



★
Colorado
Academic Standards

Social Studies



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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Purpose of Social Studies

Thomas Jefferson and other founders of the republic emphasized that the vitality of a democracy depends upon the education and participation of its citizens. The need for an informed citizenry was the very impetus for the creation of free public education in the United States. If the nation is to develop fully the readiness of its citizenry to carry forward its democratic traditions, it must support progress toward attainment of the vision of powerful social studies teaching and learning.

NCSS Position Statement, Social Education 80(3), pp 180–182, ©2016 National Council for the Social Studies

Our contemporary social studies education is comprised of four disciplines: history, geography, economics and civics. Taken together, these disciplines are essential to understanding the complexity of the world. They provide the context and understanding of the human experience. They offer the crucial knowledge needed to create a framework for understanding the systems of society. The social studies provide cornerstone skills that are vital to opening doors for a more diverse, competitive workforce, and responsible citizenry. Those skills are critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as students progress through social studies education. The knowledge and skills provided through social studies are instrumental to preparing citizens to participate in our democratic society, to understanding the complexity of the world, and to comprehend the interdependencies that influence the present and shape the future.

Colorado's social studies standards lay out a blueprint of the essential disciplines necessary to fulfill Jefferson's vision. The authors of this document are educators in preschool through twelfth grade, higher education professors, and community members. The group reviewed and made revisions to the original set of social studies standards, based on input from multiple resources.

Rigorous and relevant social studies include strategies and activities that engage students with essential questions and significant ideas as they encourage students to connect their learning to their prior knowledge and to current issues; to think critically and creatively about what they are learning, and to apply that learning to authentic situations. In addition, authentic social studies must be meaningful, integrative, value-based, challenging and active.

Adapted from NCSS Position Statement, Social Education 80(3), pp 180–182, ©2016 National Council for the Social Studies

Prepared Graduates in Social Studies

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.
3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.
4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.
5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.
6. Apply economic reasoning skills to make informed personal financial decisions (PFL).
7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.
8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Standards in Social Studies

The Colorado Academic Standards in social studies are organized by content area. The four standards of social studies are:

1. History

History prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. History develops an understanding of perspectives, defines identity and creates insight into how social, political, and economic factors can change, while building inquiry, judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, evaluate, and communicate.

2. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

3. Economics

Economics teaches how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help individuals understand how to manage their own scarce resources using a logical decision-making process of prioritization based on analysis of the costs and benefits of every choice.

4. Civics

Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of citizenship; the importance of law; and the skills necessary to participate in all levels of government. Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, knowledge, engagement and virtue of its citizens.

Prepared Graduates:

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

Grade Level Expectation:

1. Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate thesis supported by evidence.

Evidence Outcomes

Students Can:

- a. Utilize primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during significant eras or events; including their influence on modern society. For example: the Silk Road and cultural diffusion, and the Chinese inventions of gunpowder and compass.
- b. Examine primary and secondary sources to identify points of view while formulating historical claims and questions. For example: art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to generate a thesis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Engage in novel approaches, ideas, and/or perspectives while using inquiry and primary and secondary sources. (Entrepreneurial Skills: Creativity/Innovation)
3. Look for different historical perspectives expressed in primary and secondary sources. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:

1. Why is continued questioning of historical events beneficial?
2. How can various primary and secondary perspectives in history be beneficial in understanding past and current issues?
3. Why is it advantageous to identify historical roots of change?
4. How can an artifact be utilized to interpret history?

Nature and Skills of History:

1. Historical thinkers construct history through the gathering and analysis of historical sources.
2. Historical thinkers construct the story of the past by interpreting events from multiple points of view and various perspectives.
3. Historical thinkers defend a supported position with appropriate resources.

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

2. The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.

Evidence Outcomes

Students Can:

- a. Identify and explain the historical context of key people, regions, events, and ideas; including the roots of current issues. For example: Mansa Musa, the conflicts in the Middle East, the Black Death, and Confucianism.
- b. Investigate and evaluate the social, political, cultural and technological development of regions in the Eastern Hemisphere. For example: the river valley civilizations, Hammurabi's Code, the Hellenistic period, and the printing press.
- c. Describe the interactions and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources between countries, the foundations of world religions, East/West contact, settlement patterns, and the historical roots of current issues.

Academic Context and Connections

Colorado Essential Skills:

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)

Inquiry Questions:

1. How does the rise or collapse of a government affect surrounding societies over time?
2. How have ideas fundamentally changed various cultures in the Eastern Hemisphere?
3. How has technology shaped the development of civilizations?
4. What key ideas from ancient Eastern Hemisphere eras continue to demonstrate importance in modern times?

Nature and Skills of History:

1. Historical thinkers analyze patterns and themes throughout time to understand current events.
2. Historical thinkers construct history using a variety of sources.
3. Historical thinkers consider multiple points of view to interpret history and outcomes.
4. Historical thinkers use chronology to organize time.
5. Historical thinkers examine data for contextual meaning and various interpretations.

Disciplinary, Information, and Media Literacy:

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



Prepared Graduates:

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

Grade Level Expectation:

1. Use geographic tools and resources to research topics in the Eastern Hemisphere to make geographic inferences and predictions.

Evidence Outcomes

Students Can:

- Use maps and geographic tools to find patterns in human systems and/or physical features.
- Collect, classify, and analyze data to make geographic inferences and predictions.
- Apply inquiry and research utilizing geographic tools. For example: GPS and satellite imagery.
- Interpret maps to make inferences and predictions.

Academic Context and Connections

Colorado Essential Skills:

- Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills: Inquiry/Analysis).
- Evaluate information through the use of spatial technologies. (Professional Skills: Use Information/Communication Technologies).

Inquiry Questions:

- How are different types of maps important in understanding various types of information?
- How could geographic data be used for both positive and negative results?
- What is the importance of using various geographic tools to analyze topics?

Nature and Skills of Geography:

- Spatial thinkers use geographic tools to discover and investigate geographic patterns.
- Spatial thinkers use knowledge about the environment to study its influence on individuals and groups.

Disciplinary, Information, and Media Literacy:

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



Prepared Graduates:

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

Grade Level Expectation:

2. Regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Look for and find value in different perspectives expressed by others.
(Personal Skills: Adaptability/Flexibility)
2. Plan and evaluate complex solutions to global challenges using multiple disciplinary perspectives such as cultural, historical, and scientific.
(Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

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

Nature and Skills of Geography:

1. Geographic thinkers study cultural groups in order to explain how they view a region and evaluate the use of resources in a region to predict and propose future uses.
2. Geographic thinkers study the various definitions of regions.

Disciplinary, Information, and Media Literacy:

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



Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

1. Describe how economic systems in the Eastern Hemisphere address the problem of scarcity.

Evidence Outcomes

Students Can:

- a. Describe how different societies developed economic systems. For example: the barter system, traditional, command, market, and mixed.
- b. Evaluate the different economic systems in the Eastern Hemisphere, utilizing economic data. For example: economic growth, per capita income, and standard of living.
- c. Explain how trade affects the production of goods and services in different regions.

Academic Context and Connections

Colorado Essential Skills:

1. Innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial Skills: Risk-Taking)

Inquiry Questions:

1. How do different types of economic systems affect societies?
2. How can economic systems be reflected using data?
3. When goods and services are scarce what might happen to price? Why?

Nature and Skills of Economics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

Grade Level Expectation:

2. Investigate the role of consumers within the Eastern Hemisphere (PFL).

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate an understanding of cause and effect related to personal decisions. (Civic/Interpersonal Skills: Character)
2. Identify and explain multiple perspectives (cultural and global) when exploring events, ideas, issues. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

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

Nature and Skills of Economics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

1. Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere.

Evidence Outcomes

Students Can:

- a. Describe civic virtues and principles that guide governments and societies.
For example: citizenship, civic participation, and rule of law.
- b. Analyze the opportunities and limitations of civic participation in societies in the Eastern Hemisphere.
- c. Give examples illustrating the interactions between nations and their citizens. For example: Apartheid, human rights violations, and one-child policy of China)
- d. Identify public problems and research ways in which governments address those problems. For example: hunger, disease, poverty, and pollution.

Academic Context and Connections

Colorado Essential Skills:

1. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making.
(Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Participate in social or community activities. (Civic/Interpersonal Skills: Civic Engagement)

Inquiry Questions:

1. How do international laws and organizations help encourage ethical governmental practices?
2. How do the aggressive actions of a nation influence other nations and international organizations?
3. What factors lead to cooperation, competition, or aggression between societies?
4. Why do governments form alliances and join international organizations?

Nature and Skills of Civics:

1. Civic-minded individuals know the components of various systems of government.
2. Civic-minded individuals develop criteria to apply standards of ethics and quality in evaluating the effectiveness of government.
3. Civic-minded individuals understand the connections and complexities of interactions among nations.

Disciplinary, Information, and Media Literacy:

1. Distinguish among fact, opinion, and reasoned judgment in a text.
2. Summarize the points an author/speaker makes and explain how each claim is supported by reasons and evidence.
3. Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
4. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.



Prepared Graduates:

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

Grade Level Expectation:

2. Nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.

Evidence Outcomes

Students Can:

- a. Explain the origins, functions, and structure of different governments. For example: dictatorship, totalitarianism, democracy, socialism, and communism.
- b. Evaluate and analyze how various governments and organizations interact, resolve their differences, and cooperate. For example: the African Union (AU), treaties, and diplomacy.
- c. Investigate examples of collaboration and interdependence between international organizations and countries. For example: the Red Cross, World Health Organization, and United Nations Educational, Scientific and Cultural Organization (UNESCO).

Academic Context and Connections

Colorado Essential Skills:

1. Apply ethical perspectives/concepts to an ethical question/situation/scenario. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. What are fundamental human rights?
2. How can governmental policy lead to problems or help solve problems?
3. What is the purpose of government?
4. How can governments encourage interaction between societies and international organizations?

Nature and Skills of Civics:

1. Civic-minded individuals can interact, resolve their differences, and cooperate.
2. Civic-minded individuals understand that governments have different functions.

Disciplinary, Information, and Media Literacy:

1. Use technology for problem solving, self-directed learning, and extended learning activities.
2. Use knowledge and research skills to engage in conversation and debate around issues of common concern.
3. Present claims and findings, emphasizing main points in a focused manner with relevant descriptions, facts, details, and examples.



Prepared Graduates:

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

Grade Level Expectation:

1. Investigate and evaluate primary and secondary sources about United States history from the American Revolution through Reconstruction to formulate and defend a point of view with textual evidence.

Evidence Outcomes

Students Can:

- a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives.
- b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history.
- c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry.
- d. Construct a written historical argument supported by evidence demonstrating the use or understanding of primary and secondary sources.

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information as historians and draw conclusions based on the best analysis using primary and secondary sources. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Synthesize ideas as historians in original and surprising ways examining multiple perspectives from the American Revolution through Reconstruction. (Entrepreneurial Skills: Creativity/Innovation)
3. Make predictions as historians and design data/information collection to analyze conflicting perspectives. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1. How has the Declaration of Independence influenced other nations?
2. Which primary documents have had the greatest impact on the people of the United States?
3. Should and can historians be completely impartial when writing about history?



Nature and Skills of History:

1. Historical thinkers interpret history through the use of primary and secondary sources to cite specific evidence to support analysis.
2. Historical thinkers use primary and secondary sources to evaluate and create hypotheses of historical events and include supporting evidence to defend their claim.
3. Historical thinkers analyze modern and historical maps, through geographic tools, to explain how historical events are shaped by geography.
4. Historical thinkers use technology to produce and present primary and secondary sources clearly and efficiently.
5. Historical thinkers use the context and content from the past to make connections to the present. For example: connecting the Civil War to current social and political issues, and the boom and bust cycle of economics with the Gold Rush and railroads.
6. Historical thinkers use the historical method of inquiry to interpret and refine history and serves as a model for inquiry. For example, historians and communities preserve historical documents, artifacts, and buildings.

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.

Evidence Outcomes

Students Can:

- a. Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives. For example: grievances from the colonists against Parliament, the Constitutional Convention, causes and effects of the Civil War.
- b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise.
- c. Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction.
- d. Evaluate the impact of gender, age, ethnicity and class during this time period and the impact of these demographic groups on the events of the time period.
- e. Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction.
- f. Analyze ideas that are critical to the understanding of American history. For example: ideals involved in major events and movements, such as representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism.

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information as historians and draw conclusions based on multiple perspectives about the United States. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Synthesize ideas as historians in original and surprising ways about historical eras, individuals, groups, ideas and themes. (Entrepreneurial Skills: Creativity/Innovation)
3. Make predictions as historians and design data/information collection and analysis strategies to recognize continuity and change through time. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

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



Nature and Skills of History:

1. Historical thinkers interpret history through the use of primary and secondary sources to cite specific evidence to support analysis.
2. Historical thinkers use primary and secondary sources to evaluate and create hypotheses of historical events and include supporting evidence to defend their claim.
3. Historical thinkers analyze modern and historical maps, through geographic tools, to explain how historical events are shaped by geography.
4. Historical thinkers use technology to produce and present primary and secondary sources clearly and efficiently.
5. Historical thinkers use the context and content from the past to make connections to the present.
6. Historical thinkers use the historical method of inquiry to interpret and refine history and serves as a model for inquiry. For example: historians and communities preserve historical documents, artifacts, and buildings.

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- Interpret maps and other geographic tools as a primary source to analyze a historic issue.
- Describe the nature and spatial distribution of cultural patterns.
- Recognize the patterns and networks of economic interdependence.
- Explain the establishment of human settlements in relationship to physical attributes and important regional connections.
- Calculate and analyze population trends.

Academic Context and Connections

Colorado Essential Skills:

- Interpret information and draw conclusions using demographic information based on the best analysis to understand patterns of change in human and physical systems. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
- Synthesize ideas in original and surprising ways to demonstrate understanding of demographic patterns of movement and their impact upon the physical systems of the United States. (Entrepreneurial Skills: Creativity/Innovation)
- Organize geographic information through the use of technologies to develop greater understanding of a historical event or action. (Professional Skills: Use Information and Communication Technologies).
- As a geographer, demonstrate ways to adapt and reach workable solutions as a geographer when considering the use of limited resources and their impact upon political and historical events. (Personal Skills: Adaptability/Flexibility).

Inquiry Questions:

- How has human settlement including migration influenced and been influenced by changes in physical systems and culture?
- How can geographic tools help explore patterns in human and physical systems?
- How have people and the environment interacted to produce changes over time?
- How is human activity limited by the environment?
- How has the environment influenced human activity?

Nature and Skills of Geography:

- Spatial thinkers use habits of mind which include recognition of concepts of space, interpretation, and analysis of spatial representations.
- Spatial thinkers apply spatial reasoning to understand historical events and recognize.
- Spatial thinkers use cognitive skills fundamental to spatial thinking by combining spatial visualization, spatial orientation, and spatial relation including recognition of spatial distributions and patterns to connect locations and associate and correlate spatially distributed phenomena.
- Geographic thinkers respond to historical and spatial literature to understand issues from a spatial perspective.

Disciplinary, Information, and Media Literacy:

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Apply reading and writing strategies to construct and express knowledge.

Prepared Graduates:

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

Grade Level Expectation:

2. Competition for control of space and resources in early American History.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. How will the location of resources lead to cooperation or conflict in the future?
2. How has conflict over space and resources influenced human migration?
3. How have differing perspectives regarding resource and land use, occupancy, and ownership led to cooperative policies or conflict?
4. How would human settlement patterns be different if people did not trade resources with others?

Nature and Skills of Geography:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

1. Economic freedom, including free trade was important for economic growth in early American History.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

3. What are the benefits and challenges of trade at the international, national, state, local, and individual levels?
4. How does where and how you purchase products affect the social, economic, and environmental conditions?
5. What impact upon productivity results from taxation?
6. What concerns do citizens have with taxation?

Nature and Skills of Economics:

1. Economic thinkers choose wisely to get the most from limited resources. They understand that trade and collaboration within a market economy is important to business and individual success.
2. Economic thinkers understand that economic actions have indirect as well as direct effects and it is important to analyze positive and negative impacts of trade agreements as critical to a nation's success.
3. Economic thinkers understand that technological advances aid businesses in operating efficiently.
4. Economic thinkers analyze the components of economic growth in market economies because economic theories can be used to predict consequences.

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

Grade Level Expectation:

2. Examine the role of consumer decisions and taxes within the market economies of early American History (PFL).

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

Nature and Skills of Economics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.
- b. Analyze the changing definition of citizenship and give examples of the expansion of rights.
- c. Describe examples of citizens and groups who have influenced change in United States government and politics. For example: Women, American Indians, African Americans, and people in the unsettled territories.
- d. Evaluate the result of various strategies for political change over time.
- e. Analyze primary sources supporting democratic freedoms and the founding of our government. For example: the Declaration of Independence, Constitution, and Bill of Rights; and explain how they provide for both continuity and change.
- f. Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. What is a patriot?
2. What are the duties and responsibilities for citizens?
3. What are the various roles of government?
4. How have various people from different eras in our nation's history promoted change in the face of opposition and what democratic principles were advanced?
5. How have the meanings of American ideals remained the same and changed over time?



Nature and Skills of Civics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

2. The purpose and place of rule of law in a constitutional system.

Evidence Outcomes

Students Can:

- a. Discern various types of law.
- b. Evaluate the strengths of rule of law.
- c. Describe and engage in various means of conflict management.
- d. Explain the role and importance of the Constitution.
- e. Discuss the tensions between individual rights, state law, and national law.
- f. Explain how the state and federal courts' power of judicial review is reflected in the United States' form of constitutional government.
- g. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. What is the "common good"?
2. What are key court cases and historical events in the development of the United States?
3. How have landmark Supreme Court cases impacted society?
4. What are examples of successful and unsuccessful conflict resolution in United States history and why?
5. How has the United States balanced individual rights and law?
6. Which is more effective, the rule of law or the rule of man? Why?

Nature and Skills of Civics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Formulate compelling and supporting questions after evaluating primary sources for point of view and historical context.
- b. Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.
- c. Gather and analyze historical information from a range of qualitative and quantitative sources. For example: demographic, economic, social, and political data.
- d. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts, including multilingual. (Civic/Interpersonal Skills: Communication)
2. Interpret, analyze, and draw conclusions using historical sources. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Synthesize ideas in original and innovative ways. (Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

1. How does the point of view of a historian affect how history is interpreted?
2. Do historians come to agreement on the historical significance of events? If so, how?
3. What if the history of a war was told by someone other than the winners?
4. Why are historical questions important?
5. How do historical thinkers use primary and secondary sources to formulate historical arguments?
6. How might historical inquiry be used to make decisions on contemporary issues?



Nature and Skills of History:

1. Historical thinkers use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
2. Historical thinkers evaluate historical sources for audience, purpose, point of view, context, and authenticity.
3. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and diverse interpretations of historical events and figures and patterns and trends.
4. Historical thinkers evaluate the credibility of a source by examining how experts value the source.
5. Historical thinkers use information and context to interpret, evaluate, and inform decisions or policies regarding such issues which societies find contentious or worthy of debate and discussion.

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.

Evidence Outcomes

Students Can:

- a. Analyze continuity and change in eras over the course of United States history.
- b. Investigate causes and effects of significant events throughout United States history. For example: world and regional conflicts, urbanization and suburbanization, economic cycles, and popular and countercultures.
- c. Analyze the complexity of events throughout United States history. For example: the Civil Rights Movement, migration, immigration and displacement, mass media, landmark Supreme Court cases, and the war on terror.
- d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: the systemic impact of racism and nativism, role of patriotism, expansion of rights, and the role of religion.
- e. Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: Ford's assembly line, NASA, personal computing.
- f. Evaluate the historical development and impact of political thought, theory and actions. For example: the development of political parties, suffrage, reform, activist groups, and social movements.
- g. Analyze the origins of fundamental political debates and how opposing perspectives, compromise, and cooperation have shaped national unity and diversity. For example: suffrage, human and civil rights, and the role of government.

- h. Analyze ideas critical to the understanding of American history. For example: populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.
- i. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States. For example: the writings of the Muckrakers, political cartoons, the Harlem Renaissance, and protest songs and poems.

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies to test historical hypotheses. (Entrepreneurial Skills: Inquiry/Analysis)
2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex national problems using interdisciplinary perspectives independently or with others. (Civics/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. How does society decide what is important in United States history?
2. What ideas have united the American people over time?
3. How does diversity affect the concept of change over time? Is change over time a matter of perspective?
4. What if the belief "all men are created equal" had not been written in the United States Declaration of Independence?



Nature and Skills of History:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.

Evidence Outcomes

Students Can:

- a. Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars, the Holocaust, the Cold War; and independence movements/decolonization.
- b. Investigate causes and effects of significant events throughout world history. For example: the Renaissance; the Protestant Reformation; the Industrial Revolution; the French, Russian, and Chinese Revolutions; the World Wars; genocides; and the Arab Spring movement.
- c. Analyze the complexity of events throughout world history. For example: religious rifts such as the Protestant Reformation and the Shiite/Sunni split in Islam; independence movements in Africa, the Americas, and Asia; and globalization and the rise of modern terrorist organizations.
- d. Examine and evaluate issues of unity and diversity throughout world history. For example: migration and immigration, nationalist movements, revolutions, colonialism, world conferences/international agreements, human rights issues, and the resulting changes in political geography.
- e. Discuss the historical development and contemporary impact of philosophical movements and major world religions. For example: the Enlightenment, the development and expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and Taoism.
- f. Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the

Digital Age. For example: the British factory system, Sputnik, and the miniaturization of technology.

- g. Describe and analyze the historical development and impact of the arts and literature on the cultures of the world. For example: the Renaissance, Modernism, propaganda, and the use of art and literature as forms of resistance.

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies to test historical hypotheses. (Entrepreneurial Skills: Inquiry/Analysis)
2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. (Civic Interpersonal: Global/Cultural Awareness)



Inquiry Questions:

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

Nature and Skills of History:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Interpret geographic information and draw conclusions based on the geospatial reasoning. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Apply results of analysis to make a tangible and useful contribution to the community. (Entrepreneurial Skills: Risk-Taking)

Inquiry Questions:

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

Nature and Skills of Geography:

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

Disciplinary, Information, and Media Literacy:

1. Integrate and evaluate content presented in diverse media and formats.
2. Determine what text states; make inferences; cite specific textual evidence.
3. Formulate appropriate research questions.
4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.



Prepared Graduates:

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

Grade Level Expectation:

2. Geographic variables influence interactions of people, places, and environments.

Evidence Outcomes

Students Can:

- a. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment.
- b. Analyze, interpret, and predict the influences of migration and the distribution of human population based on reciprocal patterns. For example: historical events, the spatial diffusion of ideas, technologies, and cultural practices.
- c. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities. For example: urban/rural, regional, and transportation patterns.
- d. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.
- e. Research and interpret multiple viewpoints on issues that shape policies and programs for resource use and sustainability. For example: immigration, resource distribution, and universal human rights.
- f. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Academic Context and Connections

Colorado Essential Skills:

1. Apply geographic knowledge and skills to implement sophisticated, appropriate, and workable ideas to address complex geographic interactions using interdisciplinary perspectives independently or with others. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Interpret geographic variables and draw conclusions based on geo-spatial analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Design data/information collection and analysis strategies to facilitate geographic inquiry. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

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



Nature and Skills of Geography:

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

Disciplinary, Information, and Media Literacy:

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



Prepared Graduates:

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

Grade Level Expectation:

3. The interconnected nature of the world, its people and places.

Evidence Outcomes

Students Can:

- a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.
- b. Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources.
- c. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.
- d. Analyze how cooperation and conflict influence the division and control of Earth. For example: international agreements, political patterns, and national boundaries.
- e. Make predictions and draw conclusions about the global impact of cultural diffusion/assimilation. For example: human rights, language, religion, and ethnicity.

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Apply a fundamental understanding of the ethical/legal issues in the interconnected nature of the world for effective civic participation. (Civic/Interpersonal Skills: Civic Engagement & Character)
3. Interpret geographic information and draw conclusions based on geo-spatial analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

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



Nature and Skills of Geography:

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

Disciplinary, Information, and Media Literacy:

1. Integrate and evaluate content presented in diverse media and formats.
2. Determine what text states; make inferences; cite specific textual evidence.
3. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
4. Synthesize information from a range of sources such as texts, experiments, and simulations into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

1. Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

- Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

- How does the condition of scarcity affect our decision-making, whether individually or collectively?
- How might policy makers incentivize responsible personal financial behavior among its citizens?
- How might policy makers incentivize potential entrepreneurs to address issues of scarcity through innovation and creativity?
- How is marginal thinking used to make decisions?

- How are incentives influenced by values? For example: ethics, religious beliefs, cultural values.

Nature and Skills of Economics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

2. Economic systems, market structures, competition, and government policies affect market outcomes.

Evidence Outcomes

Students Can:

- a. Compare and contrast economic systems in terms of their ability to achieve economic goals. For example: command, socialism, communism, and market capitalism.
- b. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce resources.
- c. Scrutinize what happens in markets when governments impose price controls (price ceiling and price floors).
- d. Compare and contrast the market outcomes created by various market structures that are not purely competitive: monopolistic competition, oligopoly, and monopoly.
- e. Explore the role of government in addressing market failures. For example: monopoly power/antitrust legislation, public goods, negative/positive externalities, the environment, property rights, regulation, and income distribution.
- f. Compare and contrast different types of taxing. For example: progressive, regressive, proportional, and marginal versus average tax rates.

Academic Context and Connections

Colorado Essential Skills:

1. Manipulate and interpret the tools of supply and demand. (Entrepreneurial Skills: Inquiry/Analysis)
2. Demonstrate ways different economic systems can answer the basic economic questions of what, how, and for whom to produce goods and services. (Personal Skills: Adaptability/Flexibility)
3. Interpret information and draw conclusions about markets based on the supply and demand analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

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



Nature and Skills of Economics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

3. The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy.

Evidence Outcomes

Students Can:

- Describe how Gross Domestic Product (GDP) provides a measure of the aggregate output of the economy.
- Explain how inflation and unemployment vary with the business cycle.
- Describe how fiscal policy (tax and government spending, which is controlled by Congress and the President) can be used to stabilize the economy.
- Describe how monetary policy can be used by the Federal Reserve to stabilize the economy.
- Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).

Academic Context and Connections

Colorado Essential Skills:

- Make predictions about the future course of the economy by interpreting economic data. (Entrepreneurial Skills: Inquiry/Analysis, Critical Thinking/Problem Solving)
- Design economic interventions to address economic challenges. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:

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

Nature and Skills of Economics:

- Economic thinkers recognize the value and the limitations of GDP as a measure of economic well-being.
- Economic thinkers understand how inflation and unemployment are calculated and used, and recognize the potential imperfections of these measures.
- Economic thinkers study when and how to apply fiscal and/or monetary policy to stabilize the macroeconomy.
- Economic thinkers gather and analyze data to explore trends and predictions of the macroeconomy.
- Economic thinkers study the relationship between fiscal and monetary policies and the impact on the economy.
- Economic thinkers track productivity trends to better understand the underlying path of economic growth.

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

4. Globalization and international trade affect the allocation of goods, services, and resources.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge and skills to analyze trade policy and its global complexities. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Make predictions about the effects of different trade policies. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1. Why do people trade?
2. How important is international trade to the economies of various countries around the world?
3. What are some costs and benefits of globalization and international trade for various parties?
4. What opportunities might attract entrepreneurs into the international trade arena?
5. How defensible are the criticisms of free trade?

Nature and Skills of Economics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

Grade Level Expectation:

5. Determine factors that impact an individual's earning capability (PFL).

Evidence Outcomes

Students Can:

- a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
- b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.
- c. Calculate a sustainable household income based on financial obligations for different lifestyle scenarios.
- d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.
- e. Describe factors that impact take-home pay and personal income tax liability.
- f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



Nature and Skills of Economics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

Grade Level Expectation:

6. Establish personal investment objectives (PFL).

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)

Inquiry Questions:

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

Nature and Skills of Economics:

1. Financially capable individuals consider the value that investing plays as part of a lifetime comprehensive financial plan.
2. Financially capable individuals carefully consider the amount of financial risk that they can tolerate based on life stage, and they plan for changes in the economic cycles.
3. Financially capable individuals create plans based on sound economic principles to maximize their standard of living over time.
4. Financially capable individuals analyze market conditions and make predictions regarding economic trends.
5. Financially capable individuals know how to perform time value of money calculations allowing investigation of rate of return, future value of investments, and present value of long-term financial goals.
6. Financially capable individuals understand the relationship between variables in a function which allows people to use functions to model relationships in the real world such as the impact of compound interest.

Disciplinary, Information, and Media Literacy:

1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the sources.
2. Use economic indicators to analyze the current and future state of the economy.

Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

Grade Level Expectation:

7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).

Evidence Outcomes

Students Can:

- a. Analyze how inflation and cost of living impact consumer purchasing and saving power.
- b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. For example: comparing student loan options, auto loan options, and payday lending options.
- c. Analyze consumer and financial information for relevance, credibility, and accuracy.
- d. Investigate consumer responsibilities, rights, and protections when entering into contracts and engaging in commerce. For example: discrimination laws, credit reporting laws, loan contracts, and online purchases.
- e. Explain how an individual's credit history can affect borrowing power.
- f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. How does a consumer determine the accuracy and relevancy of consumer information?
2. How might changes in the economic cycle and market conditions affect a household spending plan?
3. How might changes in lifestyle, income, or life circumstances affect a household spending plan?
4. When might it make sense to take on debt? When does it not make sense?
5. How much will today's purchase cost tomorrow?
6. What resources are available to individuals seeking help with financial hardships?

Nature and Skills of Economics:

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

Disciplinary, Information, and Media Literacy:

1. Gather relevant information from multiple print and digital sources, and assess the credibility and accuracy of the sources.
2. Describe the consequences of competition in specific markets.

Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

Grade Level Expectation:

8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).

Evidence Outcomes

Students Can:

- a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.
- b. Explain the purpose of insurance and how insurance works. For example property insurance, health insurance, and disability insurance.
- c. Analyze the cost of insurance as a method to offset the financial risk of a situation.
- d. Examine types of individual and external factors that impact insurance costs for individuals. For example, insured profile, number and size of claims, frequency and costs of natural disasters.
- e. Outline steps to monitor and safeguard personal financial data and resolve identity theft or fraud issues.
- f. Explain the role of government related to insurance regulation, fraud protection, and disaster response.

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Develop, plan, and organize self-behavior. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. How are individuals, groups of consumers, and markets impacted by unexpected financial obligations due to property loss or damage, loss of income, health care issues, and fraud?

2. What should a consumer consider when choosing insurance for particular situations?
3. How will your insurance needs change during your lifetime?
4. How does probability relate to obtaining insurance and the cost of insurance?
5. How can consumers decrease insurance costs?
6. How does insurance fit into an individual's comprehensive financial plan?

Nature and Skills of Economics:

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

Disciplinary, Information, and Media Literacy:

1. Read and comprehend complex informational texts (e.g., insurance policies).
2. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Prepared Graduates:

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

Grade Level Expectation:

1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.

Evidence Outcomes

Students Can:

- a. Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.
- b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.
- c. Explain the roles and influence of individuals, groups, and the press as checks on governmental practices. For example: direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings.
- d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage individually and/or in groups with that level of government.

Academic Context and Connections

Colorado Essential Skills:

1. Participate in civil society at any of the levels of government, local, state, tribal, national, or international. (Civic Interpersonal Skills: Civic Engagement).
2. Use interpersonal skills to learn and work with individuals and groups from diverse backgrounds in order to understand or impact a policy. (Civic Interpersonal Skills: Collaboration/Teamwork).
3. Analyze both how and why media messages are constructed, and for what purposes in order to support a stance or opinion on an issue. (Professional Skills: Information Literacy)

Inquiry Questions:

1. What is the meaning of civic participation in a democratic republic?
2. How can citizens act individually and collectively as a “check” on government?
3. What strategies can citizens use most effectively to influence public policy?
4. How do people remain civil and engage in discourse when there is dissonance?
5. Why should you participate in government?
6. What kinds of participation would be most effective on the policy issues you care about the most?
7. In what ways can you actively engage in American democracy and impact its system of government?



Nature and Skills of Civics:

1. Civic-minded individuals research civic issues and act appropriately using a variety of sources from multiple perspectives and communicating views in a respectful manner.
2. Civic-minded individuals write letters to stakeholders using logical reasoning with relevant, accurate data and evidence to influence policy.
3. Civic-minded individuals can verbally express their position on issues involving their community and/or nation in meaningful and thoughtful ways. For example: citizens speak at a school board meeting or running for office.
4. Civic-minded individuals can listen to multiple perspectives in a respectful manner, as part of civil discourse.
5. Civic-minded individuals can work effectively individually, and in groups, to influence public policy and the actions of government.

Disciplinary, Information, and Media Literacy:

1. Decision-making involves researching an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. For example: citizens study the issues before voting.
2. Participation in a local, state, tribal, or national issue involves research, planning, and implementing appropriate civic engagement.
3. Social media can be a tool for researching civic issues, advocating for ideas, and expressing views to elected officials.
4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.
5. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
6. Demonstrate the ability to locate, evaluate, and apply sources in order to formulate descriptive evidence, including but not limited to the use of social media as a form of communication.
7. Demonstrate ability to use 21st century media as a tool for civic participation.
8. Critically analyze messages in the media to detect propaganda, censorship, and bias.
9. Demonstrate appropriate behaviors when using technology and discuss consequences of inappropriate use.

Prepared Graduates:

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

Grade Level Expectation:

2. Purposes, roles and limitations of the structures and functions of government.

Evidence Outcomes

Students Can:

- a. Describe the origins, foundations, purposes, and limitations of government and include the contribution of key philosophers, American historical figures and documents.
- b. Identify the structure, function, and roles of current members of American government and their relationship to democratic values.
- c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. For example: freedom and security, individual rights and common good, general welfare, and rights and responsibilities.
- d. Analyze the role of the founding documents of the United States and the evolution of their interpretation through governmental action and court cases. For example: the Declaration of Independence, the Constitution, the Federalist Papers, and the Bill of Rights.
- e. Understand the role of the American judicial system and evaluate the effectiveness of the justice system in protecting life, liberty, and property for all persons in the United States.
- f. Analyze how current global issues impact American foreign policy. For example: the Universal Declaration of Human Rights, immigration, or foreign trade agreements.
- g. Compare and contrast how other systems of government function. For example: authoritarian regimes and parliamentary systems.

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills regarding the role and responsibilities of different levels and types government. (Civic/Interpersonal Skills: Communication)
2. Interpret information and draw conclusions about the origins of the structures of America's governmental institutions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Apply knowledge of government to develop appropriate and workable solutions that address complex local, state, national and global problems using interdisciplinary perspectives. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. What are the most important democratic ideals and practices?
2. What are the various levels and roles of the U.S. system of government?
3. What would society look like if several landmark court cases had been decided differently?
4. How does government best protect individual rights and the rights of minorities, yet have majority rule?
5. In what ways can you actively engage in American democracy and impact its system of government?
6. What would United States government look like with no checks and balances or another mix of those limitations?
7. How has American federalism evolved and changed over time?
8. How has the concept of American Democracy developed throughout history?
9. How have domestic and foreign policy impacted American Democracy?



10. Why should U.S. citizens be informed of issues related to foreign governments?
11. Who are the elected officials who impact your life and how?
12. What are a U.S. citizen's rights and responsibilities?

Nature and Skills of Civics:

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

Disciplinary, Information, and Media Literacy:

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

Prepared Graduates:

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

Grade Level Expectation:

3. Evaluate the impact of the political institutions that link the people to the government.

Evidence Outcomes

Students Can:

- a. Assess how members of a civil society can impact public policy on local, state, tribal, national, or international issues. For example: voting, participation in primaries and general elections, and contact with elected officials.
- b. Examine and evaluate the effectiveness of political parties, interest groups, suffrage, and social movements as a way for people to participate and influence government.
- c. Analyze the impact of federal policies on campaigns and elections, and why these policies are debated by multiple parties on the political spectrum. For example: PACs, campaign finance, state and federal voting laws and regulations, and the Federal Election Commission.
- d. Analyze how court decisions, legislative debates, and various groups have helped to preserve, develop, interpret, and limit the individual rights and ideals of the American system of government.
- e. Examine how people in other systems of government can participate to influence policy.

Academic Context and Connections

Colorado Essential Skills:

1. Analyze both how and why media messages are constructed, and for what purpose. (Professional Skills: Information Literacy)
2. Participate effectively in civic life through the use of linkage institutions. For example: media, political parties, campaigns, interest groups. (Civic/Interpersonal Skills: Civic Engagement).
3. Apply a fundamental understanding of the ethical/legal issues in many contexts including the access and use of information. For example: campaign finance laws, and Freedom of Information Act. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. What are the different ways citizens can impact public policy as individuals or through groups?
2. How have voting rights evolved over time?
3. What current issues surround voting rights?
4. What are interest groups and how do they influence policy?
5. How have federal elections changed over time and how do the political parties view these changes?
6. How have political parties responded to societal changes over time?
7. How has the participation of different demographic groups changed over time in the U.S. and how has this influenced American politics and the system of government?



Nature and Skills of Civics:

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

Disciplinary, Information, and Media Literacy:

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