Inquiry Questions:*

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

22 *Nature and Skills of Civics:*

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

37 *Disciplinary, Information, and Media Literacy:*

- 38 1. Use technology for problem solving, self-directed learning, and extended learning activities.

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

## 8 **Seventh Grade, Standard 5. Personal Financial Literacy**

### 9 **Prepared Graduates:**

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

### 11 **Grade Level Expectation:**

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

13 GLE Code: SS.7.5.1

### 14 **Evidence Outcomes**

#### 15 *Students Can:*

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

### 20 **Academic Context and Connections**

#### 21 *Colorado Essential Skills:*

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

#### 26 *Inquiry Questions:*

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

#### 28 *Nature and Skills of Economics:*

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

13 *Disciplinary, Information, and Media Literacy:*

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

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

### 2 **Prepared Graduates:**

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

### 5 **Grade Level Expectation:**

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

9 GLE Code: SS.8.1.1

### 10 **Evidence Outcomes**

#### 11 *Students Can:*

- 12 a. Use and interpret documents and other relevant primary and secondary sources pertaining to United  
13 States history from multiple diverse perspectives.
- 14 b. Analyze evidence from multiple sources including those with conflicting accounts about specific events  
15 in both Colorado and United States history.
- 16 c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical  
17 inquiry.
- 18 d. Construct a written historical argument supported by relevant evidence and logical reasoning  
19 demonstrating the use or understanding of primary and secondary sources.
- 20 e. Synthesize data from multiple sources in order to connect those sources to the traditional historical  
21 narrative.

### 22 **Academic Context and Connections**

#### 23 *Colorado Essential Skills:*

- 24 1. Interpret information and draw conclusions based on deep analysis of primary and secondary sources  
25 (Critical Thinking and Analysis).
- 26 2. Synthesize ideas in insightful ways by examining multiple perspectives from the American Revolution  
27 through Reconstruction (Creativity and Innovation).
- 28 3. Make predictions and design data/information collection to analyze conflicting perspectives (Data  
29 Literacy).
- 30 4. Look for and find value in perspectives expressed by others (Adaptability and Flexibility).

#### 31 *Inquiry Questions:*

- 32 1. What ideas inspired the writing of America's founding documents?

- 1 2. How have America’s founding documents impacted Americans?
- 2 3. Why do historians sometimes come to different conclusions about the same historical events?
- 3 4. Should and can historians be completely impartial when writing about history?
- 4 5. To what degree is there consistency among historical narratives written by historians about early U.S.
- 5 history?

6 *Nature and Skills of History:*

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

26 *Disciplinary, Information, and Media Literacy:*

- 27 1. Seek information from varied sources and perspectives to develop informed opinions and creative
- 28 solutions.
- 29 2. Evaluate the reliability, accuracy, relevance, and bias of online and print sources.
- 30 3. Ask, investigate, and answer historical questions through the interpretation of primary sources.
- 31 4. Use criteria to evaluate the quality of claims or evidence in a source.
- 32 5. Develop a clear sense of historical time, past, present, and future in order to identify the sequence in
- 33 which events occurred.
- 34 6. Conduct research by locating, gathering, and organizing information to present orally and in writing by
- 35 using appropriate technology resources to support learning.

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

37 **Prepared Graduates:**

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

3 **Grade Level Expectation:**

- 4 2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from  
5 the origins of the American Revolution through Reconstruction.

6 GLE Code: SS.8.1.2

7 **Evidence Outcomes**

8 *Students Can:*

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

28 **Academic Context and Connections**

29 *Colorado Essential Skills:*

- 30 1. Interpret information and draw conclusions based on multiple perspectives (Critical Thinking and  
31 Analysis).
- 32 2. Synthesize ideas in insightful ways about historical eras, individuals, groups, ideas, and themes  
33 (Creativity and Innovation).
- 34 3. Make predictions and design data/information collection and analysis strategies to recognize  
35 continuity and change through time (Critical Thinking and Analysis, Data Literacy).
- 36 4. Look for and find value in perspectives expressed by others (Adaptability and Flexibility).

1 *Inquiry Questions:*

- 2 1. How have the basic values and principles of American democracy changed over time and in what ways  
3 have they been preserved?
- 4 2. How was North American colonial settlement perceived by Indigenous Peoples, and how did this  
5 impact their culture and survival throughout the continent?
- 6 3. What role did economics play in the establishment and perpetuation of the enslavement of peoples  
7 from the 17th century onward?
- 8 4. How did the application of the rights found in the Declaration of Independence change over time?
- 9 5. To what extent are the ideas of the American Revolution and the United States Constitution still  
10 affecting the world today?
- 11 6. How did America define itself as a “new” nation in the early 19th century?
- 12 7. How did different groups of people participate in, respond to, and resist Westward Expansion?
- 13 8. How did Americans redefine the right to vote during the 19th century?
- 14 9. What role did various and diverse social groups such as women, African Americans, and Indigenous  
15 Peoples play in the Civil War?
- 16 10. To what extent did the 13th Amendment truly end slavery?
- 17 11. How have primary documents from multiple diverse perspectives influenced people, events, and ideas  
18 in U.S. History?

19 *Nature and Skills of History:*

- 20 1. Historical thinkers understand that slavery was instituted into what now is the United States of  
21 America under the laws of the English Monarch and the United States was the only nation to fight a  
22 war to eliminate slavery.
- 23 2. Historical thinkers create, investigate, and refine historical questions, and interpret history using  
24 primary and secondary sources representing multiple perspectives.
- 25 3. Historical thinkers analyze modern and historical maps and other geographic tools, to explain how  
26 historical events are shaped by geography.
- 27 4. Historical thinkers use technology to produce and present primary and secondary sources clearly and  
28 efficiently.
- 29 5. Historical thinkers use the context and content from the past to make connections to the present  
30 locally, nationally, and globally.
- 31 6. Historical thinkers use the historical method of inquiry to interpret and refine history. For example:  
32 historians and communities preserve historical documents, artifacts, oral histories, and buildings.
- 33 7. Historical thinkers use primary and secondary sources to create a claim that logically interprets  
34 historical events and provide relevant and specific evidence and reasoning to defend their claim.
- 35 8. Historical thinkers apply analysis techniques to deepen understanding of primary and secondary  
36 sources. For example: sourcing, contextualization, corroboration, and close reading.

37 *Disciplinary, Information, and Media Literacy:*

- 38 1. Seek information from varied sources and perspectives to develop informed opinions and creative  
39 solutions.
- 40 2. Answer a historical question through the interpretation of primary and secondary sources.

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

## 5 **Eighth Grade, Standard 2. Geography**

### 6 **Prepared Graduates:**

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

### 9 **Grade Level Expectation:**

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

12 GLE Code: SS.8.2.1

### 13 **Evidence Outcomes**

#### 14 *Students Can:*

- 15 a. Interpret primary and secondary geographic sources to analyze a historic issue. For example: using  
16 both historical and contemporary maps to understand the changes in American boundaries.
- 17 b. Identify the spatial distribution of cultural groups and human migration patterns.
- 18 c. Recognize patterns of land acquisition and apply to events of the past.
- 19 d. Compare the relationship between human settlement and the environment to recognize important  
20 regional connections to early U.S. historical events.
- 21 e. Calculate and analyze population trends in relation to historical phenomena.

### 22 **Academic Context and Connections**

#### 23 *Colorado Essential Skills:*

- 24 1. Interpret information and draw conclusions using demographic information based on the best analysis  
25 to understand patterns of change in human and physical systems (Critical Thinking and Analysis).
- 26 2. Synthesize ideas in insightful or innovative ways to demonstrate understanding of demographic  
27 patterns of movement and their impact upon the physical systems of the United States (Creativity and  
28 Innovation).
- 29 3. Organize geographic information using technologies to develop greater understanding of a historical  
30 event or action (Data and Media Literacy).
- 31 4. As a geographer, demonstrate ways to adapt and reach workable solutions when considering the use  
32 of limited resources and their impact upon political and historical events (Adaptability and Flexibility).



1 *Inquiry Questions:*

- 2 1. How have human settlement and migration patterns influenced and changed cultural characteristics  
3 and environmental systems?  
4 2. How can geographic tools help explore patterns of continuity and change in human and physical  
5 systems?  
6 3. How is human activity limited by the environment?  
7 4. How have humans adapted to and changed the physical environment?

8 *Nature and Skills of Geography:*

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

17 *Disciplinary, Information, and Media Literacy:*

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

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

24 **Prepared Graduates:**

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

27 **Grade Level Expectation:**

- 28 2. Recognize the impact of the competition for control of land and resources in early American History.

29 GLE Code: SS.8.2.2

30 **Evidence Outcomes**

31 *Students Can:*

- 1 a. Analyze the push and pull factors that shaped immigration to and migration within the early United  
2 States. For example: economic opportunities, religious refuge, and forced migration.
- 3 b. Analyze patterns of conflict and cooperation that resulted from human migration and the economic,  
4 political, ethnic, cultural, and social implications of those interactions.
- 5 c. Compare how differing geographic perspectives apply to a historic issue.
- 6 d. Interpret geographic and environmental data to understand how competition over land and resources  
7 shaped the development of the early United States. For example: establishing the Mason/Dixon line,  
8 development of railroads, the Louisiana Purchase, and the Treaty of Guadalupe Hidalgo.

## 9 **Academic Context and Connections**

### 10 *Colorado Essential Skills:*

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

### 21 *Inquiry Questions:*

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

### 28 *Nature and Skills of Geography:*

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

### 33 *Disciplinary, Information, and Media Literacy:*

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

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

### 3 **Eighth Grade, Standard 3. Economics**

#### 4 **Prepared Graduates:**

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

#### 7 **Grade Level Expectation:**

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

10 GLE Code: SS.8.3.1

#### 11 **Evidence Outcomes**

##### 12 *Students Can:*

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

#### 19 **Academic Context and Connections**

##### 20 *Colorado Essential Skills:*

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

##### 29 *Inquiry Questions:*

- 30 1. How do societies benefit from trade and exchange?
- 31 2. Why is it important for nations to control trade and exchange?

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

9 *Nature and Skills of Economics:*

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

21 *Disciplinary, Information, and Media Literacy:*

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

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

28 **Prepared Graduates:**

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

31 **Grade Level Expectation:**

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

34 GLE Code: SS.8.4.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Describe major political and/or social changes that affected the definition of citizenship, expanded or
- 4 restricted the rights of citizens, and how those changes impacted women, Indigenous Peoples, African
- 5 Americans, Latinos, Asian Americans, and people living in annexed territories.
- 6 b. Analyze the relationship between the debate about citizenship and national identity in early U.S
- 7 History, and how those ideas shaped political institutions and society.
- 8 c. Compare how the leadership of various individuals has influenced the United States government and
- 9 politics.
- 10 d. Evaluate the results of various strategies used to enact political change over time.
- 11 e. Analyze primary sources supporting democratic freedoms and the founding of our government and
- 12 explain how they provide for both continuity and change. Including but not limited to: the Declaration
- 13 of Independence, the Constitution, Bill of Rights, and the Declaration of Sentiments.
- 14 f. Examine ways members of society may effectively and civilly voice opinions, monitor government, and
- 15 bring about change on a local, state, and national level, and which could have global implications.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. Make connections as citizens between information gathered and personal experiences to apply and/or
- 19 test solutions to analyze citizenship and examine the individual role in government (Civic
- 20 Engagement).
- 21 2. Apply knowledge as citizens to set goals, make informed decisions and transfer to new contexts about
- 22 the roles and responsibilities of individual citizens (Civic Engagement).

23 *Inquiry Questions:*

- 24 1. How have citizens and groups influenced change?
- 25 2. What are the roles and responsibilities for citizens?
- 26 3. What are the various ways that the government may respond to civic voice and participation?
- 27 4. How has civic participation impacted the development of government and civil rights in America?
- 28 5. What is more effective, diplomacy or debate?
- 29 6. How have political parties formed and changed over time?
- 30 7. How have Americans fought to preserve their rights, outlined in the Bill of Rights, and when the
- 31 government violated those rights?

32 *Nature and Skills of Civics:*

- 33 1. Civic-minded individuals distinguish the powers and responsibilities of citizens, political parties,
- 34 interest groups, and the media in a variety of government and non-governmental contexts.
- 35 2. Civic-minded individuals explain specific roles played by citizens. For example: Voters, jurors,
- 36 taxpayers, members of the armed forces, petitioners, protesters, and office-holders.

- 1 3. Civic-minded individuals examine the origins, purposes, and impact of constitutions, laws, treaties,  
2 and international agreements.
- 3 4. Civic-minded individuals explain the powers and limits of the three branches of government, public  
4 officials, and bureaucracies at different levels in the United States and in other countries.

5 *Disciplinary, Information, and Media Literacy:*

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

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

15 **Prepared Graduates:**

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

18 **Grade Level Expectation:**

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

20 GLE Code: SS.8.4.2

21 **Evidence Outcomes**

22 *Students Can:*

- 23 a. Evaluate the strengths of rule of law.
- 24 b. Explain the role and importance of the Constitution and the strength of amendments made during this  
25 time period. Including but not limited to: the Bill of Rights, and the 13th, 14th, and 15th Amendments.
- 26 c. Apply knowledge about the three branches of government and how they interact with one another to  
27 historical and contemporary problems.
- 28 d. Evaluate the historical significance of the Declaration of Independence.
- 29 e. Discuss the tensions between individual rights and liberties with state, tribal, and national laws.
- 30 f. Explain how the state and federal courts' power of judicial review is reflected in the United States'  
31 form of constitutional government. For example: Marbury v. Madison.
- 32 g. Use a variety of resources, including Supreme Court decisions, to identify and evaluate issues that  
33 involve civic responsibility, individual rights, and the common good.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Make connections as citizens between information gathered and personal experiences to apply and/or  
4 test solutions to analyze the structures and functions of government (Critical Thinking and Analysis).  
5 2. Connect knowledge as citizens from personal ideas/understandings to civic engagement about the  
6 origins, structures, and functions of governments (Civic Engagement).

7 *Inquiry Questions:*

- 8 1. What is the “common good?”  
9 2. What are key court cases and historical events in the development of the United States?  
10 3. How have landmark Supreme Court cases impacted society?  
11 4. How does civil discourse contribute to the resolution of conflicts ?  
12 5. How has the United States balanced individual rights and law?  
13 6. How does discussion and consensus building contribute to the development of a decision?  
14 7. How does the U.S. Constitution provide for the rule of law, separation of power, and popular  
15 sovereignty?  
16 8. Who is included and who is excluded in the clause, “All men are created equal,” which is written in the  
17 Declaration of Independence?” How true was this clause at the time it was written?

18 *Nature and Skills of Civics:*

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

25 *Disciplinary, Information, and Media Literacy:*

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

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

31 **Prepared Graduates:**

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

1 **Grade Level Expectation:**

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

4 GLE Code: SS.8.5.1

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Calculate how the value of money has changed over time impacting earning, spending, borrowing, and  
8 investing. For example: inflation and recession.
- 9 b. Explain factors that have impacted borrowing and investing over time. For example: currency stability,  
10 stocks, and banking practices.
- 11 c. Analyze the changes in the development of human capital over time. For example: gaining knowledge  
12 and skill through education, apprenticeship, entrepreneurship, and work experience.
- 13 d. Analyze the impact of taxes on the people of the United States over time.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. Investigate to form hypotheses, make observations, and draw conclusions (Critical Thinking and  
17 Analysis).
- 18 2. Interpret information and draw conclusions based on the best analysis (Critical Thinking and Analysis).

19 *Inquiry Questions:*

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

24 *Nature and Skills of Personal Financial Literacy:*

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

31 *Disciplinary, Information, and Media Literacy:*



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

## 1 High School, Standard 1. History

### 2 Prepared Graduates:

- 3 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed,  
4 and interpreted.

### 5 Grade Level Expectation:

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

9 GLE Code: SS.HS.1.1

### 10 Evidence Outcomes

#### 11 *Students Can:*

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

### 21 Academic Context and Connections

#### 22 *Colorado Essential Skills:*

- 23 1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a  
24 variety of forms and contexts, including multilingual (Interpersonal Communication).
- 25 2. Interpret, analyze, and draw conclusions using a wide range of historical sources (Critical Thinking and  
26 Analysis).
- 27 3. Synthesize ideas in original and innovative ways (Creativity and Innovation).

#### 28 *Inquiry Questions:*

- 29 1. How does the point of view of a historian affect how history is interpreted?
- 30 2. Do historians come to agreement on the historical significance of events? If so, how?
- 31 3. How does studying a variety of perspectives allow us to construct a more complete record of the past?
- 32 4. Why are historical questions important?

- 1 5. How do historical thinkers use primary and secondary sources to formulate historical arguments?
- 2 6. How might historical inquiry be used to better understand and make decisions about contemporary
- 3 issues?

#### 4 *Nature and Skills of History:*

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

#### 18 *Disciplinary, Information, and Media Literacy:*

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

# 1 High School, Standard 1. History

## 2 Prepared Graduates:

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

## 5 Grade Level Expectation:

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

8 GLE Code: SS.HS.1.2

## 9 Evidence Outcomes

### 10 *Students Can:*

- 11 a. Analyze continuity and change over the course of United States history. Including but not limited to:  
12 The expansion and limitations of rights, the balance between liberty and security, shifts in  
13 internationalist and isolationist policies, debates over the role of government, and the impacts of  
14 expansionist policies.
- 15 b. Investigate causes and effects of significant events throughout United States history. For example:  
16 world and national conflicts (e.g., Spanish American War, the continued conflict over Indigenous lands,  
17 and the Tulsa Massacre), urbanization and suburbanization (e.g., Great Migration and Levittown),  
18 economic cycles (e.g., The Great Depression and the 2008 Great Recession), and both popular and  
19 counterculture movements.
- 20 c. Analyze the complexity of events throughout United States history. For example: the Civil Rights  
21 Movement (e.g., Double V Campaign, the Voting Rights Act of 1965, and the Stonewall Riots);  
22 migration, immigration, and displacement (e.g., immigration and citizenship legislation, Japanese  
23 American incarceration, and debates over tribal sovereignty); landmark court cases (e.g., *Keyes v.*  
24 *School District #1 Denver*, *Brown v. Board of Education*, and *Obergefell v. Hodges*), and the war on  
25 terror (e.g., 9/11, Afghanistan and Iraq wars, Middle Eastern discrimination, and the evolution of U.S.  
26 counterterrorism efforts).
- 27 d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: the  
28 systemic impact of racism and nativism (e.g., Jim Crow, affirmative action, and mass incarceration),  
29 the definition and role of patriotism, expansion and limitations of rights, and the role of religion.
- 30 e. Investigate the historical development and impact of major scientific and technological innovations in  
31 the Industrial Age, the Space Age, and the Digital Age. For example: scientific innovations by diverse  
32 individuals, creation of mass production/assembly line process, creation of the atomic bomb, NASA,  
33 and the introduction of mass media and the Internet.
- 34 f. Evaluate the historical development and impact of political thought, theory, and actions. For example:  
35 shifts in the platforms of political parties, expansion and limitations of suffrage, and the impact of  
36 various reform and socio-cultural movements.
- 37 g. Analyze how opposing perspectives, compromise, and cooperation have shaped national unity and  
38 diversity. For example: the rights and contributions of diverse groups and individuals, including African

- 1 Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ individuals, women, immigrants,  
2 individuals with disabilities, and ethnic and religious minorities, and the role of organizations and  
3 government in advancing these rights (e.g., NAACP, American Indian Movement, and United Farm  
4 Workers).
- 5 h. Analyze and evaluate ideas critical to the understanding of American history. Including but not limited  
6 to: populism, progressivism, isolationism, imperialism, capitalism, racism, extremism, nationalism,  
7 patriotism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.
- 8 i. Describe and analyze the historical development and impact of the arts and literature on the culture  
9 of the United States. Including but not limited to: the writings of the Muckrakers, political cartoons,  
10 Americana, the Harlem Renaissance, the Lost Generation, Jazz, Rock and Roll, protest songs and  
11 American literature.
- 12 j. Examine and evaluate how the United States was involved in and responded to international events  
13 over the course of history. Including but not limited to: the World Wars, the Holocaust, the  
14 Nuremberg trials, Cold War policies, Berlin Airlift, Korean War, Vietnam War, and the genocides in  
15 Bosnia and Darfur.

## 16 **Academic Context and Connections**

### 17 *Colorado Essential Skills:*

- 18 1. Make predictions and design data/information collection and analysis strategies to test historical  
19 hypotheses (Critical Thinking and Analysis; Data Literacy).
- 20 2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to  
21 address complex national problems using interdisciplinary perspectives independently or with others  
22 (Global and Cultural Awareness; Creativity and Innovation).

### 23 *Inquiry Questions:*

- 24 1. How does society decide what is important in United States history?
- 25 2. What ideas have united and divided the American people over time?
- 26 3. How does the consideration of multiple perspectives enable us to better understand change over  
27 time?
- 28 4. How have efforts to expand rights overcome barriers over the course of United States history?
- 29 5. Why is it important to understand the positive contributions made by the United States of America in  
30 advancing human freedom and prosperity?
- 31 6. How has the United States' response to human rights abuses at home and abroad  
32 differed over time?
- 33 7. Why is it important to understand the contribution of the United States to the defeat of  
34 fascism and totalitarianism in World War II and the contribution made to the rebuilding  
35 of Europe through the Marshall Plan?
- 36 8. Why is it important to understand the contribution of the United States of America to  
37 the defense of democratic governments during the Cold War?

### 38 *Nature and Skills of History:*

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

19 *Disciplinary, Information, and Media Literacy:*

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

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

36 **Prepared Graduates:**

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

39 **Grade Level Expectation:**

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

3 GLE Code: SS.HS.1.3

#### 4 **Evidence Outcomes**

##### 5 *Students Can:*

- 6 a. Evaluate continuity and change of historical events from the Renaissance to the present. For example:  
7 trends and turning points within social and political movements related to nationality, ethnicity, and  
8 gender; the economic, political, and social impact of revolutions, the World Wars, and the Cold War;  
9 the changes brought about by independence movements, decolonization, and globalization.
- 10 b. Investigate causes and effects of significant events from the Renaissance to the present. Including but  
11 not limited to: the Renaissance, the Protestant Reformation, the Industrial Revolution, the French,  
12 Russian, Chinese, and Latin American Revolutions, the World Wars, and the Arab Spring movement.
- 13 c. Analyze the complexity of events from the Renaissance to the present. For example: religious rifts  
14 (e.g., the Protestant Reformation, the Shiite/Sunni split in Islam), industrialization, imperialism (e.g.,  
15 spheres of influence and colonialism), independence movements in Africa, the Americas, and Asia;  
16 globalization, the rise of nationalism, and domestic and international terrorism.
- 17 d. Examine and evaluate issues of unity and diversity in world history from the Renaissance to the  
18 present. For example: migration and immigration (e.g., rapid global population growth), colonialism  
19 and the resulting changes in political geography, anti-colonial and nationalist movements, imperialism,  
20 world conferences and international agreements (e.g., Berlin Conference, United Nations, and  
21 Bandung Conference), and human rights issues.
- 22 e. Evaluate the historical development and impact of philosophical and political movements and belief  
23 systems. Including but not limited to: the Enlightenment, humanism, communism, socialism, and the  
24 development and expansion of Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism, and Taoism.
- 25 f. Investigate the historical development and impact of major scientific and technological innovations.  
26 For example: the Industrial Age (e.g., the British factory system), the Space Age (e.g., Sputnik), and  
27 scientific advancements such as the printing press, vaccinations, nuclear power, and the Internet.
- 28 g. Describe and analyze the historical development and impact of the arts and literature on the cultures  
29 of the world. For example: the Renaissance, Modernism, and the use of art and literature as a form of  
30 both social progress and resistance.
- 31 h. Examine and evaluate the historical context, consequences, and global responses to international  
32 atrocities throughout history. Including, but not limited to: 20th and 21st century genocides such as  
33 Armenia, the Holocaust, Ukraine (Holodomor), Cambodia, Rwanda, Bosnia, Darfur, and the modern  
34 genocide of the Uyghurs; and other acts of mass violence such as the political, economic, and social  
35 policies of Joseph Stalin and Mao Zedong's Cultural Revolution and resulting Great Famine.

#### 36 **Academic Context and Connections**

##### 37 *Colorado Essential Skills:*

- 38 1. Make predictions and design data/information collection and analysis strategies to test historical  
39 hypotheses (Critical Thinking and Analysis, Data Literacy).

- 1 2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to
- 2 address complex global problems using interdisciplinary perspectives independently or with others
- 3 (Global and Cultural Awareness, Creativity and Innovation).

4 *Inquiry Questions:*

- 5 1. How have different cultures influenced world history?
- 6 2. How do historians work from/with cultural assumptions to decide what is important in world history?
- 7 3. What ideas transcend cultural, political, economic, and social differences in world history?
- 8 4. How does cultural, political, economic, and social diversity affect perceptions of change over time?
- 9 5. How are human rights violated and prosecuted in a world of different nations and cultures?
- 10 6. What role has censorship, propaganda, and media control played in modern genocides and other acts
- 11 of mass violence?
- 12 7. How did various Indigenous Peoples respond to and experience colonization?

13 *Nature and Skills of History:*

- 14 1. Historical thinkers understand that the ability to negotiate the complex relationships among change,
- 15 diversity, and unity throughout world history is an essential attribute for success in a more
- 16 interconnected world.
- 17 2. Historical thinkers understand that the ability to analyze the significance of interactions among eras,
- 18 ideas, individuals, and groups is an essential skill in an increasingly globalizing world.
- 19 3. Historical thinkers analyze historical, contemporary, and emerging means of changing societies,
- 20 promoting the common good, and protecting rights.
- 21 4. Historical thinkers analyze how historical events and spatial diffusion of ideas, technology, and cultural
- 22 practices have influenced migration patterns and the distribution of human population.

23 *Disciplinary, Information, and Media Literacy:*

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



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

2 **Prepared Graduates:**

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

5 **Grade Level Expectation:**

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

8 GLE Code: SS.HS.2.1

9 **Evidence Outcomes**

10 *Students Can:*

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

18 **Academic Context and Connections**

19 *Colorado Essential Skills:*

- 20 1. Interpret geographic information and draw conclusions based on geo-spatial reasonings (Critical  
21 Thinking).
- 22 2. Apply results of analysis to make a tangible and useful contribution to diverse communities (Civic  
23 Engagement).

24 *Inquiry Questions:*

- 25 1. What is the significance of spatial orientation, place, and location?
- 26 2. How have the tools of a geographer changed over time?
- 27 3. What can various types of data tell us about a place?
- 28 4. How can geographers support an argument with evidence?
- 29 5. Why is the concept of “where” important in the study of geography?

30 *Nature and Skills of Geography:*

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

8 *Disciplinary, Information, and Media Literacy:*

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

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

19 **Prepared Graduates:**

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

22 **Grade Level Expectation:**

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

25 GLE Code: SS.HS.2.2

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by  
29 the physical environment.
- 30 b. Analyze, interpret, and predict the influences of migration and the distribution of human populations  
31 based on reciprocal patterns. For example: historical events, the spatial diffusion of ideas,  
32 technologies, and cultural practices.
- 33 c. Examine patterns of distribution and arrangements of settlements and the processes of the diffusion  
34 of human activities. For example: urban/rural, regional, and transportation patterns.

- 1 d. Explain how altering the environment has brought prosperity to some places and created  
2 environmental dilemmas for others.
- 3 e. Research and interpret multiple viewpoints on issues that shape policies and programs for resource  
4 use and sustainability. For example: immigration, resource distribution, and the UN Sustainable  
5 Development Goals.
- 6 f. Evaluate the influence of long-term climate variability on human migration and settlement patterns,  
7 resource use, and land uses at local-to-global scales.

## 8 **Academic Context and Connections**

### 9 *Colorado Essential Skills:*

- 10 1. Apply geographic knowledge and skills to implement sophisticated, appropriate, and workable ideas  
11 to address complex geographic interactions among multiple diverse groups using interdisciplinary  
12 perspectives independently or with others (Global and Cultural Awareness).
- 13 2. Interpret geographic variables and draw conclusions based on geo-spatial analysis (Critical Thinking).
- 14 3. Design data/information collection and analysis strategies to facilitate geographic inquiry (Critical  
15 Thinking and Analysis, Creativity and Innovation).

### 16 *Inquiry Questions:*

- 17 1. How might the physical geography of Earth change in the future?
- 18 2. How might people and societies respond to changes in the physical environment?
- 19 3. What are the maximum limits of human activity the environment can withstand without  
20 deterioration?
- 21 4. What are push and pull factors that impact migration?

### 22 *Nature and Skills of Geography:*

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

### 32 *Disciplinary, Information, and Media Literacy:*

- 33 1. Integrate and evaluate content presented in diverse media and formats.
- 34 2. Determine what text states, make inferences, and cite specific textual evidence.
- 35 3. Read for a specific purpose. For example: detect cause-and-effect relationships, compare and  
36 contrast information, identify fact and opinion, and author bias.

- 1 4. Process and effectively communicate and present information orally, in writing, and through  
2 development of websites, multimedia presentations, and other forms of technology.

### 3 **High School, Standard 2. Geography**

#### 4 **Prepared Graduates:**

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

#### 7 **Grade Level Expectation:**

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

9 GLE Code: SS.HS.2.3

#### 10 **Evidence Outcomes**

##### 11 *Students Can:*

- 12 a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or  
13 cooperation among nations, regions, and cultural groups.
- 14 b. Explain how shifts in the world's population are connected to and dependent upon other people for  
15 both human and natural resources.
- 16 c. Explain how migration of people and movement of goods and ideas can contribute to and enrich  
17 cultures, but also create tensions.
- 18 d. Analyze how culture, and cooperation and conflict influence both the division and unification of Earth.  
19 For example: international agreements, political patterns, national boundaries, and how cultural  
20 differences and conflict over land may lead to genocide.
- 21 e. Make predictions and draw conclusions about the positive and negative global impact of cultural  
22 diffusion and assimilation. For example: human rights, language, religion, and ethnicity.
- 23 f. Examine geographic concepts through the lens of multiple diverse perspectives from various regions  
24 of the world and with consideration for indigenous, dominant, and marginalized  
25 populations. Including but not limited to: Indigenous Peoples in Colorado, Christians in the Middle  
26 East, the Uighurs in China, and tribal groups in Afghanistan.

#### 27 **Academic Context and Connections**

##### 28 *Colorado Essential Skills:*

- 29 1. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to  
30 address complex global problems using interdisciplinary perspectives independently or with others  
31 (Global and Cultural Awareness).
- 32 2. Apply a fundamental understanding of the ethical/legal issues in the interconnected nature of the  
33 world for effective civic participation (Social Awareness and Civic Engagement).

- 1 3. Interpret geographic information and draw conclusions based on geo-spatial analysis (Critical Thinking  
2 and Analysis).
- 3 4. Develop and apply knowledge, skills, and habits gained from experiences to address issues, affect  
4 change, and/or solve problems (Civic Engagement).

5 *Inquiry Questions:*

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

14 *Nature and Skills of Geography:*

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

29 *Disciplinary, Information, and Media Literacy:*

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

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

1 **Prepared Graduates:**

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

4 **Grade Level Expectation:**

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

7 GLE Code: SS.HS.3.1

8 **Evidence Outcomes**

9 *Students Can:*

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

17 **Academic Context and Connections**

18 *Colorado Essential Skills:*

- 19 1. Apply knowledge and skills to analyze how individuals, businesses, and governments deal with the  
20 challenges of scarcity (Self-Management, Social Awareness/Global and Cultural Awareness).  
21 2. Identify the incentives that influence individuals, families, businesses, and governments, and draw  
22 conclusions based on cost-benefit analysis (Critical Thinking and Analysis).

23 *Inquiry Questions:*

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

30 *Nature and Skills of Economics:*

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

### 12 *Disciplinary, Information, and Media Literacy:*

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

## 20 **High School, Standard 3. Economics**

### 21 **Prepared Graduates:**

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

### 24 **Grade Level Expectation:**

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

27 GLE Code: SS.HS.3.2

### 28 **Evidence Outcomes**

#### 29 *Students Can:*

- 30 a. Compare and contrast economic systems in terms of their ability to achieve or impede economic  
31 goals. For example: traditional, command, market, and modern mixed economies.
- 32 b. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce  
33 resources.

- 1 c. Compare and contrast the market outcomes created by various market structures including
- 2 monopolistic competition, oligopoly, and monopoly.
- 3 d. Explore the role of government in addressing market failures. For example: monopoly power/antitrust
- 4 legislation, public goods, negative/positive externalities, the environment, property rights, regulation,
- 5 access to essential goods and services, and income distribution.
- 6 e. Compare and contrast different types of taxing. For example: progressive, regressive, proportional,
- 7 and marginal vs. average tax rates.
- 8 f. Explore the multiple roles governments can play dealing with economic crises including monetary
- 9 and fiscal policy changes and reallocation of resources and redistribution of wealth.
- 10 g. Explore how economic crises create an environment where genocide is allowed to occur.

## 12 Academic Context and Connections

### 13 *Colorado Essential Skills:*

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

### 20 *Inquiry Questions:*

- 21 1. How do various economic systems make decisions regarding the production and distribution of goods
- 22 and services?
- 23 2. When economic crises occur, does the economic system provide support for all members of the
- 24 system or is there scapegoating, including the incremental dehumanization of minority groups, and
- 25 mitigating conflict over resources?
- 26 3. What functions do prices serve in a market economy?
- 27 4. What are some costs and benefits of embracing a system of supply and demand as a basic allocation
- 28 mechanism for society?
- 29 5. How does competition affect the choices consumers have in an economy?
- 30 6. What criteria might you use in creating a tax system?
- 31 7. What are the pros and cons of various tax systems?
- 32 8. What role does economics play in genocide?

### 33 *Nature and Skills of Economics:*

- 34 1. Economic thinkers compare economic systems by analyzing how each addresses the broad economic
- 35 goals of the society.
- 36 2. Economic thinkers use supply and demand analysis to understand how resources are allocated and
- 37 prices are determined.
- 38 3. Economic thinkers analyze the effects of government interference in the market through application
- 39 of the demand and supply model.



- 1 4. Economic thinkers analyze the impact that “imperfectly competitive” markets have on consumers.
- 2 5. Economic thinkers investigate the underlying cause of market failures and how to best use
- 3 government policy to correct the failures.
- 4 6. Economic thinkers recognize the importance of evaluating tax structures by examining how taxes paid
- 5 change with the tax base.
- 6 7. Economic thinkers understand that the average tax rate captures the burden of a tax, but that
- 7 behavior is more likely to be impacted by changes in the marginal tax rate.

#### 8 *Disciplinary, Information, and Media Literacy:*

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

### 13 **High School, Standard 3. Economics**

#### 14 **Prepared Graduates:**

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

#### 17 **Grade Level Expectation:**

- 18 3. Analyze how the business cycle affects the macroeconomy and evaluate the use of government
- 19 policies to stabilize the economy.

20 GLE Code: SS.HS.3.3

#### 21 **Evidence Outcomes**

#### 22 *Students Can:*

- 23 a. Describe how economic indicators provide various perspectives of the health of the economy and vary
- 24 with the business cycle. Including but not limited to: Gross Domestic Product (GDP), inflation,
- 25 unemployment, and other non-traditional indicators.
- 26 b. Describe how fiscal and monetary policy are used to manipulate the economy including their potential
- 27 lasting consequences.
- 28 c. Explore how all policies have costs and benefits that impact participants of an economic system in
- 29 different ways.

#### 30 **Academic Context and Connections**

#### 31 *Colorado Essential Skills:*

- 1 1. Make predictions about the future course of the economy by interpreting economic data (Critical
- 2 Thinking and Analysis).
- 3 2. Design economic interventions to address economic challenges (Adaptability and Flexibility).
- 4 3. Evaluate the health of an economy using multiple sources of current and reliable economic data
- 5 (Digital Literacy and Data Literacy).
- 6 4. Identify potential bias in sources of economic data (Media Literacy and Data Literacy).

7 *Inquiry Questions:*

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

13 *Nature and Skills of Economics:*

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

25 *Disciplinary, Information, and Media Literacy:*

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

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

30 **Prepared Graduates:**

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

33 **Grade Level Expectation:**

1 4. Analyze how globalization and international trade affect the allocation of goods, services, and  
2 resources.

3 GLE Code: SS.HS.3.4

#### 4 **Evidence Outcomes**

##### 5 *Students Can:*

- 6 a. Analyze the role of comparative advantage in international trade of goods and services.
- 7 b. Describe worldwide import/export patterns.
- 8 c. Explain how trade policies affect international trade and domestic markets. Including but not limited  
9 to: free trade, tariffs, quotas, subsidies, and currency policies.
- 10 d. Explore the effects of current globalization trends and policies. For example: economic growth, labor  
11 markets, the rights of citizens, and the environment in different nations.

#### 12 **Academic Context and Connections**

##### 13 *Colorado Essential Skills:*

- 14 1. Apply knowledge and skills to analyze trade policy and its global complexities (Global and Cultural  
15 Awareness).
- 16 2. Make predictions about the effects of different trade policies (Social Awareness/Global and Cultural  
17 Awareness).

##### 18 *Inquiry Questions:*

- 19 1. Why do people trade?
- 20 2. How important is international trade to the economies of various countries around the world?
- 21 3. What are some costs and benefits of globalization and international trade for various parties?
- 22 4. What opportunities might attract entrepreneurs into the international trade arena?
- 23 5. How defensible are the criticisms of free trade?

##### 24 *Nature and Skills of Economics:*

- 25 1. Economic thinkers recognize the importance of the theory of comparative advantage in determining  
26 the pattern of trade between countries.
- 27 2. Economic thinkers use the tool of demand and supply to better understand movements in exchange  
28 rates.
- 29 3. Economic thinkers recognize that fiscal and monetary policies affect people through various channels  
30 to include the impact on financial markets, the impact on exchange rates and the cost of travel, and  
31 the effect of interest rates on the cost of borrowing money.
- 32 4. Economic thinkers study why tariffs, quotas and other trade policies are enacted by examining the  
33 winners and losers from such protectionism.

- 1 5. Economic thinkers use an economic way of thinking to study factors that lead to increased economic  
2 interdependence, increased productivity, and an improved standard of living for individuals in a  
3 society.

4 *Disciplinary, Information, and Media Literacy:*

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

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

12 **Prepared Graduates:**

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

15 **Grade Level Expectation:**

- 16 1. Research and formulate positions on government policies and on local, state, tribal, and national  
17 issues to be able to participate and engage in a civil society.

18 GLE Code: SS.HS.4.1

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. Research and discuss current issues to participate in civil discourse.  
22 b. Describe and evaluate the effectiveness and acceptability of a variety of methods of civic participation  
23 that individuals and groups may use to shape policy at various levels of government.  
24 c. Explain the roles and influence of individuals, groups, and the press, as checks on governmental  
25 practices. For example: direct contact with elected officials, participation in civic organizations, use of  
26 social media, and attendance at local governance meetings.  
27 d. Evaluate traditional and non-traditional types of media (both historic and modern), including social  
28 media for reliability, credibility, and how they may influence government policy and public opinion.  
29 e. Engage as active community members with local, state, tribal, or federal levels of government on  
30 policy issues or for individual or group rights.

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 1 1. Apply knowledge, skills, and habits gained from experiences to address issues, affect change, and/or  
2 solve problems (Civic Engagement).
- 3 2. Use interpersonal skills to establish and maintain healthy and supportive relationships to learn from  
4 and work with individuals and groups from diverse backgrounds in order to understand or impact a  
5 policy. (Interpersonal Communication).
- 6 3. Analyze how, why and for what purpose media messages are constructed, and the reliability of those  
7 messages, in order to support a stance on an issue (Media Literacy).
- 8 4. Collaborate with individuals and groups from diverse backgrounds and/or cultures to address  
9 national and global issues, and to develop workable solutions (Global and Cultural Awareness).

### 10 *Inquiry Questions:*

- 11 1. What are possible forms of civic participation in a democratic republic?
- 12 2. How can people act individually and collectively to hold elected officials accountable?
- 13 3. What strategies can people use most effectively to influence public policy? For example: running for  
14 public office, lobbying, civil disobedience, and peaceful protests.
- 15 4. How do people remain civil and engage in discourse when there is dissonance?
- 16 5. Why should you participate in government?
- 17 6. What kinds of participation would be most effective on the policy issues you care about the most?
- 18 7. Why have or do some groups find it necessary to organize, i.e. unions, boycotts, peaceful protests, or  
19 strikes, as a means of civic participation?
- 20 8. What barriers exist to civic participation? Who is most impacted by these barriers? What is the best  
21 way to challenge these barriers?

### 22 *Nature and Skills of Civics:*

- 23 1. Civic-minded individuals research civic issues and act appropriately using a variety of sources from  
24 multiple perspectives and communicating views in a reasonable manner.
- 25 2. Civic-minded individuals communicate with stakeholders using logical reasoning with relevant,  
26 accurate data and evidence to influence policy.
- 27 3. Civic-minded individuals can verbally express their position on issues involving their community  
28 and/or nation in meaningful and thoughtful ways. For example: community members speak at a  
29 school board, or city council meetings, or running for office.
- 30 4. Civic-minded individuals can listen to multiple perspectives as part of civil discourse.
- 31 5. Civic-minded individuals can work effectively individually, and in groups, to influence public policy and  
32 the actions of government.

### 33 *Disciplinary, Information, and Media Literacy:*

- 34 1. Decision-making involves researching an issue, listening to multiple perspectives, and weighing  
35 potential consequences of alternative actions. For example: citizens research the issues before voting  
36 which may include using the Bluebook in Colorado.
- 37 2. Participation in a local, state, tribal, or national issue involves research, planning, and implementing  
38 appropriate civic engagement.
- 39 3. Social media can be a tool for researching civic issues, advocating for ideas, and expressing views to  
40 elected officials.

- 1 4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from  
2 a variety of online, print, and non-print sources.
- 3 5. Seek information from varied sources and perspectives to develop informed opinions and creative  
4 solutions.
- 5 6. Demonstrate the ability to locate, evaluate, and apply reliable evidence.
- 6 7. Demonstrate the ability to responsibly use a variety of media sources as a tool for civic participation.  
7 For example: social media, print media, broadcast media.
- 8 8. Critically analyze messages in the media to detect propaganda, censorship, and bias.
- 9 9. Demonstrate responsible behaviors when using technology and discuss consequences of  
10 inappropriate use.

## 11 **High School, Standard 4. Civics**

### 12 **Prepared Graduates:**

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

### 15 **Grade Level Expectation:**

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

17 GLE Code: SS.HS.4.2

### 18 **Evidence Outcomes**

#### 19 *Students Can:*

- 20 a. Describe the origins, purposes, and limitations of government, and include the contribution of key  
21 philosophers and American historical figures of diverse backgrounds.
- 22 b. Identify the structure, function, and roles of current members of local, state, and national  
23 governments. Including but not limited to: understanding the three branches of government at each  
24 level of government.
- 25 c. Analyze the processes for amending the Constitutions of Colorado and the United States and the  
26 significant changes that have occurred to those documents including both the Colorado and the  
27 United States Bills of Rights.
- 28 d. Explain the principles of a democracy and analyze how competing democratic values are balanced.  
29 For example: freedom and security, individual rights and common good, general welfare, and rights  
30 and responsibilities.
- 31 e. Describe the role and development of the founding documents of Colorado and the United States  
32 from their inception to modern day. Including but not limited to: the Great Law of Peace, the  
33 Declaration of Independence, the Constitutions of the United States and Colorado, the Federalist  
34 Papers, and the Bill of Rights.
- 35 f. Evaluate the role of the judicial system in protecting life, liberty, and property for all persons in the  
36 United States.

- 1 g. Understand the structure of the American judicial system, the process of judicial appointments and  
2 key court decisions, in both Colorado and the United States, that affect the system of checks and  
3 balances and interactions of the local, state, tribal, and federal systems. Including but not limited to:  
4 significant Colorado court decisions such as *Francisco Maestas et al. v. George H. Shone* (1914), *U.S.*  
5 *Term Limits, Inc. v. Thornton* (1995), *Romer v. Evans* (1996), *Colorado Union of Taxpayers Found. v. City*  
6 *of Aspen* (2018) et al.; and landmark U.S. Supreme Court Cases such as *Korematsu v. United States*  
7 (1944), *Tinker v. Des Moines Independent Community School District* (1969).
- 8 h. Analyze how current global issues impact American policy.
- 9 i. Compare and contrast how other systems of government function. For example: authoritarian  
10 regimes, parliamentary, and other systems.
- 11 j. Describe the relationship of tribal governments with state and federal governments. Including but not  
12 limited to: The Ute Mountain Ute and Southern Ute tribal governments and the state of Colorado.

### 13 Academic Context and Connections

#### 14 *Colorado Essential Skills:*

- 15 1. Apply knowledge of governmental origins and structures to solve problems by gathering information  
16 and weighing possible solutions, including making choices rooted in understanding patterns, cause-  
17 and-effect relationships, and the impacts that a decision can have on the individual and others (Critical  
18 Thinking and Analysis).
- 19 2. Interpret information and draw conclusions about the origins of the structures of America's  
20 governmental institutions (Civic Engagement).
- 21 3. Apply knowledge of government to develop workable solutions that address complex local, state,  
22 tribal, national, and global problems using interdisciplinary perspectives (Civic Engagement).

#### 23 *Inquiry Questions:*

- 24 1. What are the most important democratic ideals and practices?
- 25 2. What are the natural rights and principles that Dr. Martin Luther King used to inform his leadership of  
26 the Civil Rights Movement?
- 27 3. How do various levels of government interact?
- 28 4. What would society look like if several landmark court cases had been decided differently?
- 29 5. How can U.S. and Colorado laws and policies best protect individual rights, and the rights of diverse or  
30 historically underrepresented groups?
- 31 6. How has American federalism evolved and changed over time?
- 32 7. How has the concept of American Democracy developed throughout history and how could it  
33 continue to develop in relationship to current events?
- 34 8. How have domestic and foreign policies impacted American Democracy?
- 35 9. Why should people in the U.S. be informed of issues related to foreign governments?
- 36 10. Who are the elected officials who impact your life and how?
- 37 11. What are the rights and responsibilities of people in the United States?
- 38 12. How do the structures of the United States, state, and local governments impact democratic decision  
39 making?
- 40 13. What is the impact of lifetime judicial appointments?
- 41 14. What is the role of the Electoral College in electing the U.S. President?

- 1 15. How does the Electoral College impact different demographic groups and geographic areas?
- 2 16. How did the Three-Fifths Clause impact the development of American democracy?
- 3 17. How is education policy made in the United States, Colorado, and in your local community?
- 4 18. Why has the U.S. government’s response to genocide and other acts of mass violence varied so
- 5 widely?
- 6 19. What foreign policy tools does the U.S. government have to respond to mass spread violence and
- 7 genocides around the world? What factors influence how the U.S. government responds?
- 8 20. What is the role of failed states and authoritarian regimes in genocide and other acts of mass
- 9 violence?

## 10 *Nature and Skills of Civics*

- 11 1. Civic-minded individuals know the facts and subject matter of the United States Citizenship test, the
- 12 test that all foreign nationals must pass before becoming a U.S. citizen.
- 13 2. Civic-minded individuals understand the concept of “rule of law” and its role in policies and practices
- 14 of the government.
- 15 3. Civic-minded individuals know the political theories that contributed to the foundation and
- 16 development of the structures of government and their meaning today.
- 17 4. Civic-minded individuals understand how the U.S. system of government functions at the local, state,
- 18 tribal, and federal level in respect to separation of powers and checks and balances and their impact
- 19 on policy.
- 20 5. Civic-minded individuals understand the effectiveness of government institutions and the limits on
- 21 government in addressing social and political problems.
- 22 6. Civic-minded individuals gather and analyze data from multiple sources to look for patterns and create
- 23 hypotheses regarding national and foreign policy.
- 24 7. Civic-minded individuals understand the importance of the founding documents of the United States,
- 25 including but not limited to the Constitution of the United States, the Bill of Rights, the Declaration of
- 26 Independence, the Emancipation Proclamation, and the Federalist Papers.

## 27 *Disciplinary, Information, and Media Literacy:*

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

## 40 **High School, Standard 4. Civics**



1 **Prepared Graduates:**

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

4 **Grade Level Expectation:**

- 5 3. Analyze the impact of civic participation on political institutions and public policy.

6 GLE Code: SS.HS.4.3

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Describe how members of a civil society can impact public policy on local, state, national, or  
10 international issues by exercising their civic rights and responsibilities. For example: participation in  
11 primaries and general elections, contact with elected officials, petitions, protesting, attending public  
12 forums, or through initiatives and referenda.
- 13 b. Evaluate opportunities for people to participate in and influence government through interest groups  
14 and social movements. For example: the tactics and strategies of nonviolent resistance championed  
15 by Dr. Martin Luther King in response to the Jim Crow laws of that era; or the indigenous land rights  
16 movement.
- 17 c. Analyze the impact of state and federal policies on campaigns and elections. For example: PACs,  
18 campaign finance, gerrymandering/redistricting, state and federal voting laws and regulations,  
19 Colorado’s voting laws, and the Federal Election Commission.
- 20 d. Analyze how individual rights have been affected over time by court decisions, legislative debates at  
21 various levels of government, or by the advocacy of individuals and groups.
- 22 e. Examine how people in other systems of government exercise their civic rights and responsibilities.
- 23 f. Examine the advantages and disadvantages of a two-party system or a multiparty system within a  
24 democratic government.

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. Analyze the reliability of information, claims, and sources presented in the various forms of media and  
28 from a variety of perspectives (Media Literacy).
- 29 2. Apply knowledge and skills gained from experiences to address issues and affect change (Civic  
30 Engagement).
- 31 3. Access, and evaluate information through digital platforms and networks (Digital Literacy).

32 *Inquiry Questions:*

- 33 1. What are the different ways people can impact public policy at various levels as individuals or through  
34 groups?

- 1 2. What are the civic duties and responsibilities of citizens and non-citizens in the United States including
- 2 but not limited to, jury duty, voting, and registration for selective service?
- 3 3. How have voting rights evolved over time?
- 4 4. What current issues surround voting rights at the local, state, and national level?
- 5 5. What are interest groups and how do they influence policy?
- 6 6. How have elections changed over time?
- 7 7. How have political parties responded to societal and policy changes over time?
- 8 8. How has the participation of different demographic groups changed over time in the U.S. and how has
- 9 this influenced American politics and the system of government?
- 10 9. How do primaries and caucuses impact political parties in the United States?
- 11 10. How does the winner-take-all system help to maintain a two-party system?
- 12 11. What role does gerrymandering play in the political process?
- 13 12. How can people responsibly engage with local elected officials about issues that impact their
- 14 communities?
- 15 13. What role have court decisions played in determining the political process in the United States? For
- 16 example: voting rights, campaign finance, gerrymandering, etc.
- 17 14. How have the courts interpreted and modified civil rights and civil liberties over time?

#### 18 *Nature and Skills of Civics:*

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

#### 38 *Disciplinary, Information, and Media Literacy:*

- 39 1. Identify the strategies that are used by political and civic entities to impact public opinion. For
- 40 example: interest groups, lobbying, political party platforms, social media networks, etc.
- 41 2. Identify how political issues are covered by the media, and how the media can influence public policy.

- 1 3. Identify ways in which various types of media can be evaluated for authenticity, validity, and  
2 reliability.
- 3 4. Evaluate the use of social media and crowdsourcing in political movements and campaigns.
- 4 5. Analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made,  
5 and conclusions drawn, and speculative ideas offered in the text.
- 6 6. Synthesize information from multiple reliable sources to demonstrate understanding of a topic.
- 7 7. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and  
8 effective presence that builds credibility.

## 9 **High School, Standard 5. Personal Financial Literacy**

### 10 **Prepared Graduates:**

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

### 12 **Grade Level Expectation:**

- 13 1. Apply reliable information to make systematic personal financial decisions based on individual and  
14 community values and goals.

15 GLE Code: SS.HS.5.1

### 16 **Evidence Outcomes**

#### 17 *Students Can:*

- 18 a. Recognize the alternatives, consequences, and responsibilities associated with personal financial  
19 decisions.
- 20 b. Use reliable information resources when making financial decisions.
- 21 c. Formulate strategies to protect personal and financial information.
- 22 d. Develop a system for keeping and using financial records.
- 23 e. Compare financial institutions and products.

### 24 **Academic Context and Connections**

#### 25 *Colorado Essential Skills:*

- 26 1. Make predictions and design data/information collection and analysis strategies (Critical Thinking and  
27 Analysis).
- 28 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes (Self  
29 Awareness).

#### 30 *Inquiry Questions:*

- 31 1. How does a consumer determine the accuracy and relevance of consumer information?
- 32 2. How can a consumer locate and identify reliable sources of financial information?
- 33 3. What are some steps that can be taken to protect personal and financial information?
- 34 4. What are some things that should be considered when entering into a contract for financial services?
- 35 5. What are different methods of financial record keeping?
- 36 6. How can an individual create a financial plan aligned with their personal values and goals?

#### 37 *Nature and Skills of Personal Financial Literacy:*

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

#### 8 *Disciplinary, Information, and Media Literacy:*

- 9 1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy  
10 of the sources.
- 11 2. Analyze how incentives influence choices that may result in policies with a range of costs and benefits  
12 for different groups.

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

#### 14 **Prepared Graduates:**

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

#### 16 **Grade Level Expectation:**

- 17 2. Analyze sources of income and the relationship between career preparation, continuing education,  
18 and its impact on lifetime earning potential.

19 GLE Code: SS.HS.5.2

#### 20 **Evidence Outcomes**

##### 21 *Students Can:*

- 22 a. Compare different sources of personal income and compensation. Including but not limited to:  
23 earned income, profit income, interest income, dividend income, rental income, capital gains, and  
24 royalties.
- 25 b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.
- 26 c. Predict the potential impact of education and skill development choices on career earnings, including  
27 starting salary by field and level of degree or credential.
- 28 d. Investigate the total cost, affordability, and payment options associated with postsecondary options,  
29 degrees, and credentials; including personal savings, scholarships, grants, employer tuition programs,  
30 work study, and public and private loans.
- 31 e. Review the purpose and the process of accessing state and federal financial aid. Including but not  
32 limited to: the Colorado Application for State Financial Aid (CASFA), the Free Application for Federal  
33 Student Aid (FAFSA) application for financial aid.
- 34 f. Analyze student loan repayment options, terms, requirements, and state and federal repayment  
35 programs and their impact on a student's financial future.
- 36 g. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example:  
37 benefits, flexible work options, and retirement plans.
- 38 h. Simulate a sustainable household budget based on future personal and career goals.

#### 39 **Academic Context and Connections**

1 *Colorado Essential Skills:*

- 2 1. Make predictions and design data/information collection and analysis strategies (Critical Thinking and  
3 Analysis).  
4 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes  
5 (Self-Management).  
6 3. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests  
7 translate into career fulfillment and career pathways available in local, regional, national, and global  
8 arenas (Self Awareness).

9 *Inquiry Questions:*

- 10 1. How can income earning potential be maximized with intentional choices and planning?  
11 2. What is the role of education and earning capability in building financial security?  
12 3. What potential barriers might impede an individual’s work routine, hinder the ability to get a job, or  
13 prevent career advancement, and how can an individual overcome the barriers?  
14 4. What resources are available to individuals seeking help with career, employment, and training?  
15 5. How might life circumstances impact a household budget?  
16 6. Should student loans be listed under Financial Aid on a Student Aid Report?

17 *Nature and Skills of Personal Financial Literacy:*

- 18 1. Financially capable individuals consider the value of professional development, income earning  
19 potential, value of workplace benefits, and labor market trends as part of a lifetime comprehensive  
20 financial plan.  
21 2. Financially capable individuals plan for income tax liability.  
22 3. Financially capable individuals consider opportunity costs when making decisions about professional  
23 development and career changes.  
24 4. Financially capable individuals analyze economic cycles and make predictions regarding economic  
25 trends.  
26 5. Financially capable individuals calculate the sustainable household income given specific market  
27 conditions and lifestyle circumstances which provides consumers with income earning goals when  
28 deciding employment, career path, and professional development.

29 *Disciplinary, Information, and Media Literacy:*

- 30 1. Analyze how incentives influence choices that may result in policies with a range of costs and benefits  
31 for different groups.  
32 2. Describe the consequences of competition in specific markets.  
33 3. Explain how current globalization trends and policies affect economic growth, labor markets, rights of  
34 citizens, the environment, and resource and income distribution in different nations.

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

36 **Prepared Graduates:**

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

38 **Grade Level Expectation:**

- 39 3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.

40 GLE Code: SS.HS.5.3

## 1 Evidence Outcomes

### 2 *Students Can:*

- 3 a. Analyze how inflation and cost of living impact consumer purchasing and saving power.
- 4 b. Summarize factors to consider when selecting borrowing options. Including but not limited to: costs,  
5 relevance, payoffs, opportunity costs, trade-offs, and comparison of different types of loans and  
6 interest rates.
- 7 c. Explain how an individual can establish credit. For example: secured and unsecured credit, bankruptcy,  
8 and borrowing options.
- 9 d. Adjust a household budget to maximize savings and limit debt.
- 10 e. Analyze the advantages and purpose of different types of financial accounts and payment methods.  
11 For example: checking accounts, savings accounts, and revolving credit accounts.
- 12 f. Analyze types of debt and strategies to responsibly limit and manage personal debt; including home  
13 loans, student loans, credit cards, and other consumer debt.
- 14 g. Summarize the advantages and disadvantages of leasing vs. purchasing automobiles, homes, and  
15 other large purchases.

## 16 Academic Context and Connections

### 17 *Colorado Essential Skills:*

- 18 1. Make predictions and design data/information collection and analysis strategies (Critical Thinking and  
19 Analysis).
- 20 2. Take responsibility for spending decisions and borrowing decisions (Self-Advocacy and Initiative).
- 21 3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes  
22 (Self-Management).

### 23 *Inquiry Questions:*

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

### 43 *Nature and Skills of Personal Financial Literacy:*

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

8 *Disciplinary, Information, and Media Literacy:*

- 9 1. Gather relevant information from multiple print and digital sources and assess the credibility and  
10 accuracy of the sources.
- 11 2. Read and comprehend complex informational texts. For example: financial aid and credit card offers.
- 12 3. Analyze how consumer choices have different costs and benefits.
- 13 4. Analyze and compare types of interest, including rates, terms, and long-term impacts.
- 14 5. Read and comprehend a consumer credit report.

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

16 **Prepared Graduates:**

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

18

19 **Grade Level Expectation:**

- 20 4. Explore a diversified investment strategy that is compatible with personal financial goals.

21 GLE Code: SS.HS.5.4

22 **Evidence Outcomes**

23 *Students Can:*

- 24 a. Identify financial investments that align with risk tolerance and current and future financial goals
- 25 b. Investigate how saving and investing over time helps accomplish short-term, mid-term, and long-term  
26 financial and retirement goals. For example: review long-term investments, tax-deferred accounts,  
27 pensions, and government retirement benefits.

28 **Academic Context and Connections**

29 *Colorado Essential Skills:*

- 30 1. Make predictions and design data/information collection and analysis strategies (Critical Thinking and  
31 Analysis).
- 32 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes  
33 (Self-Management).

34 *Inquiry Questions:*

- 35 1. How does a consumer choose between investment options?
- 36 2. How might changes in the economic cycle and market conditions affect future earnings on an  
37 individual's investments?
- 38 3. How can a consumer obtain accurate information about different assets and investments?

- 1 4. How can a consumer determine the value of an asset or investment?
- 2 5. How does a consumer research and validate the accuracy of financial information?
- 3 6. How does investing fit into an individual's comprehensive financial plan?
- 4 7. How do different types and values of investments impact taxes?

5 *Nature and Skills of Personal Financial Literacy:*

- 6 1. Financially capable individuals consider the value that investing plays as part of a lifetime  
7 comprehensive financial plan.
- 8 2. Financially capable individuals carefully consider the amount of financial risk that they can tolerate  
9 based on life stage, and they plan for changes in the economic cycles.
- 10 3. Financially capable individuals create plans based on sound financial planning principles to maximize  
11 their standard of living over time.
- 12 4. Financially capable individuals analyze market conditions and make predictions regarding economic  
13 trends.
- 14 5. Financially capable individuals know how to perform time value of money calculations allowing  
15 investigation of rate of return, future value of investments, and present value of long-term financial  
16 goals.
- 17 6. Financially capable individuals understand the relationship between variables in a function which  
18 allows people to use functions to model relationships in the real world such as the impact of  
19 compound interest.
- 20 7. Financially capable individuals can describe how to buy and sell various assets and investments. For  
21 example: stocks, real estate, and businesses.

22 *Disciplinary, Information, and Media Literacy:*

- 23 1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy  
24 of the sources.
- 25 2. Read and comprehend complex informational texts. For example: a stock chart or an account  
26 disclaimer.
- 27 3. Analyze how risk and reward incentives influence choices that may result in costs and benefits for  
28 different groups.

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

30 **Prepared Graduates:**

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

32 **Grade Level Expectation:**

- 33 5. Choose risk management strategies for protection from the financial risk of lost income, lost or  
34 damaged property, health issues, or identity fraud.

35 GLE Code: SS.HS.5.5

36 **Evidence Outcomes**

37 *Students Can:*

- 38 a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to  
39 others through insurance.



- 1 b. Identify the cost and benefits of purchasing insurance. For example: insured profile, number and size
- 2 of claims, frequency, and costs of natural disasters.
- 3 c. Explain the types and purpose of insurance products. For example: automotive, identity theft, health,
- 4 disability, long-term care, life insurance, renters/homeowners insurance, and professional liability.
- 5 d. Outline steps to monitor and safeguard personal financial data to minimize, avoid and/or resolve
- 6 identity theft or fraud issues.
- 7 e. Analyze consumer and financial information for relevance, credibility, and accuracy.
- 8 f. Identify consumer responsibilities, rights, and consumer protection laws that regulate contracts and
- 9 financial transactions.

## 10 **Academic Context and Connections**

### 11 *Colorado Essential Skills:*

- 12 1. Interpret information and draw conclusions based on the best analysis (Critical Thinking and Analysis).
- 13 2. Develop, plan, and organize self-behavior (Self-Management).

### 14 *Inquiry Questions:*

- 15 1. How are individuals, groups of consumers, and markets impacted by unexpected financial obligations
- 16 due to property loss or damage, loss of income, health care issues, and fraud?
- 17 2. What should a consumer consider when choosing insurance for particular situations?
- 18 3. How will insurance needs change throughout a lifetime?
- 19 4. How does probability relate to obtaining insurance and the cost of insurance?
- 20 5. How does insurance fit into an individual's comprehensive financial plan?
- 21 6. What consumer scams are common?
- 22 7. How can consumers be aware of and protect themselves from scams?
- 23 8. What are the different types of insurance and how do they work?
- 24 9. What is the difference between an insurance premium and deductible?
- 25 10. How can an individual determine that they are adequately insured?
- 26 11. How can an individual evaluate how much they are willing to pay for different levels of insurance
- 27 coverage based on their risk assessment?

### 28 *Nature and Skills of Personal Financial Literacy:*

- 29 1. Financially capable individuals mitigate the financial risks associated with everyday life through
- 30 planning for the unexpected, saving for emergencies, acquiring insurance, and securing personal
- 31 information.
- 32 2. Financially capable individuals consider insurance as a part of a lifetime comprehensive financial plan.
- 33 3. Financially capable individuals demonstrate effective financial decision-making by comparing the
- 34 additional costs of alternatives with the additional benefits.
- 35 4. Financially capable individuals understand that probability allows informed decision-making, such as
- 36 whether the cost of insurance is less than the expected cost of illness, when the deductible on car
- 37 insurance is optimal, or whether an extended warranty justifies the cost.

### 38 *Disciplinary, Information, and Media Literacy:*

- 39 1. Read and comprehend complex informational texts. For example, Insurance policies.
- 40 2. Analyze how incentives influence choices that may result in policies with a range of costs and benefits
- 41 for different groups.
- 42 3. Compare and contrast financial information when making a decision.

1 4. Research current identity theft and financial scams.