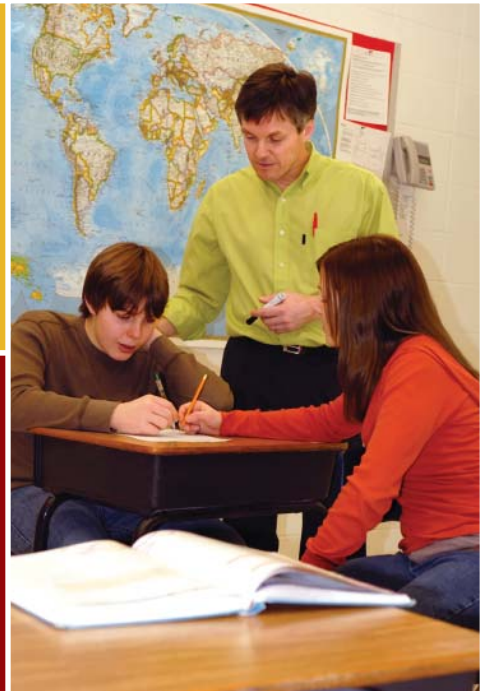


Preschool and Kindergarten

Social Studies  
**Social Studies**



## **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)*

~ ~ ~ ~ ~

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?*

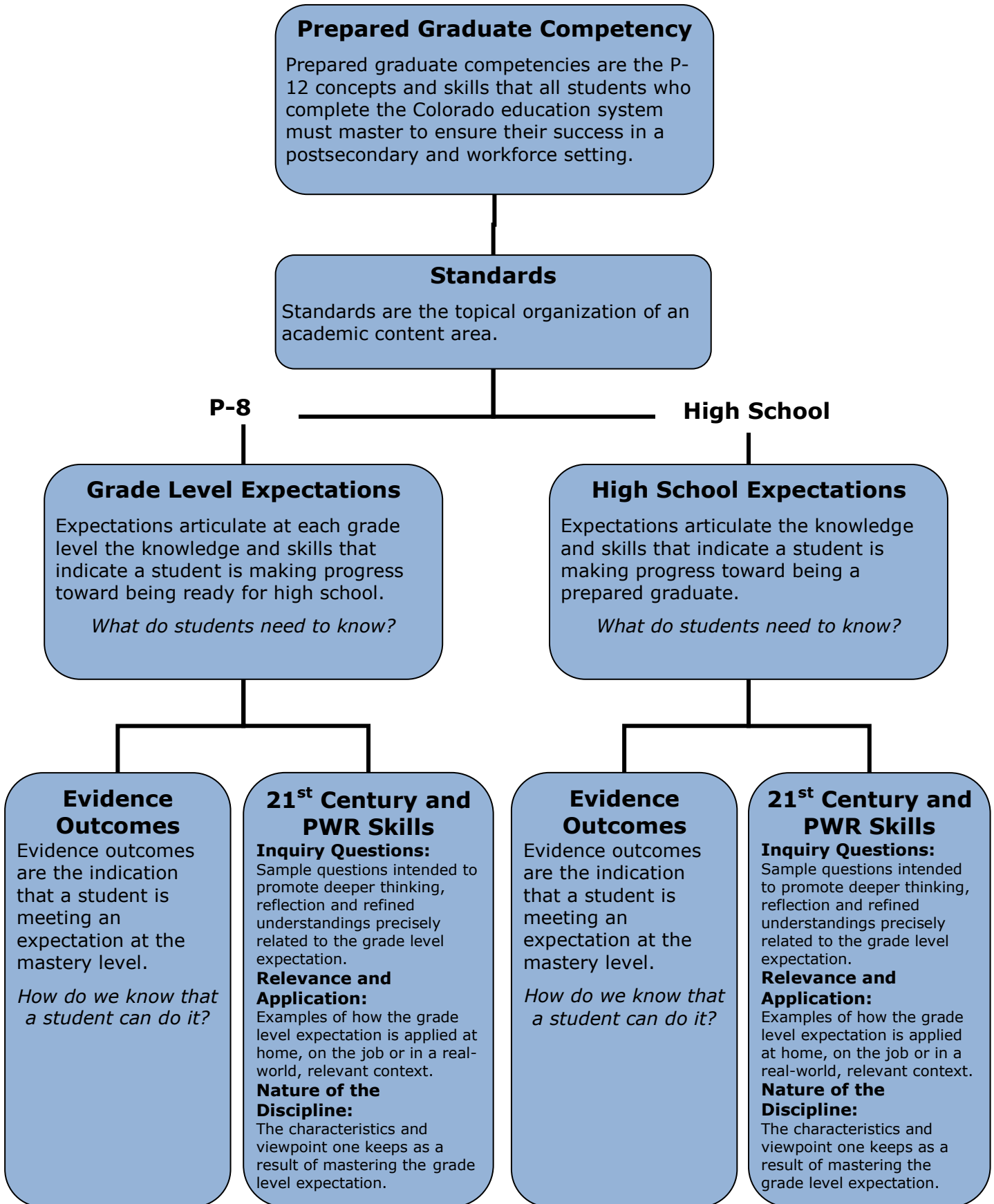
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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>Kindergarten</b>	
1. History	1. Ask questions, share information and discuss ideas about the past 2. The first component in the concept of chronology is to place information in sequential order
2. Geography	1. People belong to different groups and live in different settings around the world that can be found on a map or globe
3. Economics	1. Ownership as a component of economics 2. Discuss how purchases can be made to meet wants and needs (PFL)
4. Civics	1. Participate in making decisions using democratic traditions 2. Civic participation takes place in multiple groups
<b>Preschool</b>	
1. History	1. Change and sequence over time
2. Geography	1. Develop spatial understanding, perspectives, and connections to the world
3. Economics	1. People work to meet wants 2. Recognize money and identify its purpose (PFL)
4. Civics	1. Individuals have unique talents but also work with others in groups 2. Rules and their purpose in allowing groups to work effectively



## 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: Kindergarten**

**Concepts and skills students master:**

1. Ask questions, share information and discuss ideas about the past

**Evidence Outcomes**

**Students can:**

- a. Ask questions about the past using question starters. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did? (DOK 1-2)
- b. Identify information from narrative stories that answer questions about the past and add to our collective memory and history (DOK 1-2)
- c. Use correctly the word "because" in the context of personal experience or stories of the past using words. Words to include but not limited to past, present, future, change, first, next, last (DOK 1)

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

**Inquiry Questions:**

1. How are lives of people from the past similar and different from our lives today?
2. Why is it important to ask questions about the past?
3. What is history?

**Relevance and Application:**

1. Individuals identify historical information in stories, photographs, buildings, and documents in their immediate surroundings such as movies, books, poems, paintings and other forms of art.
2. The asking of questions about the past helps to understand the present and plan for the future. For example, newspaper reporters investigate the history of a topic in order to write a well-rounded piece.

**Nature of History:**

1. Historical thinkers ask questions to guide investigations of people, places, and events in the past.

**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: Kindergarten**

**Concepts and skills students master:**

- 2. The first component in the concept of chronology is to place information in sequential order

**Evidence Outcomes**

**Students can:**

- a. Order sequence information using words. Words to include but not limited to past, present future, days, weeks, months, years, first, next, last, before, and after (DOK 1)
- b. Explore differences and similarities in the lives of children and families of long ago and today (DOK 1-2)
- c. Explain why knowing the order of events is important (DOK 1-2)

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

**Inquiry Questions:**

- 1. Why is it important to know the order of events?
- 2. Why do individuals use calendars and clocks?
- 3. What happened yesterday and today, and what might happen tomorrow?
- 4. How have you grown and changed over time?

**Relevance and Application:**

- 1. The recording of events in sequential order helps to create understanding and see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people.
- 2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner. For example, timelines use standard information such as date, time, month, and year for ease of communication.

**Nature of History:**

- 1. Historical thinkers use chronology to order information sequentially.

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

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

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

1. Change and sequence over time

**Evidence Outcomes**

**Students can:**

- a. Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present future, before, now, and later. (DOK 1)
- b. Select examples from pictures that illustrate past, present, and future (DOK 1)
- c. Sequence a simple set of activities or events (DOK 1)
- d. Identify an example of change over time on topics to include but not limited to their own growth (DOK 1)

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

**Inquiry Questions:**

1. How have you grown and changed over time?
2. What are important events in your past, your families past, or the past of an adult you know?

**Relevance and Application:**

1. Change occurs over time and has an impact on individuals and society.
2. Sequence and sequencing helps with understanding, such as the sequence of equations in mathematics.
3. Technology is used to record change and sequence. For example, clocks, calendars, and timelines record change.

**Nature of History:**

1. Historical thinkers study and describe past events and change over time in the lives of people.
2. Historical thinkers organize past events using chronology.

## 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:**

- Examine places and regions and the connections among them

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. People belong to different groups and live in different places around the world that can be found on a map or globe

**Evidence Outcomes**

**Students can:**

- a. Compare and contrast how people live in different settings around the world (DOK 1-2)
- b. Give examples of food, clothing, and shelter and how they change in different environments (DOK 1-2)
- c. Distinguish between a map and a globe as ways to show places people live (DOK 1)

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

**Inquiry Questions:**

1. What would it be like to live in another city, state, or country?
2. Why do people belong to different groups?
3. What makes a place special to the people who live there?

**Relevance and Application:**

1. People live in different settings and interact with their environment based on location. For example, people living in colder climates wear more clothes, and people in areas where there are floods live on higher ground or in houses on stilts.
2. People belong to different groups throughout their lives including sports teams, hobby clubs, political, or religious groups.

**Nature of Geography:**

1. Spatial thinkers investigate other cultures and how they have been influenced by the climate, physical geography, and cultures of an area.



**Content Area: Social Studies**

**Standard: 2. Geography**

**Prepared Graduates:**

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

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

- a. Use positional phrasing. Phrases to include but not limited to: over and under, here and there, inside and outside, up and down (DOK 1)
- b. Identify common places to include but limited to home, school, cafeteria, and gymnasium (DOK 1)
- c. Describe surroundings (DOK 1-2)
- d. Use pictures to locate familiar places (DOK 1)
- e. Use nonlinguistic representations to show understanding of geographic terms (DOK 1-2)

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

**Inquiry Questions:**

1. How do you describe your surroundings?
2. Where is this place located?
3. What would the playground look like if it were organized in a different way?
4. What is a geographical term?
5. What is the importance of location?

**Relevance and Application:**

1. Specific vocabulary describes space and locations such as the book are under the table, and the pencil is next to the telephone.
2. Words can describe surroundings. For example, the dentist is inside her office; the firefighter is on the truck; and the puppy is inside the doghouse.
3. Knowledge about location through personal experience integrates geographic terms with spatial thinking.
4. Individuals perform different activities in different places. For example, cooking is done in the kitchen, hiking in the mountains, walking the dog in the park, learning in school, and working in a store.

**Nature of Geography:**

1. Spatial thinkers investigate other cultures and how they have been influenced by climate, physical geography, and other cultures in an area.
2. Spatial thinkers understand that space is organized, have personal experiences with their environment, and look for patterns.

# 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: Kindergarten**

**Concepts and skills students master:**

1. Ownership as a component of economics

**Evidence Outcomes**

**Students can:**

- a. Give examples of ownership of different items (DOK 1)
- b. Recognize and give examples one person may want to use another’s object and that this requires asking permission and sharing (DOK 1-2)

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

**Inquiry Questions:**

1. Can you show me who owns this (any item)?
2. If you want to use someone else’s item what must you do?
3. What happens when someone wants to use something that belongs to you?
4. What do we do if there is not enough of something we all want? (scarcity)
5. What are things that everyone collectively owns?

**Relevance and Application:**

1. Individuals interact with each other and the concept of ownership on a daily basis. For example, people purchase items for their use, donate items for others to use, and ask for permission to use someone else’s item.
2. Technology is used to indicate and keep track of ownership. For example, pets may have microchips implanted and libraries use bar codes to keep track of their books.

**Nature of Economics:**

1. Economic thinkers study ownership as a key principle of economics.
2. Economic thinkers understand that some items are more desired than others and are more in demand.

**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: Kindergarten**

**Concepts and skills students master:**

- 2. Discuss how purchases can be made to meet wants and needs (PFL)

**Evidence Outcomes**

**Students can:**

- a. Identify the difference between personal wants and needs (DOK 1-2)
- b. Give examples of the difference between spending income on something you want versus something you need (DOK 1-2)

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

**Inquiry Questions:**

- 1. What are wants and needs?
- 2. How do people balance between wants and needs?
- 3. What is the difference between a want and a need?
- 4. How can money help people to meet their wants and needs?

**Relevance and Application:**

- 1. Individuals make choices about purchasing to serve wants and needs. For example, parents pay bills prior to purchasing movie tickets or toys.

**Nature of Economics:**

- 1. Financially responsible individuals differentiate between needs and wants.

**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: Preschool**

**Concepts and skills students master:**

1. People work to meet wants and needs

**Evidence Outcomes**

**Students can:**

- a. Explain that people work (produce) for an income (DOK 1)
- b. Discuss that money is used to buy items that the student or family wants (DOK 1)
- c. Give examples to distinguish spending from saving (DOK 1-2)

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

**Inquiry Questions:**

1. What might happen if no one worked?
2. What do we buy and why?
3. How do people use income?
4. Why do you save income?

**Relevance and Application:**

1. Working enables people to meet wants. For example, a parent works to receive income used to purchase items such as food, cars and vacations.

**Nature of Economics:**

1. Economic thinkers analyze the connection between working and earning income.
2. Economic thinkers recognize that people use income to meet needs and wants.

**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: Preschool**

**Concepts and skills students master:**

- 2. Recognize money and identify its purpose (PFL)

**Evidence Outcomes**

**Students can:**

- a. Recognize coins and currency as money (DOK 1)
- b. Identify how money is used as a medium of exchange (DOK 1)
- c. Discuss why we need money (DOK 1-2)

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

**Inquiry Questions:**

- 1. Why do people use money?
- 2. What are the different forms of money?

**Relevance and Application:**

- 1. Recognition of units of money aids in making purchases. For example, a parent pays for an item using correct change.
- 2. Knowledge of coins and currency ensures accurate transactions. For example, you can check that a cashier gave you the right amount of change.
- 3. Money is a medium of exchange.

**Nature of Economics:**

- 1. Financially responsible individuals use money wisely.

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

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
 1. Participate in making decisions using democratic traditions

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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- Students can:**
- a. Explain why rules are needed (DOK 1-2)
  - b. Create and follow classroom rules (DOK 1-3)
  - c. Explain how a class rule promotes fairness and resolves conflict (DOK 1-2)
  - d. Contribute to making and maintaining class community decisions (DOK 1-3)
  - e. Give examples of the difference between democratic voting and decisions made by authorities including but not limited to the parent, teacher, or principal (DOK 1-2)

- Inquiry Questions:**
1. What would it look like to have no rules?
  2. How can we solve conflict in a fair manner?
  3. Why do we consider voting fair?

- Relevance and Application:**
1. Rules help to ensure a safe society. For example, everyone wears seat belts in the car and games have rules to create fairness.
  2. Decisions are made cooperatively. For example, families vote on which movie to see and classes vote to see what project they will do.

- Nature of Civics:**
1. Responsible community members take an active role in their communities.
  2. Responsible community members know the importance of participation in democratic societies.
  3. Responsible community members know the importance of fairness and conflict resolution.



**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: Kindergarten**

**Concepts and skills students master:**

- 2. Civic participation takes place in multiple groups

**Evidence Outcomes**

**Students can:**

- a. Categorize examples of people and events that relate to civic participation (DOK 1-2)
- b. Give examples of qualities of a good citizen (DOK 1)
- c. Practice citizenship skills including courtesy, honesty, and fairness in working with others (DOK 1-2)

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

**Inquiry Questions:**

- 1. What qualities make people good citizens?
- 2. Why would people want to have friends from different groups?
- 3. What can you do to be an active and helpful member of your class and school?

**Relevance and Application:**

- 1. The ability for civic participation differs with age and place. For example, children can volunteer and adults can run for elected office.
- 2. Individual actions can make the community better. For example, people clean up the highways or volunteer in shelters.

**Nature of Civics:**

- 1. Responsible community members exist across the globe and participation is influenced by cultural norms.
- 2. Responsible community members study citizen participation and structures that bring security and stability to community life.

**Content Area: Social Studies**  
**Standard: 4. Civics**

**Prepared Graduates:**

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

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

1. Individuals have unique talents and work with others in groups

**Evidence Outcomes**

**Students can:**

- a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations (DOK 1)
- b. Name groups to which they belong and identify the leader(s) (DOK 1-2)
- c. Identify examples of times when people can play different roles and bring unique talents to a variety of groups (DOK 1-3)

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

**Inquiry Questions:**

1. What makes an individual unique?
2. Why would a person want to belong to a group?
3. How can differences among group members make groups better?

**Relevance and Application:**

1. People join groups based on similar interests and talents such as dance groups, Boy Scouts, or play groups
2. Groups have common purposes such as cleaning up a street, helping students learn, or playing a sport.
3. There are different roles in groups including leaders and team members.

**Nature of Civics:**

1. Responsible community members know the roles of individuals vary by the purpose of the group.
2. Responsible community members identify qualities of leadership and effective action.

**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: Preschool**

**Concepts and skills students master:**

- 2. Rules and their purpose in allowing groups to work effectively

**Evidence Outcomes**

**Students can:**

- a. Explain that groups have rules (DOK 1-2)
- b. Recognize interpersonal boundaries (DOK 1-3)
- c. Exert self-control (DOK 1-2)
- d. Interact positively with others (DOK 1-2)
- e. Give examples of some rules that are permanent and some that change (DOK 1-2)

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

**Inquiry Questions:**

- 1. What happens when people do not work cooperatively?
- 2. What personal boundaries are common?
- 3. What happens if there are no rules?

**Relevance and Application:**

- 1. Actions affect us and others. For example, fighting may result in injury and punishment.
- 2. Rules are different in different settings. For example, school rules may be different from home rules.
- 3. Situations may be fairer because of rules such as taking turns on playground equipment.

**Nature of Civics:**

- 1. Responsible community members identify the effects of rules on individuals and groups.
- 2. Responsible community members investigate the causes of inequities that exist within and among groups.
- 3. Responsible community members study the tension between preserving security, and order and liberty.

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