

Colorado Academic STANDARDS

High School

Social Studies



Adopted: December 10, 2009

Colorado Academic Standards Social Studies Standards

"Teaching social studies powerfully and authentically begins with a deep knowledge and understanding of the subject and its unique goals. Social studies programs prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues."

*A Vision of Powerful Teaching and Learning in the Social Studies:
Building Social Understanding and Civic Efficacy (NCSS, 2008)*

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Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on the social studies. The social studies provide cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education. These standards outline the knowledge and skills needed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Social studies is essential to understanding the complexity of the world. It provides the context and understanding of how humans interact with each other and with the environment over time. It offers the crucial knowledge needed to create a framework for understanding the systems of society.

Colorado's social studies standards lay out a vision of these vitally important disciplines and describe what all students should know and be able to do at each grade level through eighth grade, and through high school. The authors of this document are educators in preschool through twelfth grade, higher education professors, business and military representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21st century possess after completing high school? The answers to this question framed the work that led to the development of four standards in social studies for grades P-12.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The “Continuum of State Standards Definitions” section that follows shows the hierarchical order of the standards components. The “Standards Template” section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

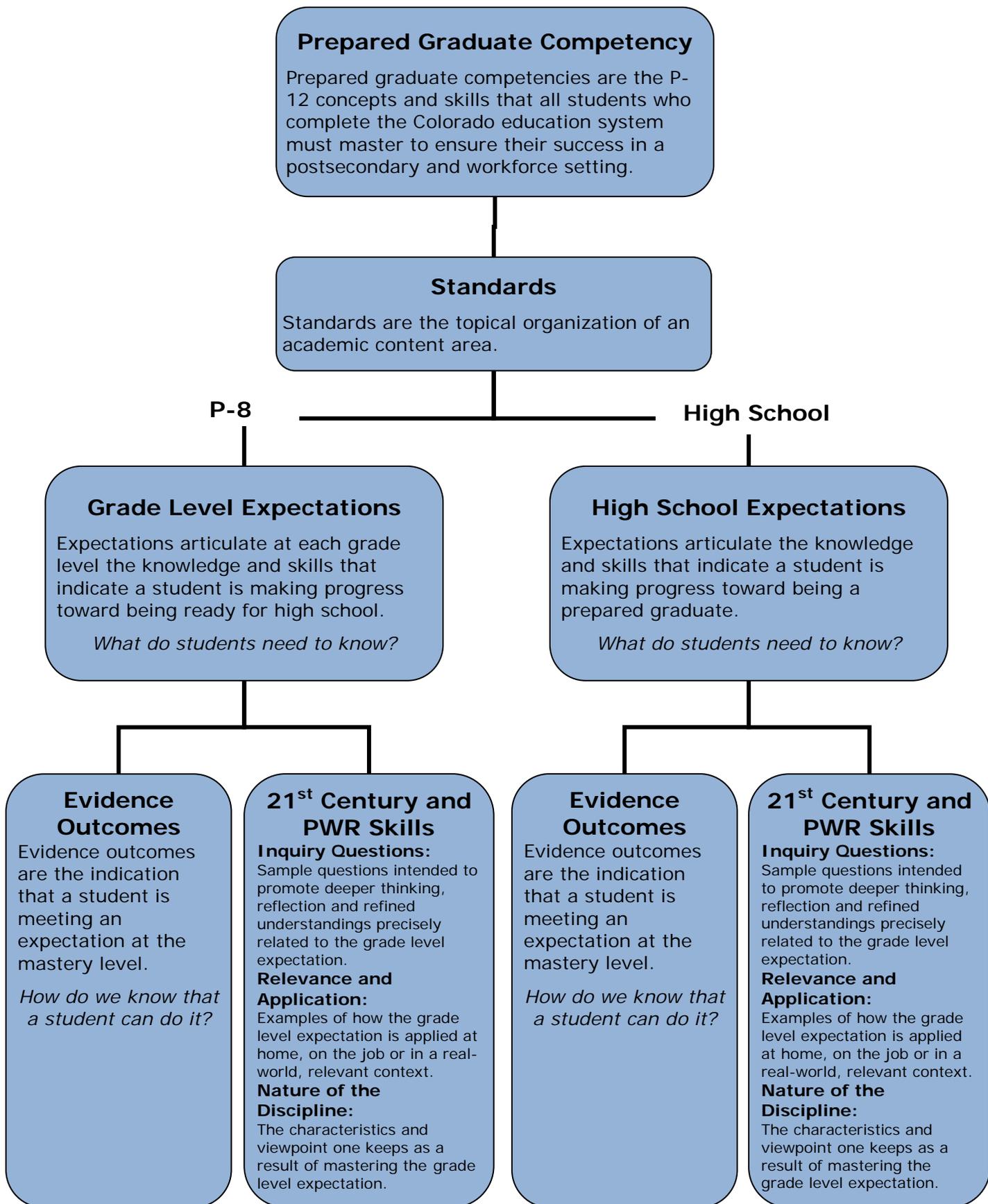
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

High School Expectations: The articulation of the concepts and skills that indicate a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation at each grade level of the concepts and skills that indicate a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Prepared Graduate Competencies in Social Studies

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in social studies:

1. Use the tools, thinking, and practices of history, geography, economics, and civics to:
  - a. Solve problems, make decisions and analyze issues from multiple perspectives as a responsible member of society
  - b. Read, write, and communicate ideas

Prepared graduates in history:

1. Develop an understanding of how people view, construct, and interpret history
2. Analyze key historical periods and patterns of change over time within and across nations and cultures

Prepared graduates in geography:

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them

Prepared graduates in economics:

1. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
2. Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Prepared graduates in civics:

1. Analyze and practice rights, roles, and responsibilities of citizens
2. Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

## Colorado Academic Standards Social Studies

Standards are the topical organization of an academic content area. The four standards of social studies are:

### 1. **History**

History develops moral understanding, defines identity and creates an appreciation of how things change while building skills in judgment and decision-making. History enhances the ability to read varied sources and develop the skills to analyze, interpret and communicate.

### 2. **Geography**

Geography provides students with an understanding of spatial perspectives and technologies for spatial analysis, awareness of interdependence of world regions and resources and how places are connected at local, national and global scales.

### 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 the complexity of the origins, structure, and functions of governments; the rights, roles and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

# Social Studies

## Grade Level Expectations at a Glance

| Standard           | Grade Level Expectation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>High School</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1. History         | <ol style="list-style-type: none"> <li>1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources</li> <li>2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</li> <li>3. The significance of ideas as powerful forces throughout history</li> </ol>                                                                                                                                                                                                                                                                         |
| 2. Geography       | <ol style="list-style-type: none"> <li>1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</li> <li>2. Explain and interpret geographic variables that influence the interaction of people, places, and environments</li> <li>3. The interconnected nature of the world, its people and places</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                   |
| 3. Economics       | <ol style="list-style-type: none"> <li>1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources</li> <li>2. Economic policies impact markets</li> <li>3. Government and competition impact markets</li> <li>4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)</li> <li>5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)</li> <li>6. The components of personal credit to manage credit and debt (PFL)</li> <li>7. Identify, develop, and evaluate risk-management strategies (PFL)</li> </ol> |
| 4. Civics          | <ol style="list-style-type: none"> <li>1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies</li> <li>2. Purposes of and limitations on the foundations, structures and functions of government</li> <li>3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government</li> </ol>                                                                                                                                                                                                                                                                                    |

## 21<sup>st</sup> Century Skills and Readiness Competencies in Social Studies

The social studies subcommittees embedded 21<sup>st</sup> century skills, school readiness, and postsecondary and workforce readiness skills into the draft revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

### **Colorado's description of 21st century skills**

The 21<sup>st</sup> century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Social studies is inherently demonstrated in each of Colorado 21<sup>st</sup> century skills, as follows:

Critical Thinking and Reasoning – Social studies is a discipline grounded in critical thinking and reasoning. Doing history, geography, civics and economics involves recognizing patterns and relationships across time and space. Social studies provide the structure that makes it possible to describe patterns that exist in nature and society.

Information Literacy – The disciplines of social studies equip students with tools and mental habits to organize and interpret a multitude of resources. A social studies student with information literacy skills can effectively analyze primary and secondary sources, detect bias, use learning tools, including technology, and clearly communicate thoughts using sound reasoning.

Collaboration – The content areas of social studies involve the give and take of ideas. In the course of understanding social studies, students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, the student interprets and evaluates the ideas, strategies, solutions, and justifications of others.

Self-Direction – Understanding social studies requires a productive disposition, curiosity and self-direction. This involves monitoring and assessing one's thinking and persisting to search for patterns, relationships, cause and effect, and an understanding of the events and people throughout time.

Invention – The social studies are a dynamic set of content area disciplines, ever expanding with new ideas and understandings. Invention is the key element as students make and test theories, create and use social studies tools, search for patterns and themes, and make connections among ideas, strategies and solutions.

## **Colorado's Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado's Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind's eye.

# 1. History

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate.

History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world.

History is a critical component in the future success of a student in the 21<sup>st</sup> century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduate Competencies in the History standards are:**

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

- Develop an understanding of how people view, construct, and interpret history

**Grade Level Expectation: High School**

**Concepts and skills students master:**

1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

**Evidence Outcomes**

**Students can:**

- a. Evaluate a historical source for point of view and historical context (DOK 2-3)
- b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)
- c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)
- d. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts (DOK 2-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does the point of view of the historian impact how history is interpreted?
2. What qualifies an event as historically significant rather than simply noteworthy?
3. What if the history of a war was told by the losing side?
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?

**Relevance and Application:**

1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding such issues as discrimination of various groups – women, indigenous people – throughout history and religious conflicts - the Middle East Peace process, the troubles between the United Kingdom and Northern Ireland, conflicts in Africa and genocide.
2. The historical method of inquiry is used to continue to interpret and refine history. For example, new information and discoveries regarding the origins of the Cold War and new insights into the relationship between Europeans and Africans during the early era of colonization change the interpretation of history.

**Nature of History:**

1. Historical thinkers evaluate historical sources for audience, purpose, point of view, context, and authenticity
2. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and interpretations of historical events and figures

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

- Analyze key historical periods and patterns of change over time within and across nations and cultures

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time

**Evidence Outcomes**

**Students can:**

World history (both East and West including modern world history):

- a. Evaluate continuity and change over the course of world history (DOK 1-3)
- b. Investigate causes and effects of significant events in world history (DOK 1-2)
- c. Analyze the complexity of events in world history (DOK 2-3)
- d. Examine and evaluate issues of unity and diversity in world history (DOK 1-3)

United States history (Reconstruction to the present):

- e. Analyze continuity and change in eras over the course of United States history (DOK 2-3)
- f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War (DOK 1-2)
- g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement (DOK 2-3)
- h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What impact have individuals had on history?
- 2. How has culture defined civilization?
- 3. How does society decide what is important in history?
- 4. What ideas have united people over time?
- 5. How has diversity impacted the concept of change over time?

**Relevance and Application:**

- 1. The complex relationships among change, diversity and unity have long-lasting impacts on the cultural, political, and ideological components in society. For example, there is a need to understand cultural traditions and history in order to interact in the international world of business.
- 2. The complex interrelationship between the past and the present is evident when solving issues over time. For example, human interaction with the environment has been a critical issue throughout history and continues to be a factor in pollution, climate change, and resource management.
- 3. Businesses and individuals use history to understand the feasibility of new ideas and markets.

**Nature of History:**

- 1. Historical thinkers analyze the significance of interactions among eras, ideas, individuals, and groups
- 2. Historical thinkers organize events into chronological eras and periods
- 3. Historical thinkers study cause and effect, patterns, themes, and interdependence of events

**Content Area: Social Studies**  
**Standard: 1. History**

**Prepared Graduates:**

- Analyze key historical periods and patterns of change over time within and across nations and cultures

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 3. The significance of ideas as powerful forces throughout history

**Evidence Outcomes**

**Students can:**

- World history (both East and West; to include but not be limited to modern world history):
- a. Discuss the historical development and impact of major world religions and philosophies. Topics to include but not limited to the Enlightenment and modern changes in Christianity, Islam, Judaism, Buddhism and Hinduism (DOK 1-3)
  - b. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution (DOK 1-4)
  - c. Evaluate the historical development and impact of political thought, theory and actions (DOK 1-3)
  - d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government (DOK 1-3)
  - e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism (DOK 1-3)
  - f. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What if the belief “all men are created equal” did not exist?
- 2. Which ideas provide the greatest insight to understanding a culture or nation’s history?
- 3. How has music, art, and literature reflected powerful ideas throughout history?
- 4. How have philosophical and religious traditions affected the development of political institutions?
- 5. How have scientific and technological developments affected societies?

**Relevance and Application:**

- 1. The world is interconnected through the exchange of ideas as evident in science, technology, and economies. Examples include the printing press, trade routes, spread of information through the Internet, scientists working collaboratively but living in different countries, and instant reporting on the Internet.
- 2. Philosophies, religions, and other powerful ideas have developed over time and across the world. Examples include the spread of religions around the globe, minority rights over time, exploration of space and the oceans, and the Universal Declaration of Human Rights)
- 3. Literature, art (drama, music, dance) reflect and express powerful ideas over time, such as equal rights, civil disobedience, religious thought and expression, government issues)

**Nature of History:**

- 1. Historical thinkers study and analyze the impacts that arise from the interaction of political, philosophical, technological, artistic, and scientific thought.

## 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.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Geography standard are:**

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

**Content Area: Social Studies**

**Standard: 2. Geography**

**Prepared Graduates:**

- Develop spatial understanding, perspectives, and personal connections to the world

**Grade Level Expectation: High School**

**Concepts and skills students master:**

1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions

**Evidence Outcomes**

**Students can:**

- a. Gather data, make inferences and draw conclusions from maps and other visual representations (DOK 1-3)
- b. Create and interpret various graphs, tables, charts, and thematic maps (DOK 1-3)
- c. Analyze and present information using a variety of geographic tools and geographic findings in graphs, tables, charts, and thematic maps (DOK 1-3)
- d. Locate physical and human features and evaluate their implications for society (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What is the significance of spatial orientation, place, and location?
2. How can maps be used for political purposes?
3. How can current world events change maps?
4. How do the division and control of the physical, social, political, and cultural spaces on Earth cause cooperation or conflict?
5. What would the world map look like if physical geography was the defining variable for country boundaries?

**Relevance and Application:**

1. Geographic tools, such as satellite imagery, GIS, GPS, are used to place world events and study human activities over time and provide deeper understanding of the world. For example, satellite imagery is used to track the disappearance of the Aral Sea, find the location of lost cities and measure the melting of ice caps.
2. The location of resources, physical boundaries, and natural hazards affect human interaction such as conflicts over water rights, and location of resources in relation to trade routes and consumers.
3. Technology is used to gather and graph geographic information to inform decisions. For example, weather and climate patterns affect the farming industry, and population and migration patterns affect city planners and Realtors.
4. Technology is used to collect and communicate geographic data such as the distribution of resources and its influence on population density.

**Nature of Geography:**

1. Spatial thinkers gather, display, and analyze geographic information using geographic tools.
2. Spatial thinkers use absolute and relative location, mental maps, and spatial orientation in studying geographic questions.
3. 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 surface.

**Content Area: Social Studies**

**Standard: 2. Geography**

**Prepared Graduates:**

- Develop spatial understanding, perspectives, and personal connections to the world

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 2. Explain and interpret geographic variables that influence the interactions of people, places and environments

**Evidence Outcomes**

**Students can:**

- a. Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards (DOK 1-3)
- b. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment (DOK 1-3)
- c. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others (DOK 1-2)
- d. Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use (DOK 1-4)
- e. Explain how information and changing perceptions and values of places and environment influence personal actions (DOK 1-3)
- f. Define sustainability and explain how an individual's actions may influence sustainability (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What will happen if farm land degrades around the world?
- 2. How might the physical geography of Earth change in the future?
- 3. Why do countries and cultures struggle to maintain spatial cohesiveness and national identity?
- 4. What might happen if we thought locally and acted globally?
- 5. What are the maximum limits of human activity the environment can withstand without deterioration?

**Relevance and Application:**

- 1. Individual actions affect the local environment and global community such as the impact of recycling and consumption of resources.
- 2. Technology can support invention and influence how humans modify the environment in both positive and negative ways such as renovation of existing buildings to "green" technologies, prevention and prediction of natural hazards and disasters, and satellite imagery used to track water availability in the Middle East.

**Nature 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.

**Content Area: Social Studies**  
**Standard: 2. Geography**

**Prepared Graduates:**

- Examine places and regions and the connections among them

**Grade Level Expectation: High School**

**Concepts and skills students master:**

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 (DOK 1-2)
- b. Explain that the world’s population is increasingly connected to and dependent upon other people for both human and natural resources (DOK 1-2)
- c. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions (DOK 1-2)
- d. Analyze how cooperation and conflict influence the division and control of Earth (DOK 1-2)
- e. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities (DOK 1-3)
- f. Make predictions and draw conclusions about the global impact of cultural diffusion (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does increasing globalization influence the interaction 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 predictions can be made about human migration patterns?
4. How do technologies result in social change, some of which is unanticipated such as social networking?

**Relevance and Application:**

1. 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.
2. Technology creates new life choices, new interconnections between people, new opportunities, and new conflicts. For example the spread of knowledge and democratic ideals throughout the world changes lives.

**Nature 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.

# 3. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students 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 understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the Economics Standard are:**

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions

**Content Area: Social Studies**

**Standard: 3. Economics**

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**

- a. Analyze the relationships between economic goals and the allocation of scarce resources (DOK 2-3)
- b. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs (DOK 1-2)
- c. Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits (DOK 1-2)
- d. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services (DOK 1-2)

**Inquiry Questions:**

1. How is marginal thinking used in determining societal and individual decisions?
2. How has globalization changed the availability of human capital?
3. What are some of the ways that the values of a society affect the goods and services it produces?
4. What entrepreneurial idea would solve some of the world scarcity issues?

**Relevance and Application:**

1. The availability of natural resources, such as fossil fuels and blood diamonds, has an impact on economic decisions made in a global economy.
2. Entrepreneurship and innovation create new paradigms to address scarcity and choice. Examples include electric cars, cell phones, social networking, Internet, and satellite television.
3. Natural resources can be scarce in the world or specific regions, impacting markets and creating innovation such as projects developed to provide clean drinking water around the world, lack of water in the Middle East created significant desalination research).
4. Marginal thinking allows for good economic decisions to be made by individuals, businesses, and governments.

**Nature of Economics:**

1. When using an economic way of thinking individuals study how productive resources are changing in order to anticipate new problems with scarcity of desired resources
2. Economic thinkers analyze how economies utilize resources to meet the cumulative wants and needs of the individuals in a society
3. When using an economic way of thinking individuals study factors that lead to increased economic interdependence, increased productivity, and improved standard of living for the individuals in a society.

**Content Area: Social Studies**

**Standard: 3. Economics**

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

2. Economic policies affect markets

**Evidence Outcomes**

**Students can:**

- a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve (DOK 1-2)
- b. Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies (DOK 1-2)
- c. Identify government activities that affect the local, state, or national economy (DOK 1)
- d. Give examples of the role of government in a market economic system (DOK 1)
- e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies (DOK 1-3)
- f. Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy (DOK 2-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What is government's role in a market economy?
- 2. How do embargoes and tariffs influence the balance of trade in a positive or negative manner?
- 3. What is the economic impact of various monetary and fiscal policies that a government can use?
- 4. How would you change monetary policy?
- 5. What type of monetary and fiscal policies would be best for businesses?

**Relevance and Application:**

- 1. Fiscal and monetary policies affect financial markets and individuals such as the impact of exchange rates on tourists, and the effect of interest rates on the cost of borrowing money.
- 2. Businesses understand and follow the changes in fiscal and monetary policy to make better choices and react to changing markets.
- 3. Technology allows both individuals and businesses to access up-to-date information regarding fiscal and monetary policies and the fluctuations in markets.
- 4. Economic behavior is modified based on positive and negative incentives such as tax credits on alternative energy and increases in payroll taxes.

**Nature of Economics:**

- 1. Economic thinkers gather and analyze data to explore trends and predictions.
- 2. Economic thinkers study the relationship between policy and market reaction.
- 3. Economic thinkers decipher trends in financial markets by looking for patterns of behavior.

**Content Area: Social Studies**

**Standard: 3. Economics**

**Prepared Graduates:**

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

**Grade Level Expectation: High School**

**Concepts and skills students master:**

**3. Government and competition affect markets**

**Evidence Outcomes**

**Students can:**

- a. Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism (DOK 1-3)
- b. Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, and monopoly (DOK 1-3)
- c. Compare and contrast economic systems in terms of their ability to achieve economic goals (DOK 2-3)
- d. Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, and proportional (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. In what ways does the United States government influence decisions regarding production and distribution of goods?
2. How does competition affect the choices consumers have in an economy?
3. What are some ways that different market structures affect the goods and services available for purchase?
4. How do various economic systems make decisions regarding production and distribution of goods and the role government will play?

**Relevance and Application:**

1. Knowledge of the changing role of government in various markets helps to make informed choices.
2. The understanding of the role of competition in markets helps to make informed decisions and create business strategies.
3. Government taxing and spending policies affect individuals and businesses.

**Nature of Economics:**

1. Economic thinkers compare systems of economics to determine how best to meet economic goals.
2. Economic thinkers study the use of monetary and fiscal policies.
3. Economic thinkers analyze the effects of specific government regulations on different groups, including consumers, employees and businesses.

**Content Area: Social Studies**  
**Standard: 3. Economics**

**Prepared Graduates:**

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)

**Evidence Outcomes**

**Students can:**

- a. Develop a financial plan including a budget based on short- and long-term goals (DOK 1-4)
- b. Analyze financial information for accuracy, relevance, and steps for identity protection (DOK 2-3)
- c. Describe factors affecting take-home pay (DOK 1)
- d. Identify sources of personal income and likely deductions and expenditures as a basis for a financial plan (DOK 1-2)
- e. Describe legal and ethical responsibilities regarding tax liabilities (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How can you develop short- and long-term financial goals and plans that reflect personal objectives?
2. How does a consumer determine the accuracy, relevancy, and security of financial information?
3. What is the role that various sources of income play in a financial plan?
4. What are the financial and legal consequences of not paying your taxes?
5. What is the role of education in building financial security?

**Relevance and Application:**

1. Individuals create long- and short-term financial plans that include predictions about education, costs; potential to achieve financial goals; projected income; likely expenditures, savings and interest; credit or loans; and investment decisions including diversification.
2. Individuals are able use the appropriate contracts and identify each party's basic rights and responsibilities to protect financial well-being.
3. Technology allows individuals to research and track information regarding personal finances using such tools as online banking and brokerage accounts.

**Nature of Economics:**

1. Financially responsible individuals describe factors that influence financial planning.
2. Financially responsible individuals plan for tax liabilities.
3. Financially responsible individuals consider opportunity costs of saving over spending and vice versa.
4. Financially responsible individuals analyze economic cycles and make predictions regarding economic trends.

**Content Area: Social Studies**

**Standard: 3. Economics**

**Prepared Graduates:**

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)

**Evidence Outcomes**

**Students can:**

- a. Compare and contrast the variety of investments available for a diversified portfolio (DOK 2-3)
- b. Evaluate factors to consider when managing savings and investment accounts (DOK 2-3)
- c. Explain how economic cycles affect personal financial decisions (DOK 1-3)
- d. Describe the appropriate types of investments to achieve the objectives of liquidity, income and growth (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How does a consumer choose between investment options?
- 2. How might changes in the economic cycle affect future earnings on an individual's investments?
- 3. What are some ways that you might rate the security, accuracy, and relevancy of financial information?
- 4. How does compound interest manifest in investment and debt situations?

**Relevance and Application:**

- 1. Investigation of different investment strategies helps to identify which strategies are appropriate for different life stages such as early adulthood through to retirement.
- 2. The creation of a plan to diversify a portfolio of investments balances risks and returns and prepares for a solid financial future.
- 3. A personal career plan includes educational requirements, costs, and analysis of the potential job demand to achieve financial well-being.

**Nature of Economics:**

- 1. Financially responsible individuals carefully consider the amount of financial risk that they can tolerate based on life stage and plan for changes in the economic cycles.
- 2. Financially responsible individuals create plans based on sound economic principles to maximize their standard of living over time.

**Content Area: Social Studies**

**Standard: 3. Economics**

**Prepared Graduates:**

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 6. The components of personal credit to manage credit and debt (PFL)

**Evidence Outcomes**

**Students can:**

- a. Analyze various lending sources, services, and financial institutions (DOK 1-2)
- b. Investigate legal and personal responsibilities affecting lenders and borrowers (DOK 1-3)
- c. Make connections between building and maintaining a credit history and its impact on lifestyle (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is it important to know the similarities and differences of revolving credit, personal loans, and mortgages?
- 2. How does the law protect both borrowers and lenders?
- 3. Why is a good credit history essential to the ability to purchase goods and insurance, and gain employment?
- 4. When should you use revolving credit and/or personal loans?

**Relevance and Application:**

- 1. The understanding of the components of personal credit allows for the management of credit and debt. For example, individuals can use an amortization schedule to examine how mortgages differ, check a credit history, know the uses of and meaning of a credit score, and use technology to compare costs of revolving credit and personal loans.
- 2. Knowledge of the penalties that accompany bad credit, such as the inability to qualify for loans, leads to good financial planning.

**Nature of Economics:**

- 1. Financially responsible consumers know their rights and obligations when using credit.
- 2. Financially responsible consumers frequently check their own credit history to verify its accuracy and amend it when inaccurate.
- 3. Financially responsible consumers make decisions that require weighing benefit against cost.

**Content Area: Social Studies**

**Standard: 3. Economics**

**Prepared Graduates:**

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 7. Identify, develop, and evaluate risk-management strategies (PFL)

**Evidence Outcomes**

**Students can:**

- a. Differentiate between types of insurance (DOK 1-2)
- b. Explain the function and purpose of insurance (DOK 1)
- c. Select and evaluate strategies to mitigate risk (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What are the benefits of car, health, life, mortgage, long-term care, liability, disability, home and apartment insurance?
- 2. How does a consumer choose between various insurance plans?
- 3. How does insurance help consumers to prepare for the unexpected?
- 4. What additional ways can individuals alleviate financial risks?

**Relevance and Application:**

- 1. The knowledge of how to evaluate, develop, revise, and implement risk-management strategies allow individuals to be prepared for the future. For example, a plan for insurance may change over the course of life depending on changing circumstances.
- 2. Individuals seek advice and counsel from insurance companies, financial planners, and other businesses on risk management.

**Nature of Economics:**

- 1. Financially responsible individuals mitigate the risks associated with everyday life through planning, saving, and insurance.
- 2. Financially responsible individuals consider insurance as a part of their financial plan.

# 4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical 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, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the Civics standard are:**

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

**Content Area: Social Studies**

**Standard: 4. Civics**

**Prepared Graduates:**

- Analyze and practice rights, roles, and responsibilities of citizens

**Grade Level Expectation: High School**

**Concepts and skills students master:**

1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies

**Evidence Outcomes**

**Students can:**

- a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4)
- b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3)
- c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (DOK 1-2)
- d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government (DOK 1-3)
- e. Critique various media sources for accuracy and perspective (DOK 2-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What is the meaning of civic participation in a democratic republic?
2. How do citizens act as a “check” on government?
3. What strategies can citizens use most effectively to influence public policy?
4. How do people resolve differences while remaining respectful of multiple perspectives?
5. Why should you participate in government?

**Relevance and Application:**

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 or national issue involves research, planning, and implementing appropriate and ethical civic engagement. For example, citizens speak at a school board meeting or run for office.
3. Technology is a tool for researching civic issues, advocating for ideas, and expressing views to elected officials.

**Nature of Civics:**

1. Responsible community members research civic issues and act appropriately using a variety of sources from multiple perspectives and communicating views in a respectful, ethical manner.

**Content Area: Social Studies**

**Standard: 4. Civics**

**Prepared Graduates:**

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

**Grade Level Expectation: High School**

**Concepts and skills students master:**

- 2. Purposes of and limitations on the foundations, structures and functions of government

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**

- a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2)
- b. Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)
- c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3)
- d. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3)
- e. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK 1-3)
- f. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (DOK 2-3)
- g. Evaluate the effectiveness of our justice system in protecting life, liberty, and property (DOK 3-4)

**Inquiry Questions:**

- 1. What are the most important democratic ideals and practices?
- 2. What would society look like if several landmark court cases had been decided differently?
- 3. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
- 4. What would United States government look like with no checks and balances or another mix of those limitations?

**Relevance and Application:**

- 1. Skills and strategies are used to participate in public life and exercise rights, roles, and responsibilities. For example, eligible individuals vote, individuals pay taxes to support government services, and citizens act as advocates for ideas.
- 2. Political issues are covered by the media, and individuals evaluate multiple media accounts using technology.

**Nature of Civics:**

- 1. Responsible community members understand the concept of “rule of law” and its role in policies and practices of the government.
- 2. Responsible community members know the political theories that contributed to the foundation and development of the structures of government and their meaning today.

**Content Area: Social Studies**

**Standard: 4. Civics**

**Prepared Graduates:**

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

**Grade Level Expectation: High School**

**Concepts and skills students master:**

3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

**Evidence Outcomes**

**Students can:**

- a. Discuss multiple perspectives on local issues and options for participating in civic life (DOK 1-3)
- b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies (DOK 2-3)
- c. Explain how to monitor and influence public policy (DOK 1-2)
- d. Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)
- e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK 1-3)
- f. Compare and contrast how different systems of government function (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why do countries view global issues from different perspectives?
2. How does domestic policy affect foreign policy?
3. How does a government make foreign policy and can individuals influence policy?
4. What are possible motivations underlying foreign policy decisions?

**Relevance and Application:**

1. The making of foreign and domestic policies impacts daily lives. For example, unrest in the Middle East could cause gasoline prices to rise and unrest in another nation affects extended families in the United States.

**Nature of Civics:**

1. Responsible community members gather and analyze data from multiple sources to look for patterns and create hypotheses regarding foreign policy.
2. Responsible community members investigate foreign policy issues prior to making decisions.

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