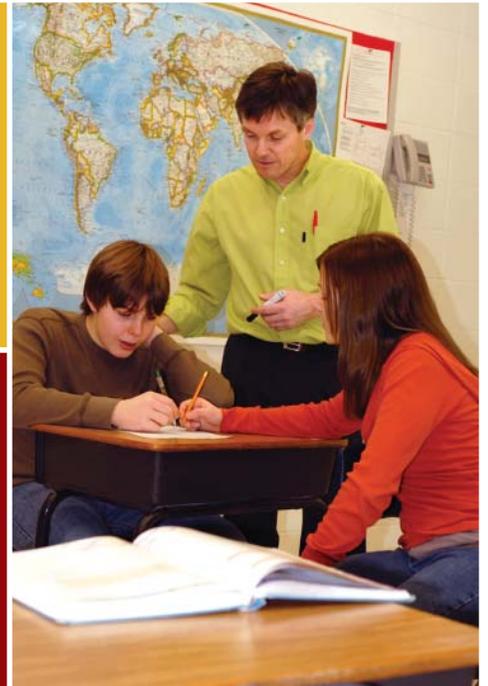


# Colorado Academic S T A N D A R D S

## Fourth Grade

# Social Studies



## **Colorado Academic Standards Social Studies Standards**

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

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

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

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

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

## Standards Organization and Construction

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

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

The elements of the revised standards are:

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

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

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

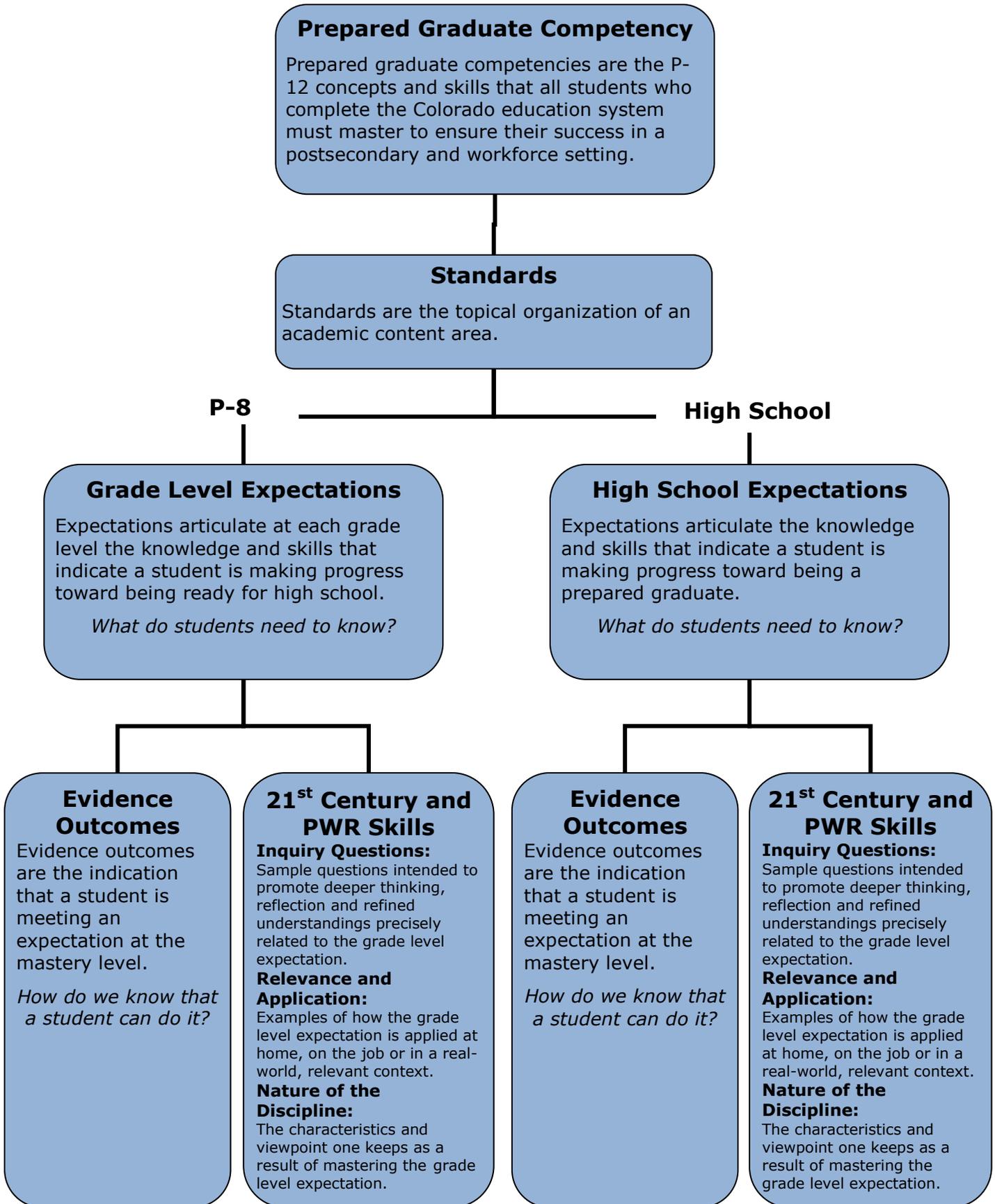
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

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

**Prepared Graduates:**

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

### High School and Grade Level Expectations

**Concepts and skills students master:**

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

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

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

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

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

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

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of the Discipline:**

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

## **Prepared Graduate Competencies in Social Studies**

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

Prepared graduates in social studies:

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

Prepared graduates in history:

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

Prepared graduates in geography:

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

Prepared graduates in economics:

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

Prepared graduates in civics:

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

## Colorado Academic Standards Social Studies

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

### **1. History**

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

### **2. Geography**

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

### **3. Economics**

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

### **4. Civics**

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

# Social Studies

## Grade Level Expectations at a Glance

**Standard**                      **Grade Level Expectation**

<b>Fourth Grade</b>	
1. History	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	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	1. People respond to positive and negative incentives 2. The relationship between choice and opportunity cost (PFL)
4. Civics	1. Analyze and debate multiple perspectives on an issue 2. The origins, structure, and functions of the Colorado government

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# 1. History

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

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

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

## **Prepared Graduates**

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

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

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

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado

**Evidence Outcomes**

**Students can:**

- a. Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history (DOK 1-2)
- b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOK 2-3)
- c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2)
- d. Identify and describe how major political and cultural groups have affected the development of the region (DOK 1-2)

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

**Inquiry Questions:**

1. How have past events influenced present day Colorado and the Rocky Mountain region?
2. Why is it important to know the sequence of events and people in Colorado history?
3. How can primary sources help us learn about the past or create more questions about our state's history?
4. What social and economic decisions caused people to locate in various regions of Colorado?

**Relevance and Application:**

1. Individuals recognize important events and can put them in chronological in order to understand cause and effect such as migration west and clashes with Native Americans; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and prohibition of slavery.

**Nature of History:**

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers use chronology to organize time and to study cause-and-effect relationships.
3. Historical thinkers use primary sources as references for research.

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

- 2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States

**Evidence Outcomes**

**Students can:**

- a. Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time (DOK 1-3)
- b. Describe interactions among people and cultures that have lived in Colorado (DOK 1-2)
- c. Describe the development of the political structure in Colorado history. Topics to include but not limited to an understanding of the Colorado Constitution and the relationship between state and national government (DOK 1-2)
- d. Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes (DOK 1-2)

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

**Inquiry Questions:**

- 1. In what ways have geographic, economic, cultural, and technological changes influenced Colorado today?
- 2. Why did people of various cultures migrate to and settle in Colorado?
- 3. To what extent have unity and diversity shaped Colorado?
- 4. How have various individuals, groups, and ideas affected the development of Colorado?

**Relevance and Application:**

- 1. The context and information from the past is used to make connections and inform current decisions. For example, Colorado has had a history of boom and bust cycles that should influence the decisions of city and state planners.
- 2. Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from the Gold Rush to modern pollution.

**Nature of History:**

- 1. Historical thinkers analyze patterns and themes across time periods.
- 2. Historical thinkers seek accounts of history from multiple perspectives and from multiple sources.

## 2. Geography

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

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

### **Prepared Graduates**

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

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

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Use several types of geographic tools to answer questions about the geography of Colorado

**Evidence Outcomes**

**Students can:**

- a. Answer questions about Colorado regions using maps and other geographic tools (DOK 1-2)
- b. Use geographic grids to locate places on maps and images to answer questions (DOK 1-2)
- c. Create and investigate geographic questions about Colorado in relation to other places (DOK 1-3)
- d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity (DOK 1-4)
- e. Describe similarities and differences between the physical geography of Colorado and its neighboring states (DOK 1-2)

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

**Inquiry Questions:**

1. Which geographic tools are best to locate information about a place?
2. Why did settlements and large cities develop where they did in Colorado?
3. How are the regions of Colorado defined by geography?
4. How does the physical location of Colorado affect its relationship with other regions of the United States and the world?

**Relevance and Application:**

1. Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter.
2. Individuals and businesses use geographic tools to collect and analyze data regarding the area where they live.

**Nature of Geography:**

1. Spatial thinkers gather appropriate tools to formulate and answer questions related to space and place.
2. Spatial thinkers use tools to compare and contrast geographic locations.

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

**Prepared Graduates:**

- Examine places and regions and the connections among them

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

2. Connections within and across human and physical systems are developed

**Evidence Outcomes**

**Students can:**

- a. Describe how the physical environment provides opportunities for and places constraints on human activities (DOK 1-2)
- b. Explain how physical environments influenced and limited immigration into the state (DOK 1-2)
- c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment (DOK 1-3)
- d. Describe how places in Colorado are connected by movement of goods and services and technology (DOK 1-2)

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

**Inquiry Questions:**

1. What physical characteristics led various cultural groups to select the places they did for settlement in Colorado?
2. How did Colorado settlers alter their environment to facilitate communication and transportation?
3. How does the physical environment affect human activity?
4. How does human activity affect the environment?

**Relevance and Application:**

1. Individuals and businesses consider geographic factors in making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains.
2. Individuals and businesses adapt to and modify the environment. For example, businesses and resorts have been created near hot springs throughout the state.

**Nature of Geography:**

1. Spatial thinkers evaluate how physical features affect the development of a sense of place.

# 3. Economics

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

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

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

## **Prepared Graduates**

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

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

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

**Content Area: Social Studies**

**Standard: 3. Economics**

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. People respond to positive and negative incentives

**Evidence Outcomes**

**Students can:**

- a. Define positive and negative economic incentives (DOK 1)
- b. Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives (DOK 1-3)
- c. Explain how the productive resources – natural, human, and capital – of Colorado have influenced the types of goods produced and services provided (DOK 1-2)

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

**Inquiry Questions:**

1. Why are different goods and services important at different times in Colorado’s history?
2. How have science and technology changed the economy of Colorado?
3. How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado?

**Relevance and Application:**

1. Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities.
2. Negative incentives influence behavior predictably over time. For example, people move or refuse to relocate due to poor climate or resource shortages.
3. Groups use both positive and negative incentives to affect behavior. For example, the tourism industry uses incentives to attract tourists and government agencies use tickets to discourage speeding. and fines for not following regulations

**Nature of Economics:**

1. Economic thinkers consider the influence of changing resources and demand on the productivity of a state economy.
2. Economic thinkers study changes in the relationship between the availability of resources and the production of goods and services.

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

- 2. The relationship between choice and opportunity cost (PFL)

**Evidence Outcomes**

**Students can:**

- a. Define choice and opportunity cost (DOK 1)
- b. Analyze different choices and their opportunity costs (DOK 2-3)
- c. Give examples of the opportunity costs for individual decisions (DOK 1-2)
- d. Identify risks that individuals face (PFL) (DOK 1-2)
- e. Analyze methods of limiting financial risk (PFL) (DOK 2-3)

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

**Inquiry Questions:**

- 1. What different ways does an individual have to get information when making a decision?
- 2. How do you know when you've made a good decision?
- 3. How do you know when you've made a bad decision?

**Relevance and Application:**

- 1. Knowledge of the relationship between choice and opportunity cost leads to good decision-making. For example, a business may have an opportunity to purchase inexpensive land, but the cost may be in the travel time.
- 2. Decisions are made daily regarding risks such as riding a bicycle, skiing, riding in a car, and spending all of an allowance immediately rather than saving.
- 3. Businesses make choices about risk. For example, a company locates in a country that has an unstable government or extends credit to individuals.

**Nature of Economics:**

- 1. Economic thinkers analyze opportunity costs associated with making decisions.
- 2. Economic thinkers analyze data to forecast possible outcomes.
- 3. Financially responsible individuals understand and categorize the components of risk.
- 4. Financially responsible individuals mitigate and analyze potential risk.

## 4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

### **Prepared Graduates**

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

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

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

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Analyze and debate multiple perspectives on an issue

**Evidence Outcomes**

**Students can:**

- a. Give examples of issues faced by the state and develop possible solutions (DOK 1-3)
- b. Provide supportive arguments for both sides of a current public policy debate (DOK 1-3)
- c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved (DOK 1-3)

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

**Inquiry Questions:**

1. How can government answer questions about issues in a state in various ways?
2. How do diverse opinions enrich a community?
3. How does an individual's experience and background influence perception of an issue?
4. Why is it important to research issues and engage in civil debates?

**Relevance and Application:**

1. The art of debate, critical reasoning, and active listening are skills that foster informed choices. For example, school boards review the pros and cons of an issue such as dress code and make a policy decision.
2. The ability to critically analyze multiple perspectives for solutions allows for improved problem-solving. For example, members of a social organization review multiple proposals to select a philanthropic cause for the year.

**Nature of Civics:**

1. Responsible community members recognize opportunities to study the effectiveness of various ways to influence state public policy or help industry create an environmentally conscious development.
2. Responsible community members understand the relationships between state government and citizens.

**Content Area: Social Studies**

**Standard: 4. Civics**

**Prepared Graduates:**

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

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

- 2. The origins, structure, and functions of the Colorado government

**Evidence Outcomes**

**Students can:**

- a. Explain the origins, structure, and functions of the three branches of the state government and the relationships among them (DOK 1-2)
- b. Identify and explain a variety of roles leaders, citizens, and others play in state government (DOK 1-2)
- c. Identify and explain the services state government provides and how those services are funded (DOK 1-2)
- d. Explain the historical foundation and the events that led to the formation of the Colorado government (DOK 1-2)
- e. Describe how the decisions of the state government affect local government and interact with federal law (DOK 1-3)

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

**Inquiry Questions:**

- 1. Why is Colorado’s Constitution important to individuals?
- 2. What would state government look like if one of the branches had more power than the others?
- 3. What would Colorado be like without a state government?
- 4. To what extent were various individuals and organizations in the state important in the development of Colorado’s government?

**Relevance and Application:**

- 1. Knowledge of the origins, structure, and functions of Colorado’s government provides for participation, influence and benefits. For example, individuals can vote on ballot issues that affect taxes.
- 2. Technology helps to investigate resources and ask for government support and services. For example, someone wanting to open a restaurant can visit the Department of Health website to get information.

**Nature of Civics:**

- 1. Responsible community members understand the structure, function, and origin of the state government.

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