

Social Studies

Grade Level Expectations at a Glance

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

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Seventh Grade	
1. History	<ol style="list-style-type: none"> 1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence 2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another
2. Geography	<ol style="list-style-type: none"> 1. Use geographic tools to gather data and make geographic inferences and predictions 2. Regions have different issues and perspectives
3. Economics	<ol style="list-style-type: none"> 1. Supply and demand influence price and profit in a market economy 2. The distribution of resources influences economic production and individual choices (PFL)
4. Civics	<ol style="list-style-type: none"> 1. The different forms of government and international organizations and their influence in the world community 2. Compare how various nations define the rights, responsibilities and roles of citizens
Sixth Grade	
1. History	<ol style="list-style-type: none"> 1. Analyze and interpret historical sources to ask and research historical questions 2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another
2. Geography	<ol style="list-style-type: none"> 1. Use geographic tools to solve problems 2. Human and physical systems vary and interact
3. Economics	<ol style="list-style-type: none"> 1. Identify and analyze different economic systems 2. Saving and investing are key contributors to financial well being (PFL)
4. Civics	<ol style="list-style-type: none"> 1. Analyze the interconnected nature of the United States to other nations 2. Compare multiple systems of governments
Fifth Grade	
1. History	<ol style="list-style-type: none"> 1. Analyze historical sources from multiple points of view to develop an understanding of historical context 2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government
2. Geography	<ol style="list-style-type: none"> 1. Use various geographic tools and sources to answer questions about the geography of the United States 2. Causes and consequences of movement
3. Economics	<ol style="list-style-type: none"> 1. Government and market structures influence financial institutions 2. Utilizing financial institutions to manage personal finances (PFL)
4. Civics	<ol style="list-style-type: none"> 1. The foundations of citizenship in the United States 2. The origins, structure, and functions of the United States government

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Fourth Grade	
1. History	<ol style="list-style-type: none"> 1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado 2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States
2. Geography	<ol style="list-style-type: none"> 1. Use several types of geographic tools to answer questions about the geography of Colorado 2. Connections within and across human and physical systems are developed
3. Economics	<ol style="list-style-type: none"> 1. People respond to positive and negative incentives 2. The relationship between choice and opportunity cost (PFL)
4. Civics	<ol style="list-style-type: none"> 1. Analyze and debate multiple perspectives on an issue 2. The origins, structure, and functions of the Colorado government
Third Grade	
1. History	<ol style="list-style-type: none"> 1. Use a variety of sources to distinguish historical fact from fiction 2. People in the past influenced the development and interaction of different communities and regions
2. Geography	<ol style="list-style-type: none"> 1. Use various types of geographic tools to develop spatial thinking 2. The concept of regions is developed through an understanding of similarities and differences in places
3. Economics	<ol style="list-style-type: none"> 1. Describe producers and consumers and how goods and services are exchanged 2. Describe how to meet short-term financial goals (PFL)
4. Civics	<ol style="list-style-type: none"> 1. Respecting the views and rights of others as components of a democratic society 2. The origin, structure and function of local government
Second Grade	
1. History	<ol style="list-style-type: none"> 1. Identify historical sources and utilize the tools of a historian 2. People in the past influenced the history of neighborhoods and communities
2. Geography	<ol style="list-style-type: none"> 1. Use geographic terms and tools to describe space and place 2. People in communities manage, modify, and depend on their environment
3. Economics	<ol style="list-style-type: none"> 1. The scarcity of resources affects the choices of individuals and communities 2. Apply decision-making processes to financial decision making(PFL)
4. Civics	<ol style="list-style-type: none"> 1. Responsible community members advocate for their ideas 2. People use multiple ways to resolve conflicts or differences

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First Grade	
1. History	<ol style="list-style-type: none"> 1. Describe patterns and chronological order of events of the recent past 2. Family and cultural traditions in the United States in the past
2. Geography	<ol style="list-style-type: none"> 1. Geographic tools such as maps and globes to represent places 2. People in different groups and communities interact with each other and the environment
3. Economics	<ol style="list-style-type: none"> 1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income 2. Identify short term financial goals (PFL)
4. Civics	<ol style="list-style-type: none"> 1. Effective groups have responsible leaders and team members 2. Notable people, places, holidays and patriotic symbols
Kindergarten	
1. History	<ol style="list-style-type: none"> 1. Ask questions, share information and discuss ideas about the past 2. The first component in the concept of chronology is to place information in sequential order
2. Geography	<ol style="list-style-type: none"> 1. People belong to different groups and live in different settings around the world that can be found on a map or globe
3. Economics	<ol style="list-style-type: none"> 1. Ownership as a component of economics 2. Discuss how purchases can be made to meet wants and needs (PFL)
4. Civics	<ol style="list-style-type: none"> 1. Participate in making decisions using democratic traditions 2. Civic participation takes place in multiple groups
Preschool	
1. History	<ol style="list-style-type: none"> 1. Change and sequence over time
2. Geography	<ol style="list-style-type: none"> 1. Develop spatial understanding, perspectives, and connections to the world
3. Economics	<ol style="list-style-type: none"> 1. People work to meet wants 2. Recognize money and identify its purpose (PFL)
4. Civics	<ol style="list-style-type: none"> 1. Individuals have unique talents but also work with others in groups 2. Rules and their purpose in allowing groups to work effectively