

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Preschool	1. History	1. Recognize change and sequence over time.	Differentiate between past, present, and future.	(Explore symbols related to past, present and future.
Preschool	1. History	1. Recognize change and sequence over time.	Recognize family or personal events that happened in the past.	Relate a memorable event such as a birthday, trip or holiday
Preschool	1. History	1. Recognize change and sequence over time.	Understand that how people live and what they do changes over time.	Remember events that occurred over 6 months in the past
Preschool	2. Geography	1. Develop spatial understanding, perspectives, and connections to the world	Identify aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, and land formations.	Remember visual landmarks and anticipates the intended destination
Preschool	2. Geography	1. Develop spatial understanding, perspectives, and connections to the world	Develop an awareness of the school, neighborhood, and community.	Explore familiar places.
Preschool	3. Economics	1. Individuals have many wants and have to make choices.	Identify choices that individuals can make.	Participate in tasks and jobs.
Preschool	3. Economics	1. Individuals have many wants and have to make choices.	Explain how individuals earn money and use it to make choices among their various wants.	Identify how money is used for exchange
Preschool	3. Economics	2. Identify money and its purpose (PFL).	Recognize coins and currency as money.	Distinguish money from non-money.
Preschool	3. Economics	2. Identify money and its purpose (PFL).	Identify how money is used.	Explore that money can be exchanged for goods.
Preschool	3. Economics	2. Identify money and its purpose (PFL).	Discuss why we need money.	Identify at least one reason to need money
Preschool	3. Economics	2. Identify money and its purpose (PFL).	Sort coins by physical attributes such as color or size.	Sort coins from paper money (sorting objects by one attribute)
Preschool	4. Civics	1. Understand one's relationship to the family and community and respect differences in others.	Recognize membership in family, neighborhood, school, team, and various other groups and organizations.	Recognize members of a familiar community.
Preschool	4. Civics	1. Understand one's relationship to the family and community and respect differences in others.	Understand similarities and respect differences among people within their classroom and community.	Identify differences of self and others in the classroom
Preschool	4. Civics	2. Rules allow groups to work effectively.	Understand the reasons for rules in the home and classroom and for laws in the community.	Understand that there are rules in the home and the community.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Preschool	4. Civics	2. Rules allow groups to work effectively.	Show interest in interacting with and developing relationships with others.	(Demonstrate social awareness of others.
Preschool	4. Civics	2. Rules allow groups to work effectively.	Recognize that everyone has rights and responsibilities within a group.	Know the rules for home, school and community
Preschool	4. Civics	2. Rules allow groups to work effectively.	Demonstrate self-regulated behaviors and fairness in resolving conflicts.	Interact with friends in a cooperative manner Use words to solve conflicts with friends
Kindergarten	1. History	1. Ask questions and discuss ideas about the past.	Ask questions about the past using question starters. For example: What did? Where did? When did? Which did? Who did? Why did? How did?	Ask questions about the past using question starters. For example: What did? Where did? When did? Which did? Who did? Why did? How did?
Kindergarten	1. History	1. Ask questions and discuss ideas about the past.	Identify information from primary and/or secondary sources that answers questions about the past and adds to collective memory.	Identify information from primary and/or secondary sources that answers questions about the past.
Kindergarten	1. History	1. Ask questions and discuss ideas about the past.	Use correctly the word "because" in the context of personal experience or stories of the past.	Use correctly the word "because" in the context of personal experience or stories of the past.
Kindergarten	1. History	2. The sequence of events is important when describing the past.	Explore differences and similarities in the lives of children and families of long ago and today.	Explore differences and similarities in the lives of children and families of long ago and today.
Kindergarten	1. History	2. The sequence of events is important when describing the past.	Sequence information using words. For example: present, future, days, weeks, months, years, first, next, last, before, and after.	Participate in calendar activities that talk about today, tomorrow and yesterday.
Kindergarten	1. History	2. The sequence of events is important when describing the past.	Explain why knowing the order of events is important.	Follow their schedule / routine of the day. Sequence a task (1st, 2nd, 3rd).
First Grade	1. History	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	Arrange life events in chronological order.	Sort pictures of themselves into past and present. Place a sequence of events or dates on a timeline.  Arrange 3 or more life events in chronologic order.
First Grade	1. History	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	Use words related to time, sequence, and change. For example: past, present, future, change, first, next, and last.	Respond to questions about the recent past (e.g., What did you have for breakfast? What did you do before this activity?)

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
First Grade	1. History	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	Identify the organizational components of a calendar. For example: year, months, weeks, days, and notable events.	Point to the days of the week when asked to find the days of the week on a calendar.
First Grade	1. History	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	Determine events from the past, present, and future using the components of a calendar.	State the days of the week in terms of past, present, and, future (e.g., yesterday, today, and tomorrow).
First Grade	1. History	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	Distinguish between primary and secondary sources.	Select a primary source when asked.
First Grade	1. History	1. Ask questions and discuss ideas about patterns and chronological order of events from the past.	Identify information from primary and/or secondary sources that answer questions about patterns and chronological order of events from the past.	Uses a primary source to answer questions about a historical topic. Recognizes an artifact (object) or photograph related to a person or event.
First Grade	1. History	2. The diverse perspectives and traditions of families from many cultures have shaped the United States.	Identify similarities and differences between themselves and others.	Recognize similarities and differences between themselves and others (e.g., recognizing family members from nonfamily members.)
First Grade	1. History	2. The diverse perspectives and traditions of families from many cultures have shaped the United States.	Discuss common and unique characteristics of different cultures using multiple sources of information.	Identify practices among different cultural groups (e.g., traditional foods, clothing and customs).
Second Grade	1. History	1. Ask questions and discuss ideas taken from primary and secondary sources.	Explain that the nature of history involves stories of the past preserved in various sources.	Use a variety of sources to recall details of a historical event.
Second Grade	1. History	1. Ask questions and discuss ideas taken from primary and secondary sources.	Explain the past through primary and secondary sources. For example: images, and oral or written accounts.	Recognize that historical information can come from a variety of sources (e.g., person, books, videos, internet, movies, etc.)
Second Grade	1. History	1. Ask questions and discuss ideas taken from primary and secondary sources.	Explain the information conveyed by historical timelines.	Sequence 2-3 personal events on a timeline.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Second Grade	1. History	1. Ask questions and discuss ideas taken from primary and secondary sources.	Identify community and regional historical artifacts and generate questions about their functions and significance.	Identify community historical artifacts.
Second Grade	1. History	1. Ask questions and discuss ideas taken from primary and secondary sources.	Create timelines to understand the development of important community traditions and events.	Use a timeline to sequence community events.
Second Grade	1. History	2. People of various cultures influence neighborhoods and communities over time.	Organize historical events of neighborhoods and/or communities chronologically.	Recognize an historical event (e.g., holidays, parades, community events, etc.).
Second Grade	1. History	2. People of various cultures influence neighborhoods and communities over time.	Compare and contrast neighborhoods and/or communities, both past and present, through their people and events.	Compare a community using past and present information.
Second Grade	1. History	2. People of various cultures influence neighborhoods and communities over time.	Give examples of people and events that brought important changes to a neighborhood and/or community.	Select (using primary sources for supports) important people or events that brought change.
Second Grade	1. History	2. People of various cultures influence neighborhoods and communities over time.	Compare and contrast the differences within one neighborhood and/or community.	Provide examples of similarities or differences of their neighborhood (e.g., apartments, homes, country, city).
Second Grade	1. History	2. People of various cultures influence neighborhoods and communities over time.	Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and/or communities.	Select contributions among different cultural groups (e.g., food, clothing, heritage).
Third Grade	1. History	1. Compare primary and secondary sources when explaining the past.	Compare primary sources with works of fiction about the same topic.	Identify a primary source, such as pictures or artifacts.
Third Grade	1. History	1. Compare primary and secondary sources when explaining the past.	Use a variety of primary sources such as artifacts, pictures, and documents, to help determine factual information about historical events.	Locate information in pictures or print about a historical event.
Third Grade	1. History	1. Compare primary and secondary sources when explaining the past.	Compare information from multiple sources recounting the same event.	Use multiple sources to share information about an event.
Third Grade	1. History	2. People in the past influence the development and interaction of different communities or regions.	Compare past and present situations and events.	Sort pictures that display current and past situations and events into appropriate categories (past and present).

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Third Grade	1. History	2. People in the past influence the development and interaction of different communities or regions.	Give examples of people, events, and developments that brought important changes to a community or region.	Identify people, events and/or developments related to a community event.
Third Grade	1. History	2. People in the past influence the development and interaction of different communities or regions.	Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region and how that migration has influenced change and development.	Describe members of the local community and why they migrated to that region.
Fourth Grade	1. History	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.	Draw inferences about Colorado history from primary sources such as journals, diaries, maps, etc.	Describe one or more events that happened in Colorado History using primary sources (e.g., journals, diaries, maps, etc.).
Fourth Grade	1. History	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.	Identify cause-and-effect relationships using primary sources to understand the history of Colorado's development.	Indicate factors that affect the growth of Colorado.
Fourth Grade	1. History	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.	Explain, through multiple perspectives, the cause-and-effect relationships in the human interactions among people and cultures that have lived in or migrated to Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.	Identify groups of people that lived in Colorado. Describe the reason these groups of people moved to Colorado.
Fourth Grade	1. History	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.	Identify and describe how major political and cultural groups have affected the development of the region.	Identify how different cultural groups affected the development of the region.
Fourth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.	Construct a timeline of the major events in Colorado history.	Sequence Colorado history events in chronological order.
Fourth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key	Explain the relationship between major events in Colorado history and events in United States history during the same era.	Compare present day Colorado events to past events in Colorado history

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
		events in the United States within the same historical period.		
Fourth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.	Describe both past and present interactions among the people and cultures in Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.	Explain what happened when different groups interacted with other groups in Colorado.
Fourth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.	Describe the impact of various technological developments. For example: changes in mining technologies, transportation, early 20th century industrial developments, and mid- to late-20th century nuclear, and computer technologies.	Identify different technologies that impacted history.
Fifth Grade	1. History	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.	Recognize how historical context can affect the perspective of historical sources.	Identify perspectives of sources
Fifth Grade	1. History	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.	Examine significant historical documents. For example: the Stamp Act, the Declaration of Independence, and the Constitution.	Discriminate between various documents, artifacts, artwork, charts from 1491 through the American Revolution and unrelated items (e.g., Declaration of Independence, vs. magazine).
Fifth Grade	1. History	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.	Interpret timelines of eras and themes in North America from European colonization through the establishment of the United States Government.	Answer basic questions about North American colonization using a timeline.
Fifth Grade	1. History	1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.	Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from European colonization through the establishment of the United States Government.	Use a variety of primary sources to learn about a theme in North America.
Fifth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes in North America from European colonization through the establishment of the United States Government.	Identify and explain cultural interactions between the European colonists, American Indians, and enslaved individuals. For example: the Columbian Exchange, and various trade networks.	Identify the different groups of people in the America (e.g. European colonists, American Indians) and explain cultural interactions.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Fifth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes in North America from European colonization through the establishment of the United States Government.	Identify and describe the significant individuals and groups of American Indians and European colonists before the American Revolution.	Identify important people of the American Revolution (e.g., George Washington, Ben Franklin, King George, etc.).
Fifth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes in North America from European colonization through the establishment of the United States Government.	Explain the development of political, social and economic institutions in the British American colonies.	Identify one or more reasons for the establishment of colonies in North American
Fifth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes in North America from European colonization through the establishment of the United States Government.	Explain important political, social, economic, and military developments leading to and during the American Revolution.	List one or more event that led up to the American Revolution (e.g., social, political military developments, Boston Tea Party., etc.).
Kindergarten	2. Geography	1. Recognize that geographic tools represent places and spaces.	Distinguish between a map and a globe as ways to show places people live.	Point to a map or globe when asked "show me a map."
Kindergarten	2. Geography	1. Recognize that geographic tools represent places and spaces.	Use geographic tools to describe places. For example: globes, maps, and GPS.	Sort geographic tools from non-geographic tools.
Kindergarten	2. Geography	2. People live in different places around the world.	Compare and contrast how people live in different settings around the world.	Match familiar people with their location (e.g., Mom = Home, Teacher = School).
Kindergarten	2. Geography	2. People live in different places around the world.	Give examples of food, clothing, shelter, and how they change in different environments.	Select foods or clothing that they eat or wear in the summer and winter.
First Grade	2. Geography	1. Locate places and spaces using geographic tools.	Explain that maps and globes are different representations of Earth.	Identify similarities between maps and globes.
First Grade	2. Geography	1. Locate places and spaces using geographic tools.	Describe locations using terms related to direction and distance. For example: forward and backward, left and right, near and far, is next to, and close.	Demonstrate an understanding of general directional terms (forward, backward, left, right).
First Grade	2. Geography	1. Locate places and spaces using geographic tools.	Recite and address including city, state, and country, and explain how those labels help find places on a map.	Recite familiar locations using street address, city, state.
First Grade	2. Geography	1. Locate places and spaces using geographic tools.	Distinguish between land and water on a map and globe	Locate land and water on a map or globe

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
First Grade	2. Geography	1. Locate places and spaces using geographic tools.	Create simple maps showing both human and natural features.	Identify different map tools and use them to locate human or natural features.  Create a map of a familiar location.
First Grade	2. Geography	2. Describe the characteristics of a community and how they are influenced by the environment.	Provide examples of how individuals and families interact with their environment.	Identify different activities related to school and home.
First Grade	2. Geography	2. Describe the characteristics of a community and how they are influenced by the environment.	Analyze how weather, climate and environmental characteristics influence individuals and the cultural characteristics of a family.	Select the climate that is a part of their community.  Explain why the climate affects cultural decisions.
First Grade	2. Geography	2. Describe the characteristics of a community and how they are influenced by the environment.	Compare and contrast at least two different families with respect to schools, neighborhoods, and culture.	Provide information about their family, school, neighborhoods, and culture (e.g., who is in their family, what school do they attend, etc.).  Identify ways that families are the same or different.
First Grade	2. Geography	2. Describe the characteristics of a community and how they are influenced by the environment.	Describe a family tradition and explain its cultural significance with regard to other groups and the environment.	Discuss different cultural and family traditions.
Second Grade	2. Geography	1. Use geographic terms and tools to describe places and spaces.	Use map keys, legends, symbols, intermediate directions, and a compass rose to locate and describe spaces and places.	Recognize different map tools on a map (legend, compass rose, scale, etc.)
Second Grade	2. Geography	1. Use geographic terms and tools to describe places and spaces.	Identify and locate various physical features on a map.	Using a different picture, identify various physical features (rivers, mountains, oceans, etc.).
Second Grade	2. Geography	1. Use geographic terms and tools to describe places and spaces.	Identify the hemispheres, equator, and poles on a globe.	Point to the equator, south or north poles on a globe.
Second Grade	2. Geography	1. Use geographic terms and tools to describe places and spaces.	Identify and locate cultural, human, political, and natural features using map keys and legends.	List the natural features on a map using a map keys and legend.  Recognize a map, such as a physical or political map.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Second Grade	2. Geography	2. People in communities manage, modify, and depend on their environment.	Explain how communities manage and use nonrenewable and renewable resources.	Categorize renewable and nonrenewable resources by sorting pictures of each into appropriate categories.
Second Grade	2. Geography	2. People in communities manage, modify, and depend on their environment.	Explain how community is defined by physical boundaries and resources.	Recognize physical boundaries within a familiar environment.
Second Grade	2. Geography	2. People in communities manage, modify, and depend on their environment.	Explain why people settle in certain areas.	Provide reasons people settle in an area. (e.g., jobs, recreation, etc.).
Second Grade	2. Geography	2. People in communities manage, modify, and depend on their environment.	Identify examples of how human activity influences cultural and environmental characteristics of a place over time.	With a variety of pictures, select how humans impacted the environmental characteristics (e.g., cities grow= less natural environment).
Third Grade	2. Geography	1. Use geographic tools to develop spatial thinking.	Read and interpret information from geographic tools and formulate geographic questions.	Identify features on a map of a familiar environment (e.g., sidewalks, fences, trees, playground, etc.).
Third Grade	2. Geography	1. Use geographic tools to develop spatial thinking.	Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of Colorado, and neighboring states on maps.	Locate North America and the state of Colorado on a map.
Third Grade	2. Geography	1. Use geographic tools to develop spatial thinking.	Describe the natural and man-made features of a specific area on a map.	Select natural vs. manmade features on a map of a specific area.
Third Grade	2. Geography	1. Use geographic tools to develop spatial thinking.	Identify geography-based problems and examine the ways that people have tried to solve them.	Describe a geographic characteristic of a local region (e.g., mountain, river, plains, etc.).
Third Grade	2. Geography	2. The concept of region is developed through an examination of similarities and differences in places and communities.	Observe and describe the physical, cultural, and human-made characteristics of a local region. For example: the Eastern Plains, San Luis Valley, Pikes Peak, Northwest, Front Range, South Central, Southwest, and Western Slope.	Identify activities that correspond with different geographical regions (e.g., swim at the beach, ski in the mountains, farm on the plains, etc.).
Third Grade	2. Geography	2. The concept of region is developed through an examination of similarities and differences in places and communities.	Identify the factors that make a region unique. For example: cultural diversity, industry and agriculture, and landforms.	Describe one factor that is unique to a region (e.g., Rocky Mountain National park).
Third Grade	2. Geography	2. The concept of region is developed through an examination of similarities	Give examples of places that are similar and different from a local region.	When provided with a picture of a region, give examples of physical or human characteristics that are similar to a local region.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
		and differences in places and communities.		
Third Grade	2. Geography	2. The concept of region is developed through an examination of similarities and differences in places and communities.	Characterize regions using different types of features such as physical, political, cultural, urban and rural attributes.	Using pictures, classify one or more features that belong to the region where they live.
Fourth Grade	2. Geography	1. Use geographic tools to research and answer questions about Colorado geography.	Answer questions about Colorado regions using maps and other geographic tools.	Identify features on a map of Colorado (e.g., mountains, river, plains, lakes).
Fourth Grade	2. Geography	1. Use geographic tools to research and answer questions about Colorado geography.	Use geographic grids to locate places on and answer questions about maps and images of Colorado.	Using either columns or rows to locate places on a map (e.g., in column B find the Colorado river).
Fourth Grade	2. Geography	1. Use geographic tools to research and answer questions about Colorado geography.	Create and investigate geographic questions about Colorado in relation to other places.	Answer a question about Colorado in relation to other places.
Fourth Grade	2. Geography	1. Use geographic tools to research and answer questions about Colorado geography.	Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.	Create or illustrate features on a map of Colorado.
Fourth Grade	2. Geography	1. Use geographic tools to research and answer questions about Colorado geography.	Describe similarities and differences between the physical geography of Colorado and its neighboring states.	List the major physical geographic features of Colorado (e.g., mountains, rivers, desert, etc.)
Fourth Grade	2. Geography	2. Connections are developed within and across human and physical systems.	Describe how the physical environment provides opportunities for and places constraints on human activities.	Tell one or two major physical features in their community and what they do there (e.g., lake we go fishing).
Fourth Grade	2. Geography	2. Connections are developed within and across human and physical systems.	Explain how physical environments influenced and limited immigration into the state.	Choose one environmental feature that influences people to move to Colorado (e.g., mountains- skiing).
Fourth Grade	2. Geography	2. Connections are developed within and across human and physical systems.	Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment.	Recognize that people live together in the same location (settlement).
Fourth Grade	2. Geography	2. Connections are developed within and across human and physical systems.	Describe how places in Colorado are connected by movement of goods, services, and technology.	Identify how Colorado communities are connected (e.g., roads, railroads, airways, waterways).

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Fifth Grade	2. Geography	1. Use geographic tools and sources to research and answer questions about United States geography.	Answer questions about regions of the United States using various types of maps.	Identify boundaries of the United States on a map of North America.
Fifth Grade	2. Geography	1. Use geographic tools and sources to research and answer questions about United States geography.	Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location.	Locate personally relevant states on a map of the United States.
Fifth Grade	2. Geography	1. Use geographic tools and sources to research and answer questions about United States geography.	Describe the influence of accessible resources on the development of local and regional communities throughout the United States.	Identify resources that encouraged communities to become established.
Fifth Grade	2. Geography	2. Causes and consequences of movement.	Identify variables associated with discovery, exploration, and migration.	Describe reasons why people move from one place to another.
Fifth Grade	2. Geography	2. Causes and consequences of movement.	Explain migration, trade, and cultural patterns that result from interactions among people, groups, and cultures.	Identify economic and cultural reasons that people move from one place to another.
Fifth Grade	2. Geography	2. Causes and consequences of movement.	Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.	Identify ways the physical environment and political events influenced historical events.
Fifth Grade	2. Geography	2. Causes and consequences of movement.	Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.	Describe how cooperation and conflict contribute to political, economic and social division in the United States.
Fifth Grade	2. Geography	2. Causes and consequences of movement.	Give examples of the influence of geography on the history of the United States.	Describe how geography has influenced events in the United States.
Kindergarten	3. Economics	1. Individuals make choices based on wants.	Identify the costs and benefits of a choice an individual makes when acquiring an item.	Request an item from an adult.
Kindergarten	3. Economics	1. Individuals make choices based on wants.	Recognize and engage in ways to use another individual's items. For example: asking for permission to share and taking turns.	Demonstrate an understanding of ownership.
Kindergarten	3. Economics	2. Describe choices people make about how to use the money they earn (PFL).	Recognize choices people make.	Describe a choice someone made.
Kindergarten	3. Economics	2. Describe choices people make about how to use the money they earn (PFL).	Explain how decisions are made.	Make a decision and explain the benefits.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Kindergarten	3. Economics	2. Describe choices people make about how to use the money they earn (PFL).	Give examples of the difference between spending income on something you want versus something you need.	Explain the difference between wants and needs
First Grade	3. Economics	1. Individuals work in different types of jobs to earn an income.	Identify the goods and/or services that different types of businesses produce in the community.	Identify goods that certain businesses provide (e.g., gas /gas stations).  Identify services provided by certain businesses (e.g., hair salon/haircut).
First Grade	3. Economics	1. Individuals work in different types of jobs to earn an income.	Give examples of different types of jobs held by family members and/or individuals in the local community.	Identify jobs in the community.
First Grade	3. Economics	1. Individuals work in different types of jobs to earn an income.	Compare at least two different job choices that individuals have with respect to the benefits and costs of each job.	Identify which job they would chose when given two options and describe why.
First Grade	3. Economics	2. Plan how to spend, share, and save money (PFL).	Discuss ways to earn or receive money.	State one or more ways to earn money.
First Grade	3. Economics	2. Plan how to spend, share, and save money (PFL).	Identify types of currency and how currency is used.	Sort paper objects into currency and non-currency.
First Grade	3. Economics	2. Plan how to spend, share, and save money (PFL).	Define types of transactions such as deposit, purchase, borrow, and barter.	Demonstrate how people buy and sell things.  Recognize that items can be traded for something else in the classroom.
First Grade	3. Economics	2. Plan how to spend, share, and save money (PFL).	Identify coins and find the value of a collection of two coins.	Separate coins and dollars into 2 categories.
Second Grade	3. Economics	1. Resources are scarce, so individuals may not have access to the goods and services they want.	Explain scarcity.	Recognize that people make choices when there is little or none left of a resources.
Second Grade	3. Economics	1. Resources are scarce, so individuals may not have access to the goods and services they want.	Identify goods and services and recognize examples of each.	From a group of pictures, recognize goods.
Second Grade	3. Economics	1. Resources are scarce, so individuals may not have access to the goods and services they want.	Give examples of choices people make when resources are scarce.	Describe what is gained as a result of choosing not to make a purchase.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Second Grade	3. Economics	1. Resources are scarce, so individuals may not have access to the goods and services they want.	Identify possible solutions when there are limited resources and unlimited wants.	When given a list, select a possible solution when there are limited resources and unlimited wants.
Second Grade	3. Economics	2. Investigate costs and benefits to make informed financial decisions (PFL).	Assess priorities when making financial decisions.	Identify what is gained as a result of a purchased decision.
Second Grade	3. Economics	2. Investigate costs and benefits to make informed financial decisions (PFL).	Classify goals as short-term or long-term.	Classify goals as short-term or long-term.
Second Grade	3. Economics	2. Investigate costs and benefits to make informed financial decisions (PFL).	Differentiate the monetary value for a variety of goods and services.	Indicate that money can be exchanged for a good or service.
Second Grade	3. Economics	2. Investigate costs and benefits to make informed financial decisions (PFL).	Acknowledge that non-monetary value varies from person to person for goods and services.	Recognize that other people have different wants and needs by engaging in a trade between two people.
Second Grade	3. Economics	2. Investigate costs and benefits to make informed financial decisions (PFL).	Predict positive and negative consequences when making financial decisions.	Given choices of positive and negative financial decisions, choose positive consequences.
Second Grade	3. Economics	2. Investigate costs and benefits to make informed financial decisions (PFL).	Use addition and subtraction within 100 to solve word problems about making financial decisions.	Know if they need more or less money to purchase an item.
Second Grade	3. Economics	2. Investigate costs and benefits to make informed financial decisions (PFL).	Use addition and subtraction up to at least 10 to solve word problems about making financial decisions	Use addition and subtraction up to at least 10 to solve word problems about making financial decisions.
Third Grade	3. Economics	1. Producers and consumers exchange goods and services in different ways.	Describe the difference between producers and consumers and explain how they need each other.	Create a chart or diagram showing how producers are different than consumers.
Third Grade	3. Economics	1. Producers and consumers exchange goods and services in different ways.	Describe and give examples of forms of exchange. For example: monetary exchange and barter.	Demonstrate an understanding that one item can be exchanged for another item.
Third Grade	3. Economics	1. Producers and consumers exchange goods and services in different ways.	Describe how the exchange of goods and services between businesses and consumers affects all parties.	Identify the basic roles of providing things and buying things.
Third Grade	3. Economics	1. Producers and consumers exchange goods and services in different ways.	Recognize that different currencies exist and explain the functions of money. For example: medium of exchange, store of value, and measure of value.	Describe the function of money.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Third Grade	3. Economics	1. Producers and consumers exchange goods and services in different ways.	Cite evidence to show how trade benefits individuals, businesses, and communities and increases interdependency.	Understand that different places (e.g., city, states, countries) buy and sell things to each other.
Third Grade	3. Economics	2. Create a plan to meet a financial goal (PFL).	Give examples of short-term spending and savings goals.	Select short term spending and saving goals from a list of options.
Third Grade	3. Economics	2. Create a plan to meet a financial goal (PFL).	Identify jobs that children can do to earn money to reach personal financial goals.	Identify jobs students can perform to earn income.
Third Grade	3. Economics	2. Create a plan to meet a financial goal (PFL).	Differentiate the role of income and expenses when creating a budget.	Describe how to make money. Provide examples on how to spend money.
Third Grade	3. Economics	2. Create a plan to meet a financial goal (PFL).	Create a plan with specific steps to reach a short-term financial goal.	Identify and sequence a simple plan to buy an item (e.g., want, earn money, spend money).
Third Grade	3. Economics	2. Create a plan to meet a financial goal (PFL).	Model strategies to achieve a personal financial goal using arithmetic operations.	Model making a purchase.
Fourth Grade	3. Economics	1. People respond to positive and negative incentives.	Define positive and negative economic incentives and describe how people typically respond when given positive or negative incentives.	Categorize an object as a want or a need. Make a positive economic decision.
Fourth Grade	3. Economics	1. People respond to positive and negative incentives.	In a given situation, create a plan of appropriate incentives to achieve a desired result. For example: offering a prize to the person who picks up the most trash on the playground.	Explain how to get a prize or recognition due to following the rules.
Fourth Grade	3. Economics	1. People respond to positive and negative incentives.	Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives.	Identify types of goods and services native to Colorado (e.g., tourism, steel, mining, agriculture, etc.).
Fourth Grade	3. Economics	1. People respond to positive and negative incentives.	Explain how productive resources (natural, human, and capital) have influenced the types of goods produced and services provided in Colorado.	List 2-3 resources in Colorado.
Fourth Grade	3. Economics	2. Determine the opportunity cost when making a choice (PFL).	Define choice and opportunity cost.	Demonstrate an understanding of the value of items (e.g., \$1 can buy gum, not a car).
Fourth Grade	3. Economics	2. Determine the opportunity cost when making a choice (PFL).	Determine the relationship between long-term goals and opportunity cost.	Determine the cost of a long term goal.
Fourth Grade	3. Economics	2. Determine the opportunity cost when making a choice (PFL).	Analyze scenarios of choices including opportunity cost. For example: how to spend allowance money or purchase school supplies.	Identify what is gained as result of a purchasing decision.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Fifth Grade	3. Economics	1. Trade shaped the development of Early America.	Identify examples of the productive resources and explain how they are used to produce goods and services. For example: land, labor, and capital.	Describe how resources are needed for production.
Fifth Grade	3. Economics	1. Trade shaped the development of Early America.	Compare ways in which people and communities exchanged goods and services. For example: barter and monetary exchange.	Students will describe how goods and services are traded.
Fifth Grade	3. Economics	1. Trade shaped the development of Early America.	Identify the goods and services that were traded among different cultures and regions.	Give an example of a good that was traded (e.g., beads, pelts, shells, etc.).
Fifth Grade	3. Economics	1. Trade shaped the development of Early America.	Describe how patterns of trade evolved within Early America.	Identify examples of what different people traded within Early America.
Fifth Grade	3. Economics	1. Trade shaped the development of Early America.	Explain some of the challenges that American colonists faced that would eventually lead them to the creation of commercial banks.	Identify one problem the colonists had with keeping money safe.
Fifth Grade	3. Economics	2. Examine how individuals use financial institutions to manage personal finances (PFL).	Differentiate between saving and investing.	Demonstrate one way to reduce spending. Explain the importance of saving money.
Fifth Grade	3. Economics	2. Examine how individuals use financial institutions to manage personal finances (PFL).	Establish the function of banking.	Explain the purpose of a bank.
Fifth Grade	3. Economics	2. Examine how individuals use financial institutions to manage personal finances (PFL).	Distinguish between different types of financial institutions such as banks and credit unions, and the services provided. For example: checking accounts, savings accounts, investments, and loans.	Identify a bank in your community.
Fifth Grade	3. Economics	2. Examine how individuals use financial institutions to manage personal finances (PFL).	Create a way to keep track of money spent and money saved.	Identify examples of income (money you earn) and expenses (what you spend money on).
Kindergarten	4. Civics	1. Understand that civic participation takes place in multiple groups and in various forms.	Differentiate among examples of civic participation. For example: voting, debating, running for office, protesting, and volunteering.	Associate a simple classroom rule with a behavior. Identify reasons for having a classroom rule. (e.g., safety).
Kindergarten	4. Civics	1. Understand that civic participation takes place in multiple groups and in various forms.	Explain the qualities of an informed and engaged citizen.	Communicate wants and needs with peers.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Kindergarten	4. Civics	1. Understand that civic participation takes place in multiple groups and in various forms.	Practice citizenship skills including, courtesy, honesty, equity, and fairness when working with others.	Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules.
Kindergarten	4. Civics	2. Participate in making fair and reasoned decisions using democratic traditions.	Explain why rules are needed.	Identify reasons for having a classroom rule (e.g., safety).
Kindergarten	4. Civics	2. Participate in making fair and reasoned decisions using democratic traditions.	Create and follow classroom rules.	Create and follow classroom rules.
Kindergarten	4. Civics	2. Participate in making fair and reasoned decisions using democratic traditions.	Explain how a class rule may promote fairness and resolve conflict, and compare against a rule that does not.	Explain how a class rule promotes fairness (e.g., explain how sharing makes friends, give examples how to resolve a conflict, etc.).
Kindergarten	4. Civics	2. Participate in making fair and reasoned decisions using democratic traditions.	Contribute to making and maintaining class community decisions.	Participate in class discussions (e.g., raising hand when voting, asking a question, answer a questions).
Kindergarten	4. Civics	2. Participate in making fair and reasoned decisions using democratic traditions.	Explain the difference between democratic decision-making and decisions made by authorities. For example: a parent, teacher, principal, and a police officer.	Identify fair ways to make a decision, such as listening to others.
Kindergarten	4. Civics	2. Participate in making fair and reasoned decisions using democratic traditions.	Within democratic traditions, articulate personal strengths and challenges using information and communication technologies to express themselves. (Civic/Interpersonal Skills: Communication).	Identify strengths and challenges.
First Grade	4. Civics	1. Effective groups have responsible leaders and team members.	Describe the characteristics of responsible leaders.	Choose 1-2 characteristics of a good leader (e.g., friendly, does their work, shares).
First Grade	4. Civics	1. Effective groups have responsible leaders and team members.	Identify the attributes of a responsible team member.	Choose 1-2 characteristics of a good team member (e.g., nice, does their work, shares).
First Grade	4. Civics	1. Effective groups have responsible leaders and team members.	Demonstrate the ability to be both a leader and team member.	Participate in a group.
First Grade	4. Civics	2. Notable people, places, holidays, and civic symbols.	Identify and explain the relevance of notable civic leaders from different community groups.	Explain the role of school leaders (e.g., principal= school leader, teacher= classroom leader, custodian= building leader, secretary= office leader).

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
First Grade	4. Civics	2. Notable people, places, holidays, and civic symbols.	Identify and explain the meaning of various civic symbols important to diverse community groups. For example: the American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse Memorial, Liberty Bell, and a yellow sash (i.e., for women's rights).	Identify American national symbols and places (e.g., American flag, the White House, bald eagle, Statue of Liberty).
First Grade	4. Civics	2. Notable people, places, holidays, and civic symbols.	Identify and explain the relevance of significant civic places. For example: the state and national Capitol, the White House, and sites within the local community.	Identify pictures of significant civic places.
First Grade	4. Civics	2. Notable people, places, holidays, and civic symbols.	Explain the significance of major civic holidays. For example: Veteran's Day, Martin Luther King Day, Independence Day, Earth Day, Memorial Day, Labor Day, and Cesar Chavez Day.	Identify important people with national holidays.
First Grade	4. Civics	2. Notable people, places, holidays, and civic symbols.	Identify the American flag and the Colorado flag.	Identify the American flag.
Second Grade	4. Civics	1. Advocate for ideas to improve communities.	Compare ways that people may express their ideas and viewpoints in ways that are effective and respectful to others.	Describe ways people can communicate.
Second Grade	4. Civics	1. Advocate for ideas to improve communities.	Analyze how people in diverse groups monitor and influence decisions in their community.	Discuss how different cultures have influenced their communities.
Second Grade	4. Civics	1. Advocate for ideas to improve communities.	Describe ways in which you can take an active part in improving your school or community.	Identify if certain actions would make the school better or worse.
Second Grade	4. Civics	1. Advocate for ideas to improve communities.	Identify and compare examples of civic responsibilities that are important to privileged and marginalized individuals, families, and communities. For example: voting and representation.	Create an opinion of a civic responsibility that is the most important in their school.
Second Grade	4. Civics	1. Advocate for ideas to improve communities.	Describe the characteristics that enable a community member to responsibly and effectively engage in the community.	Demonstrate a characteristic of responsible citizenship in the school (e.g., respecting property, helping others, participating in school activities).
Second Grade	4. Civics	2. Identify and compare multiple ways that people understand and resolve conflicts and differences.	Analyze ways that diverse individuals, groups and communities work through conflict and promote equality, justice, and responsibility.	Identify ways to make a decision or resolve a conflict (e.g., talking about a problem or listening to each other).
Second Grade	4. Civics	2. Identify and compare multiple ways that people understand and resolve conflicts and differences.	Compare examples of power and authority and identify strategies that could be used to address an imbalance. For example: anti-bullying, mediation, and deliberation.	List one way to stop bullying or abuse of power.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Second Grade	4. Civics	2. Identify and compare multiple ways that people understand and resolve conflicts and differences.	Identify and give examples of appropriate and inappropriate uses of power and the consequences.	Select an example of a positive use of power.
Second Grade	4. Civics	2. Identify and compare multiple ways that people understand and resolve conflicts and differences.	Demonstrate skills to understand and resolve conflicts or differences.	Associate an action with an outcome (e.g., help someone then say "thank you", apologize after bumping into someone).
Third Grade	4. Civics	1. Respect the views and rights of others.	Identify and apply the elements of civil discourse. For example: listening with respect for understanding and speaking in a respectful manner.	Participate in a conversation by taking turns and listening.
Third Grade	4. Civics	1. Respect the views and rights of others.	Identify important personal rights in a democratic society and how they relate to others' rights.	Provide examples of rights and responsibilities of members of a group.
Third Grade	4. Civics	1. Respect the views and rights of others.	Give examples of the relationship between rights and responsibilities.	Given choices, select a right that a classmate has (e.g., students have the right to be safe at school).
Third Grade	4. Civics	1. Respect the views and rights of others.	Restate the view or opinion of others with their reasoning when it is different from one's own.	State their own opinion about a topic. Restate another student's opinion.
Third Grade	4. Civics	2. The origins, structures, and functions of local government.	Identify the origins, structures, and functions of local government.	Identify authority figures in the community (e.g., firefighter, police, mayor, etc.).
Third Grade	4. Civics	2. The origins, structures, and functions of local government.	Identify and explain the services local governments provide and how those services are funded.	Label a service that the local government provides (e.g., education).
Third Grade	4. Civics	2. The origins, structures, and functions of local government.	Identify and explain a variety of roles leaders, citizens, and others play in local government.	Match authority figures to their role and location (e.g., principal= leader). Identify and explain the role of targeted authority figures.
Third Grade	4. Civics	2. The origins, structures, and functions of local government.	Describe how local government provides opportunities for people to exercise their rights and initiate change.	Participate in a vote to make a classroom decision. Work collaboratively for a purpose.
Fourth Grade	4. Civics	1. Identify, investigate, and analyze multiple perspectives on civic issues.	Give examples of issues faced by the state of Colorado and develop possible solutions.	State 2-3 common issues in Colorado and how it impacts the lives of its citizens.
Fourth Grade	4. Civics	1. Identify, investigate, and analyze multiple perspectives on civic issues.	Provide supportive arguments for both sides of a current public policy debate.	Discuss a local public policy.
Fourth Grade	4. Civics	1. Identify, investigate, and analyze multiple perspectives on civic issues.	Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved.	Recognize and discuss two sides of an issue.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Fourth Grade	4. Civics	1. Identify, investigate, and analyze multiple perspectives on civic issues.	Identify and use appropriate sources to investigate and analyze multiple perspectives of issues.	Identify emergency situations that will affect the members of the community (e.g., fire, flood, power outage, tornado, blizzard).
Fourth Grade	4. Civics	2. The origins, structures, and functions of the Colorado government.	Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government.	Demonstrate an understanding that there are different levels of governance (e.g., federal, state, local, school, home).
Fourth Grade	4. Civics	2. The origins, structures, and functions of the Colorado government.	Identify and explain a variety of roles leaders, citizens, and others play in state government.	Identify a variety of roles leaders, citizens, and others play in state government.
Fourth Grade	4. Civics	2. The origins, structures, and functions of the Colorado government.	Identify and explain the services state government provides and how those services are funded.	Name 2-3 services that the state government provides.
Fourth Grade	4. Civics	2. The origins, structures, and functions of the Colorado government.	Describe how the decisions of the state government affect local government and interact with federal law.	List how Colorado constitution affects local government and federal laws.
Fourth Grade	4. Civics	2. The origins, structures, and functions of the Colorado government.	Describe how a citizen might engage in state government to demonstrate their rights or initiate change.	Give examples of ways citizens can work together to help solve local problems, such as voting, holding meetings, and volunteering.
Fifth Grade	4. Civics	1. Construct an understanding of the foundations of citizenship in the United States.	Describe and provide sources and examples of individual rights.	Recognize rights and responsibilities that American citizens have (e.g., voting, freedom of speech, equity).
Fifth Grade	4. Civics	1. Construct an understanding of the foundations of citizenship in the United States.	Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. For example: freedom, rule of law, equality, civility, cooperation, respect, responsibility, and civic participation.	Demonstrate characteristics of being a responsible citizen (e.g., cleaning up after yourself, following rules and laws).
Fifth Grade	4. Civics	1. Construct an understanding of the foundations of citizenship in the United States.	Explain the reasons for the settlement of the American colonies.	Identify one reason the colonists moved to America. Explain why colonists settled in specific areas due to resources.
Fifth Grade	4. Civics	1. Construct an understanding of the foundations of citizenship in the United States.	Define the criteria and process for becoming a citizen.	Identify a requirement necessary for becoming a citizen.
Fifth Grade	4. Civics	2. The origins, structures, and functions of the United States government.	Explain the historical foundation and the events that led to the establishment of the United States government. For example: the colonial experience, the Declaration of Independence, the Articles of Confederation, and the Constitution.	Identify reasons for creating the United States government (e.g., to provide services and protection for citizens). Identify one reason the colonists fought in the American Revolution (e.g., taxes, govern themselves, freedom to live

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
				where they wanted).
Fifth Grade	4. Civics	2. The origins, structures, and functions of the United States government.	Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles.	Describe basic citizenship rights as defined in the Constitution (e.g., Bill of Rights).
Fifth Grade	4. Civics	2. The origins, structures, and functions of the United States government.	Explain the origins, structures, and functions of the three branches of the United States government and the relationships among them.	Identify the three branches of government. Compare two branches of government at the state and federal level. Describe the function of one of the branches of government.
Fifth Grade	4. Civics	2. The origins, structures, and functions of the United States government.	Describe how the decisions of the national government affect local and state government.	Provide examples of national /state laws that support you and your family.
Sixth Grade	1. History	1. Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere.	Identify ways different cultures record history in the Western Hemisphere.	Compare historical writing systems to current systems
Sixth Grade	1. History	1. Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere.	Analyze multiple primary and secondary sources while formulating historical questions about the Western Hemisphere. For example: art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.	Demonstrate the knowledge of the difference between a current event and a historical event. Demonstrate knowledge of the difference between fact and opinion; identify bias; and ask questions from the sources.
Sixth Grade	1. History	1. Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere.	Gather, organize, synthesize, and critique information to determine if it is sufficient to answer historical questions about the Western Hemisphere.	Use sources to answer historical questions.
Sixth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.	Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times.	Compare two cultures before and after contact (movement, housing, location)
Sixth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere	Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. For example:	Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere. Identify

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
		and their relationships with one another.	Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.	examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere
Sixth Grade	1. History	2. The historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.	Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.	Identify images of artifacts to match with appropriate group
Seventh Grade	1. History	1. Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate thesis supported by evidence.	Utilize primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during significant eras or events; including their influence on modern society. For example: the Silk Road and cultural diffusion, and the Chinese inventions of gunpowder and compass.	Compare information from multiple sources related to a significant historical event (e.g., a diary and a movie, different points of view).
Seventh Grade	1. History	1. Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate thesis supported by evidence.	Examine primary and secondary sources to identify points of view while formulating historical claims and questions. For example: art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.	Develop a question related to a significant historical event (e.g., Who helped the colonists during the American Revolution?).
Seventh Grade	1. History	2. The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.	Identify and explain the historical context of key people, regions, events, and ideas; including the roots of current issues. For example: Mansa Musa, the conflicts in the Middle East, the Black Death, and Confucianism.	Identify significant artifacts related to ancient civilizations of the Eastern Hemisphere (e.g., chariot, toga, Parthenon, pyramids, etc.).
Seventh Grade	1. History	2. The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.	Investigate and evaluate the social, political, cultural and technological development of regions in the Eastern Hemisphere. For example: the river valley civilizations, Hammurabi's Code, the Hellenistic period, and the printing press.	Identify different technologies, resources and how it helped the people at the time
Seventh Grade	1. History	2. The historical context of significant current events, individuals, groups, ideas, and themes within regions of	Describe the interactions and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources between countries, the foundations of world	Identify the contributions and interactions between different groups in the Eastern Hemisphere.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
		the Eastern Hemisphere and their relationships with one another.	religions, East/West contact, settlement patterns, and the historical roots of current issues.	
Eighth Grade	1. History	1. Investigate and evaluate primary and secondary sources about United States history from the American Revolution through Reconstruction to formulate and defend a point of view with textual evidence.	Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives.	Present information related to an historical event.
Eighth Grade	1. History	1. Investigate and evaluate primary and secondary sources about United States history from the American Revolution through Reconstruction to formulate and defend a point of view with textual evidence.	Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history.	Demonstrate an understanding that people have different viewpoints related to historical events.
Eighth Grade	1. History	1. Investigate and evaluate primary and secondary sources about United States history from the American Revolution through Reconstruction to formulate and defend a point of view with textual evidence.	Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry.	Use materials from the time period to answer questions about the time period. State facts and opinions from historical documents.
Eighth Grade	1. History	1. Investigate and evaluate primary and secondary sources about United States history from the American Revolution through Reconstruction to formulate and defend a point of view with textual evidence.	Construct a written historical argument supported by evidence demonstrating the use or understanding of primary and secondary sources.	Write an argument with evidence from primary and secondary sources
Eighth Grade	1. History	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.	Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives. For example: grievances from the colonists against Parliament, the Constitutional Convention, causes and effects of the Civil War.	Create a timeline using symbols including four major events from the American Revolution through Reconstruction.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Eighth Grade	1. History	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.	Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise.	Identify major, conflict, cultural or social changes during given time periods.
Eighth Grade	1. History	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.	Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction.	Describe why the United States' borders changed between the Revolution through Reconstruction.
Eighth Grade	1. History	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.	Evaluate the impact of gender, age, ethnicity and class during this time period and the impact of these demographic groups on the events of the time period.	Describe the major changes for gender, age, ethnicity, and class groups during the time period.
Eighth Grade	1. History	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.	Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction.	Describe a major cause and effect of a conflicts
Eighth Grade	1. History	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.	Analyze ideas that are critical to the understanding of American history. For example: ideals involved in major events and movements, such as representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism.	Identify why a movement was important to American history
Sixth Grade	2. Geography	1. Use geographic tools and resources to research and make geographic inferences and predictions about the Western Hemisphere.	Use geographic tools to identify, locate and describe places and regions in the Western Hemisphere, to solve problems. For example: latitude, longitude, scale on maps, globes, and other resources such as GPS and satellite imagery.	Identify continents and major bodies of water in the Western Hemisphere; locate places using latitude/longitude and other available sources to interpret patterns specific to the Western Hemisphere
Sixth Grade	2. Geography	1. Use geographic tools and resources to research and make geographic inferences and predictions about the Western Hemisphere.	Collect, analyze, and synthesize data from geographic tools to compare regions in the Western Hemisphere.	Use information from mapping tools (e.g., compass rose, map key, legend).
Sixth Grade	2. Geography	1. Use geographic tools and resources to research and make geographic	Examine geographic sources to formulate questions and investigate responses.	Answer questions about a map with all the map elements

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
		inferences and predictions about the Western Hemisphere.		
Sixth Grade	2. Geography	1. Use geographic tools and resources to research and make geographic inferences and predictions about the Western Hemisphere.	Interpret, apply, and communicate geographic data to justify potential solutions to problems in the Western Hemisphere at the local, state, national, and global levels.	Use geographic data to identify a problem specific to the Western Hemisphere
Sixth Grade	2. Geography	2. Regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.	Classify and analyze the types of human and geographic connections between places.	Identify how location can affect daily life (e.g., jobs, activities, weather, seasons).
Sixth Grade	2. Geography	2. Regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.	Identify physical features of the Western Hemisphere and explain their effects on people who reside in the region.	Describe ways physical features have impacted people over time
Sixth Grade	2. Geography	2. Regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.	Analyze positive and negative interactions of human and physical systems in the Western Hemisphere and give examples of how people have adapted to their physical environment.	Identify how different groups adapted to their environment (e.g., economic, class system, food production, movement of people, adaptations in clothing, housing, transportation).
Seventh Grade	2. Geography	1. Use geographic tools and resources to research topics in the Eastern Hemisphere to make geographic inferences and predictions.	Use maps and geographic tools to find patterns in human systems and/or physical features.	Identify and use different types of maps to gather geographical data.
Seventh Grade	2. Geography	1. Use geographic tools and resources to research topics in the Eastern Hemisphere to make geographic inferences and predictions.	Collect, classify, and analyze data to make geographic inferences and predictions.	Use different types of maps to make predictions or answer questions about the groups of the Eastern Hemisphere
Seventh Grade	2. Geography	1. Use geographic tools and resources to research topics in the Eastern Hemisphere to make geographic inferences and predictions.	Apply inquiry and research utilizing geographic tools. For example: GPS and satellite imagery.	Apply inquiry and research utilizing geographic tools. For example: GPS and satellite imagery.
Seventh Grade	2. Geography	1. Use geographic tools and resources to research topics in the Eastern Hemisphere to make geographic inferences and predictions.	Interpret maps to make inferences and predictions.	Interpret maps to make inferences and predictions.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
		Hemisphere to make geographic inferences and predictions.		
Seventh Grade	2. Geography	2. Regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions.	Determine how physical and political features impact cultural diffusion and regional differences. For example: modern environmental issues, cultural patterns, trade barriers, and economic interdependence.	Identify physical and political borders between countries.
Seventh Grade	2. Geography	2. Regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions.	Examine the geographic location and distribution of resources within a region to determine the economic and social impact on its people. For example: Middle Eastern water rights, the acceptance of refugees from other countries, and the Salt Trade.	Identify the importance of resources and/or location of resources to people in the Eastern Hemisphere
Eighth Grade	2. Geography	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	Interpret maps and other geographic tools as a primary source to analyze a historic issue.	Interpret maps and other geographic tools as a primary source to analyze a historic issue.
Eighth Grade	2. Geography	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	Describe the nature and spatial distribution of cultural patterns.	Identify the characteristics of various communities using legends, keys and/or the compass rose (e.g., city, state, country).
Eighth Grade	2. Geography	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	Recognize the patterns and networks of economic interdependence.	Identify cause and effect patterns between goods and where/who uses them
Eighth Grade	2. Geography	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	Explain the establishment of human settlements in relationship to physical attributes and important regional connections.	Identify appropriate places to settle with reasoning using a map and physical features
Eighth Grade	2. Geography	1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.	Calculate and analyze population trends.	Compare population density in familiar locations (e.g., fewer than, more than, equal to).
Eighth Grade	2. Geography	2. Competition for control of space and resources in early American History.	Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.	Describe how economic, political, cultural, and social process affect the population.
Eighth Grade	2. Geography	2. Competition for control of space and resources in early American History.	Compare how differing geographic perspectives apply to a historic issue.	Describe why groups would settle in a location

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Eighth Grade	2. Geography	2. Competition for control of space and resources in early American History.	Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, access, and sovereignty.	Identify reasons why the population expanded east to west across the United States.
Sixth Grade	3. Economics	1. Investigate how societies create different economic systems in the Western Hemisphere.	Describe how economic systems in the Western Hemisphere (such as traditional, command, market, and mixed) allocate resources.	Describe the difference kinds of economic systems in the Western Hemisphere
Sixth Grade	3. Economics	1. Investigate how societies create different economic systems in the Western Hemisphere.	Use economic reasoning to explain how specialization of production can result in more interdependence. For example: international trade patterns.	Describe the benefits of trading goods.
Sixth Grade	3. Economics	2. Investigate the role of consumers within the Western Hemisphere (PFL).	Explain the roles of buyers and sellers in product, labor, and financial markets.	Explain the roles of buyers and sellers in product, labor, and financial markets.
Sixth Grade	3. Economics	2. Investigate the role of consumers within the Western Hemisphere (PFL).	Describe the role of competition in the determination of prices and wages in a market economy.	Identify different jobs in your community and potential wages associated with them.
Sixth Grade	3. Economics	2. Investigate the role of consumers within the Western Hemisphere (PFL).	Explore how consumer spending decisions and demand impact market economies.	Recognize that prices are determined by supply and demand
Sixth Grade	3. Economics	2. Investigate the role of consumers within the Western Hemisphere (PFL).	Analyze how external factors might influence spending decisions for different individuals.	Identify a situation in which savings would be needed (e.g., lost job, illness, care breaks down, fire).
Seventh Grade	3. Economics	1. Describe how economic systems in the Eastern Hemisphere address the problem of scarcity.	Describe how different societies developed economic systems. For example: the barter system, traditional, command, market, and mixed.	Define different economic systems, e.g. barter system, traditional, command and market.
Seventh Grade	3. Economics	1. Describe how economic systems in the Eastern Hemisphere address the problem of scarcity.	Evaluate the different economic systems in the Eastern Hemisphere, utilizing economic data. For example: economic growth, per capita income, and standard of living.	Define economic growth, per capita income and standard of living.
Seventh Grade	3. Economics	1. Describe how economic systems in the Eastern Hemisphere address the problem of scarcity.	Explain how trade affects the production of goods and services in different regions.	Describe why goods and services might come from different regions.
Seventh Grade	3. Economics	2. Investigate the role of consumers within the Eastern Hemisphere (PFL).	Define resources from an economic and personal finance perspective.	Identify a financial resource. Describe the reason for that resource and predict what would happen if it discontinued (e.g., water)
Seventh Grade	3. Economics	2. Investigate the role of consumers within the Eastern Hemisphere (PFL).	Summarize how the distribution of resources impacts consumerism.	Describe where the goods/items/services you buy are from.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Seventh Grade	3. Economics	2. Investigate the role of consumers within the Eastern Hemisphere (PFL).	Compare and contrast choices available to consumers within different cultures as they developed in the Eastern Hemisphere throughout history.	Categorize goods from other countries/places (e.g., silk-China, etc.). Ex. Explain why a resource such as salt would be more valuable to a person without it (someone in Colorado) vs. someone living in a coastal state.
Eighth Grade	3. Economics	1. Economic freedom, including free trade was important for economic growth in early American History.	Give examples of international and regional differences in resources, productivity, and costs that provide a basis for trade.	Compares resources across different regions.
Eighth Grade	3. Economics	1. Economic freedom, including free trade was important for economic growth in early American History.	Describe the factors that lead to a nation or a region having a comparative and absolute advantage in trade.	Describe why the colonists were able to be successful without aid from Great Britain.
Eighth Grade	3. Economics	1. Economic freedom, including free trade was important for economic growth in early American History.	Explain effects of domestic policies on international trade.	Explain why trade between countries helps both countries.
Eighth Grade	3. Economics	1. Economic freedom, including free trade was important for economic growth in early American History.	Explain why nations sometimes restrict trade by using quotas, tariffs, and nontariff barriers.	Identify historical tariffs that impacted early Americans.
Eighth Grade	3. Economics	2. Examine the role of consumer decisions and taxes within the market economies of early American History (PFL).	Calculate how the value of money has changed over time impacting earning, spending, borrowing, and investing. For example: inflation and recession.	Compare costs of products over time.
Eighth Grade	3. Economics	2. Examine the role of consumer decisions and taxes within the market economies of early American History (PFL).	Explain factors that have impacted borrowing and investing over time. For example: currency stability, war, and banking practices.	Explain why people need to borrow and invest.
Eighth Grade	3. Economics	2. Examine the role of consumer decisions and taxes within the market economies of early American History (PFL).	Analyze the changes in the development of human capital over time. For example: gaining knowledge and skill through education, apprenticeship, and work experience.	Describe what humans can do to earn more money.
Eighth Grade	3. Economics	2. Examine the role of consumer decisions and taxes within the market economies of early American History (PFL).	Analyze the impact of taxes on the people of the United States over time.	Describe the need for taxes.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Sixth Grade	4. Civics	1. Analyze the relationships of different nations in the Western Hemisphere.	Discuss advantages and disadvantages of living in an interconnected world.	Identify reasons why the United States works with other countries.
Sixth Grade	4. Civics	1. Analyze the relationships of different nations in the Western Hemisphere.	Examine changes and connections in ideas about citizenship in different times and places in the Western Hemisphere.	Identify what it means to be a citizen throughout life (e.g., voting, civil service, civic participation, and obeying laws).
Sixth Grade	4. Civics	1. Analyze the relationships of different nations in the Western Hemisphere.	Describe how groups and individuals influence governments within the Western Hemisphere.	Identify how citizens of different countries participate in their government.
Sixth Grade	4. Civics	1. Analyze the relationships of different nations in the Western Hemisphere.	Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations.	Identify a time when two countries and their leaders have worked together.
Sixth Grade	4. Civics	1. Analyze the relationships of different nations in the Western Hemisphere.	Analyze political issues from national and global perspectives over time.	Describe two sides of a political issue.
Sixth Grade	4. Civics	1. Analyze the relationships of different nations in the Western Hemisphere.	Identify historical examples illustrating how people from diverse backgrounds in the Western Hemisphere perceived and reacted to various global issues.	Describe two perspectives of a global issue
Sixth Grade	4. Civics	2. Systems of government in the Western Hemisphere.	Describe different systems of government in the Western Hemisphere.	Describe different types of governments.
Sixth Grade	4. Civics	2. Systems of government in the Western Hemisphere.	Identify how different systems of government relate to their citizens in the Western Hemisphere.	Identify how citizens in different countries/time periods interact or participate with their government.
Sixth Grade	4. Civics	2. Systems of government in the Western Hemisphere.	Compare the economic components of the different systems of government in the Western Hemisphere.	Compare economies of different countries in the Western Hemisphere.
Sixth Grade	4. Civics	2. Systems of government in the Western Hemisphere.	Compare the various governments and citizens' liberties in the Western Hemisphere.	Describe how life as a citizen is different for someone your age elsewhere in the Western Hemisphere and/or at a different time period.
Seventh Grade	4. Civics	1. Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere.	Describe civic virtues and principles that guide governments and societies. For example: citizenship, civic participation, and rule of law.	Describe the responsibilities of a good citizen, e.g., registering and voting, staying informed about current issues.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Seventh Grade	4. Civics	1. Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere.	Analyze the opportunities and limitations of civic participation in societies in the Eastern Hemisphere.	Identify the obligations of good citizens, e.g., obeying laws, paying taxes.
Seventh Grade	4. Civics	1. Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere.	Give examples illustrating the interactions between nations and their citizens. For example: Apartheid, human rights violations, and one-child policy of China.	Identify examples of interactions between a foreign nation and their citizens, e.g., human rights violations, one-child policy of China.
Seventh Grade	4. Civics	1. Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere.	Identify public problems and research ways in which governments address those problems. For example: hunger, disease, poverty, and pollution.	Identify public problems governments have to address (e.g., hunger, disease, poverty).
Seventh Grade	4. Civics	2. Nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.	Explain the origins, functions, and structure of different governments. For example: dictatorship, totalitarianism, democracy, socialism, and communism.	Describe government types.
Seventh Grade	4. Civics	2. Nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.	Evaluate and analyze how various governments and organizations interact, resolve their differences, and cooperate. For example: the African Union (AU), treaties, and diplomacy.	Identify ways in which nations resolve their differences (e.g., war, treaties, diplomacy, embargo, etc.).
Seventh Grade	4. Civics	2. Nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.	Investigate examples of collaboration and interdependence between international organizations and countries. For example: the Red Cross, World Health Organization, and United Nations Educational, Scientific and Cultural Organization (UNESCO).	Describe what an international organization does for the international community.
Eighth Grade	4. Civics	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.	Describe a political, social, economic, or cultural change and its impact.
Eighth Grade	4. Civics	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	Analyze the changing definition of citizenship and give examples of the expansion of rights.	Describe what it means to be a citizen

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Eighth Grade	4. Civics	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	Describe examples of citizens and groups who have influenced change in United States government and politics. For example: Women, American Indians, African Americans, and people in the unsettled territories.	Describe how citizens can change government (e.g., voting protest, petition, etc.).
Eighth Grade	4. Civics	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	Evaluate the result of various strategies for political change over time.	Describe a time of political change.
Eighth Grade	4. Civics	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	Analyze primary sources supporting democratic freedoms and the founding of our government. For example: the Declaration of Independence, Constitution, and Bill of Rights; and explain how they provide for both continuity and change.	Identify freedoms of citizens and how they have been interpreted at different times.
Eighth Grade	4. Civics	1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally.	Describe how citizens can engage civically.
Eighth Grade	4. Civics	2. The purpose and place of rule of law in a constitutional system.	Discern various types of law.	Identify laws as well as rules.
Eighth Grade	4. Civics	2. The purpose and place of rule of law in a constitutional system.	Evaluate the strengths of rule of law.	Describe ways that laws can be changed.
Eighth Grade	4. Civics	2. The purpose and place of rule of law in a constitutional system.	Describe and engage in various means of conflict management.	Describe ways in which conflict can be resolved under the rule of law.
Eighth Grade	4. Civics	2. The purpose and place of rule of law in a constitutional system.	Explain the role and importance of the Constitution.	Identify the importance of the Constitution.
Eighth Grade	4. Civics	2. The purpose and place of rule of law in a constitutional system.	Discuss the tensions between individual rights, state law, and national law.	Describe how individual rights of citizens might conflict with state and national law.
Eighth Grade	4. Civics	2. The purpose and place of rule of law in a constitutional system.	Explain how the state and federal courts' power of judicial review is reflected in the United States' form of constitutional government.	Explain the process of judicial review.
Eighth Grade	4. Civics	2. The purpose and place of rule of law in a constitutional system.	Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.	Analyze a social issue using a variety of resources.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
High School	1. History	1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.	Formulate compelling and supporting questions after evaluating primary sources for point of view and historical context.	Write questions about the historical setting after reading a primary source
High School	1. History	1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.	Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.	Gather historical information from two or more sources.
High School	1. History	1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.	Gather and analyze historical information from a range of qualitative and quantitative sources. For example: demographic, economic, social, and political data.	Gather historical information using multiple reliable sources; compare two sources.
High School	1. History	1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.	Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.	Analyze cause and effect in historical events.
High School	1. History	2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	Analyze continuity and change in eras over the course of United States history.	Create a timeline using images, symbols, artwork, landmarks, or objects including major events in modern world history (e.g., industrial Revolution to present).
High School	1. History	2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant	Investigate causes and effects of significant events throughout United States history. For example: world and regional conflicts, urbanization and suburbanization, economic cycles, and popular and countercultures.	Analyze causes and consequences of different movements and groups that influenced US History.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
		ideas in the United States from Reconstruction to the present.		
High School	1. History	2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	Analyze the complexity of events throughout United States history. For example: the Civil Rights Movement, migration, immigration and displacement, mass media, landmark Supreme Court cases, and the war on terror.	Identify outcomes of events throughout United States history.
High School	1. History	2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: the systemic impact of racism and nativism, role of patriotism, expansion of rights, and the role of religion.	Identify key historical events that led to a division between different cultures (e.g., race, religion, politics).
High School	1. History	2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: Ford's assembly line, NASA, personal computing.	Identify inventions that have significant impacts in science and technology.
High School	1. History	2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	Evaluate the historical development and impact of political thought, theory and actions. For example: the development of political parties, suffrage, reform, activist groups, and social movements.	Identify major individuals, groups, or ideas that contributed to the development of politics in the United States.
High School	1. History	2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	Analyze the origins of fundamental political debates and how opposing perspectives, compromise, and cooperation have shaped national unity and diversity. For example: suffrage, human and civil rights, and the role of government.	Describe rights and responsibilities of being in a group and identify ways in which individuals can compromise.
High School	1. History	2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	Analyze ideas critical to the understanding of American history. For example: populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.	State an opinion regarding their beliefs and role in society.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
High School	1. History	2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.	Describe and analyze the historical development and impact of the arts and literature on the culture of the United States. For example: the writings of the Muckrakers, political cartoons, the Harlem Renaissance, and protest songs and poems.	Identify and describe significant literary or artistic contributions in US History.
High School	1. History	3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars, the Holocaust, the Cold War; and independence movements/decolonization.	Compare early historical ideas and how they impact life today (e.g., religion, social movement, civil rights).
High School	1. History	3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	Investigate causes and effects of significant events throughout world history. For example: the Renaissance; the Protestant Reformation; the Industrial Revolution; the French, Russian, and Chinese Revolutions; the World Wars; genocides; and the Arab Spring movement.	Describe events, actions, and objects that caused changes in historical events.
High School	1. History	3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	Analyze the complexity of events throughout world history. For example: religious rifts such as the Protestant Reformation and the Shiite/Sunni split in Islam; independence movements in Africa, the Americas, and Asia; and globalization and the rise of modern terrorist organizations.	Identify the main idea of an historical movement
High School	1. History	3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	Examine and evaluate issues of unity and diversity throughout world history. For example: migration and immigration, nationalist movements, revolutions, colonialism, world conferences/international agreements, human rights issues, and the resulting changes in political geography.	Define unity and diversity.
High School	1. History	3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	Discuss the historical development and contemporary impact of philosophical movements and major world religions. For example: the Enlightenment, the development and expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and Taoism.	Identify the similarities and differences of different religions.
High School	1. History	3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant	Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: the British	Identify inventions that have significant impacts in science and technology.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
		ideas throughout the world from the Renaissance to the present.	factory system, Sputnik, and the miniaturization of technology.	
High School	1. History	3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.	Describe and analyze the historical development and impact of the arts and literature on the cultures of the world. For example: the Renaissance, Modernism, propaganda, and the use of art and literature as forms of resistance.	Identify and describe significant literary or artistic contributions in the world.
High School	2. Geography	1. Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues.	Analyze variations in spatial patterns of cultural and environmental characteristics at multiple scales while gathering geographic data from a variety of sources. For example: maps, GIS, graphs, charts.	Interpret geographical data (e.g., population, geographical features, etc.) from a simple graph.
High School	2. Geography	1. Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues.	Create and interpret maps to display and explain the spatial patterns of cultural and environmental characteristics using geospatial and related technologies.	Create a simple map with details and labels.
High School	2. Geography	1. Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues.	Evaluate relationships between the locations of places and regions and their political, cultural, and economic relationships using maps, satellite images, photographs, and other representations.	Be able to identify political, cultural, or economic regions on a map.
High School	2. Geography	2. Geographic variables influence interactions of people, places, and environments.	Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment.	Identify regional differences in lifestyle in parts of the United States due to geographical differences.
High School	2. Geography	2. Geographic variables influence interactions of people, places, and environments.	Analyze, interpret, and predict the influences of migration and the distribution of human population based on reciprocal patterns. For example: historical events, the spatial diffusion of ideas, technologies, and cultural practices.	Identify human needs of the past and present that influence the movement of people.
High School	2. Geography	2. Geographic variables influence interactions of people, places, and environments.	Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities. For example: urban/rural, regional, and transportation patterns.	Identify the advantages and disadvantages of different living environments.
High School	2. Geography	2. Geographic variables influence interactions of people, places, and environments.	Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.	Identify the way that things that are done by people can help or harm the environment.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
High School	2. Geography	2. Geographic variables influence interactions of people, places, and environments.	Research and interpret multiple viewpoints on issues that shape policies and programs for resource use and sustainability. For example: immigration, resource distribution, and universal human rights.	Compare multiple viewpoints on a current social issue.
High School	2. Geography	2. Geographic variables influence interactions of people, places, and environments.	Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	Identify the long term outcomes of climate change and human movement.
High School	2. Geography	3. The interconnected nature of the world, its people and places.	Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.	Define and give an example of inequality.
High School	2. Geography	3. The interconnected nature of the world, its people and places.	Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources.	Discuss the impact of a population on a community.
High School	2. Geography	3. The interconnected nature of the world, its people and places.	Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.	Explain the positive and negative consequences to a community when it is changed by the people.
High School	2. Geography	3. The interconnected nature of the world, its people and places.	Analyze how cooperation and conflict influence the division and control of Earth. For example: international agreements, political patterns, and national boundaries.	Identify national boundaries on a map.
High School	2. Geography	3. The interconnected nature of the world, its people and places.	Make predictions and draw conclusions about the global impact of cultural diffusion/assimilation. For example: human rights, language, religion, and ethnicity.	Identify key physical and human features of society.
High School	3. Economics	1. Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.	Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).	Compare prices of similar items and determine which is the best to purchase.
High School	3. Economics	1. Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments,	Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.	Describe how goods/services are produced based on the wants and needs of consumers.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
		and nonprofits allocate these resources.		
High School	3. Economics	1. Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.	Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.	Recognize that price is determined by supply and demand.
High School	3. Economics	2. Economic systems, market structures, competition, and government policies affect market outcomes.	Compare and contrast economic systems in terms of their ability to achieve economic goals. For example: command, socialism, communism, and market capitalism.	Compare and contrast an economic system.
High School	3. Economics	2. Economic systems, market structures, competition, and government policies affect market outcomes.	Use supply and demand analysis to explain how competitive markets efficiently allocate scarce resources.	Identify competition in the local economic market (e.g., cars, groceries, apartments, etc.).
High School	3. Economics	2. Economic systems, market structures, competition, and government policies affect market outcomes.	Scrutinize what happens in markets when governments impose price controls (price ceiling and price floors).	Identify a government regulation that influences prices.
High School	3. Economics	2. Economic systems, market structures, competition, and government policies affect market outcomes.	Compare and contrast the market outcomes created by various market structures that are not purely competitive: monopolistic competition, oligopoly, and monopoly.	Identify the purpose of natural monopolies regulated by the government, such as electricity and water.
High School	3. Economics	2. Economic systems, market structures, competition, and government policies affect market outcomes.	Explore the role of government in addressing market failures. For example: monopoly power/antitrust legislation, public goods, negative/positive externalities, the environment, property rights, regulation, and income distribution.	Identify a way that market failure would impact their financial life.
High School	3. Economics	2. Economic systems, market structures, competition, and government policies affect market outcomes.	Compare and contrast different types of taxing. For example: progressive, regressive, proportional, and marginal versus average tax rates.	Compare and contrast different kinds of taxes (e.g., sales, income, property).

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
High School	3. Economics	3. The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy.	Describe how Gross Domestic Product (GDP) provides a measure of the aggregate output of the economy.	Define Gross Domestic Product (GDP).
High School	3. Economics	3. The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy.	Explain how inflation and unemployment vary with the business cycle.	Define inflation and unemployment and explain how they vary.
High School	3. Economics	3. The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy.	Describe how fiscal policy (tax and government spending, which is controlled by Congress and the President) can be used to stabilize the economy.	Describe how tax and government spending can be used.
High School	3. Economics	3. The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy.	Describe how monetary policy can be used by the Federal Reserve to stabilize the economy.	Identify a function of the Federal Reserve, e.g., controlling interest rates and monitoring banking systems.
High School	3. Economics	3. The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy.	Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).	Describe an example of the economic impact of improvements in productivity.
High School	3. Economics	4. Globalization and international trade affect the allocation of goods, services, and resources.	Analyze the role of comparative advantage in international trade of goods and services.	Compare the advantages of trading goods among countries.
High School	3. Economics	4. Globalization and international trade affect the allocation of goods, services, and resources.	Describe worldwide import/export patterns.	Define and give examples of imported and exported goods.
High School	3. Economics	4. Globalization and international trade affect the allocation of goods, services, and resources.	Recognize how exchange rates affect economic activity.	Identify differences in economic systems from the United States and in other countries (e.g., money systems).
High School	3. Economics	4. Globalization and international trade affect the allocation of goods, services, and resources.	Explain how trade policies affect international trade and domestic markets. For example: free trade, tariffs, quotas, and subsidies.	Explain why goods are traded.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
High School	3. Economics	4. Globalization and international trade affect the allocation of goods, services, and resources.	Explore the effects of current globalization trends and policies. For example: economic growth, labor markets, the rights of citizens, and the environment in different nations.	Identify economic advantages another country may have when trading with another country.
High School	3. Economics	5. Determine factors that impact an individual's earning capability (PFL).	Predict the potential impact of education and skill development choices on future earning capability and financial well-being.	Demonstrate an understanding that workers pay will vary based on the workers skill and experience.
High School	3. Economics	5. Determine factors that impact an individual's earning capability (PFL).	Analyze the impact of economic conditions and cost of living factors on income and purchasing power.	Research the factors that influence the cost of living in their community.
High School	3. Economics	5. Determine factors that impact an individual's earning capability (PFL).	Calculate a sustainable household income based on financial obligations for different lifestyle scenarios.	Develop a simple monthly budget.
High School	3. Economics	5. Determine factors that impact an individual's earning capability (PFL).	Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.	Identify the different types of insurances (e.g., health, property, life, auto) and the benefits of each.
High School	3. Economics	5. Determine factors that impact an individual's earning capability (PFL).	Describe factors that impact take-home pay and personal income tax liability.	Identify dollar amounts for gross wages, benefits, taxes and other deductions on an earnings statement. Be able to identify the amount of "take home" wages on a paycheck.
High School	3. Economics	5. Determine factors that impact an individual's earning capability (PFL).	Develop income earning potential with intentional choices. For example: post-secondary education and professional development.	Research opportunities to further education to increase income earning opportunity.
High School	3. Economics	6. Establish personal investment objectives (PFL).	Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.	Identify major differences between credit, savings, and investment services
High School	3. Economics	6. Establish personal investment objectives (PFL).	Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.	Create a personal financial plan to plan for short and long term goals. Includes considerations for money needed for routine expenses and saving for particular needs and wants.
High School	3. Economics	6. Establish personal investment objectives (PFL).	Determine how financial investments impact income tax obligations.	Identify basic ways to save money (e.g., savings account, bonds, annuities) and the advantages, limitations, and tax liabilities of each.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
High School	3. Economics	6. Establish personal investment objectives (PFL).	Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.	Identify and define changes in market conditions (e.g., whole market, bear market)
High School	3. Economics	6. Establish personal investment objectives (PFL).	Explain the role of government related to investing regulation, and consumer protection.	Identify consumer protection agencies and how to access their services.
High School	3. Economics	7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).	Analyze how inflation and cost of living impact consumer purchasing and saving power.	Demonstrate an understanding that the economic status can influence the cost of living.
High School	3. Economics	7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).	Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. For example: comparing student loan options, auto loan options, and payday lending options.	Compare and contrast reasons and ways to borrow money.
High School	3. Economics	7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).	Analyze consumer and financial information for relevance, credibility, and accuracy.	Describe the advantages and disadvantages with the different ways to borrow money (e.g., bank, loan, family loan).
High School	3. Economics	7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).	Investigate consumer responsibilities, rights, and protections when entering into contracts and engaging in commerce. For example: discrimination laws, credit reporting laws, loan contracts, and online purchases.	Understand the implications and resources that provide assistance when entering into a contract.
High School	3. Economics	7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).	Explain how an individual's credit history can affect borrowing power.	Identify credit scores and what factors can influence a change in score.
High School	3. Economics	7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).	Design a spending plan/budget that covers financial obligations and integrates saving for future goals.	Students will create a budget that includes money earned and projected expenses to reach short- and long-term goals.
High School	3. Economics	8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).	Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.	Demonstrate an understanding of personal responsibility related to debt.
High School	3. Economics	8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).	Explain the purpose of insurance and how insurance works. For example property insurance, health insurance, and disability insurance.	Explore types and purposes of insurance.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
High School	3. Economics	8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).	Analyze the cost of insurance as a method to offset the financial risk of a situation.	Students will match types of insurance to benefits that each provides: car insurance to cover an accident, health insurance to cover a visit to the doctor.
High School	3. Economics	8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).	Examine types of individual and external factors that impact insurance costs for individuals. For example, insured profile, number and size of claims, frequency and costs of natural disasters.	Describe factors that can influence individual cost of insurance.
High School	3. Economics	8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).	Outline steps to monitor and safeguard personal financial data and resolve identity theft or fraud issues.	Identify ways to keep financial information safe (e.g., don't share personal financial information with others, store checkbook in desk, protect computer passwords).
High School	3. Economics	8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).	Explain the role of government related to insurance regulation, fraud protection, and disaster response.	Identify government agencies that provide support in insurance regulation, fraud protection, and disaster response.
High School	4. Civics	1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.	Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.	Engage in activities (e.g., express opinions, research current topics, vote) as a responsible public citizen.
High School	4. Civics	1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.	Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.	Compare information from multiple credible sources related to a current event (local, state or national).
High School	4. Civics	1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.	Explain the roles and influence of individuals, groups, and the press as checks on governmental practices. For example: direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings.	Identify personal rights and responsibilities of self and others when you are in a group and as an individual.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
High School	4. Civics	1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.	Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage individually and/or in groups with that level of government.	Identify the three branches of government (e.g., judicial = interprets, legislative = makes, executive = enforces).
High School	4. Civics	2. Purposes, roles and limitations of the structures and functions of government.	Describe the origins, foundations, purposes, and limitations of government and include the contribution of key philosophers, American historical figures and documents.	Identify major American historical figures that contributed to the origins of the American government.
High School	4. Civics	2. Purposes, roles and limitations of the structures and functions of government.	Identify the structure, function, and roles of current members of American government and their relationship to democratic values.	Identify current members and their role in the American government (president, vice, etc.)
High School	4. Civics	2. Purposes, roles and limitations of the structures and functions of government.	Analyze and explain the importance of the principles of democracy and the inherent competition among values. For example: freedom and security, individual rights and common good, general welfare, and rights and responsibilities.	Describe basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).
High School	4. Civics	2. Purposes, roles and limitations of the structures and functions of government.	Analyze the role of the founding documents of the United States and the evolution of their interpretation through governmental action and court cases. For example: the Declaration of Independence, the Constitution, the Federalist Papers, and the Bill of Rights.	Identify key principles of the Constitution that define the structure of the government.
High School	4. Civics	2. Purposes, roles and limitations of the structures and functions of government.	Understand the role of the American judicial system and evaluate the effectiveness of the justice system in protecting life, liberty, and property for all persons in the United States.	Identify rights that have limits and are not absolute.
High School	4. Civics	2. Purposes, roles and limitations of the structures and functions of government.	Analyze how current global issues impact American foreign policy. For example: the Universal Declaration of Human Rights, immigration, or foreign trade agreements.	Identify and research a global issue that would impact The United States.
High School	4. Civics	2. Purposes, roles and limitations of the structures and functions of government.	Compare and contrast how other systems of government function. For example: authoritarian regimes and parliamentary systems.	Compare and contrast multiple systems of government.
High School	4. Civics	3. Evaluate the impact of the political institutions that link the people to the government.	Assess how members of a civil society can impact public policy on local, state, tribal, national, or international issues. For example: voting, participation in primaries and general elections, and contact with elected officials.	Identify ways individuals can influence public policy.

**SOCIAL STUDIES**

Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
High School	4. Civics	3. Evaluate the impact of the political institutions that link the people to the government.	Examine and evaluate the effectiveness of political parties, interest groups, suffrage, and social movements as a way for people to participate and influence government.	Compare and contrast two major political parties
High School	4. Civics	3. Evaluate the impact of the political institutions that link the people to the government.	Analyze the impact of federal policies on campaigns and elections, and why these policies are debated by multiple parties on the political spectrum. For example: PACs, campaign finance, state and federal voting laws and regulations, and the Federal Election Commission.	Identify the multiple perspectives of a current public issue.
High School	4. Civics	3. Evaluate the impact of the political institutions that link the people to the government.	Analyze how court decisions, legislative debates, and various groups have helped to preserve, develop, interpret, and limit the individual rights and ideals of the American system of government.	Identify the multiple perspectives of a recent court decision or legislative debate and how it impacts individual or group rights.
High School	4. Civics	3. Evaluate the impact of the political institutions that link the people to the government.	Examine how people in other systems of government can participate to influence policy.	Examine the risks of other governments using social media and propaganda to influence policy.