*Please note: These are screen shots of the October-December, 2017 online feedback system window for reference only. These are not the final proposed revisions.*
Table of Contents

Grade Level:

Prepared Graduate Statements 3
Preschool 4-5
Kindergarten 6-7
First Grade 8-9
Second Grade 10-11
Third Grade 12-14
Fourth Grade 15-18
Fifth Grade 19-20
Sixth Grade 21-23
Seventh Grade 24-25
Eighth Grade 26-27
High School: 28-33
Review the Prepared Graduate Statements

Social Studies

Instructions

In this section, you have the opportunity to provide feedback on the content of the Prepared Graduate Statements (PGS).

On the next page, as you review the grade level expectations, you will be able to provide feedback on the alignment of the PGS with the given grade level expectation.

To leave feedback, click on the comment icon (相助) next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox (相助) so you can keep track of your progress.

About Prepared Graduate Statements (PGS)

All of Colorado's Academic Standards were designed "backwards" from Prepared Graduate Statements. These statements were formerly known as Prepared Graduate Competencies but have been changed to reduce confusion with competency-based learning systems of instruction and assessment practices. The PGS identify the concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting for each content area.

Each grade level expectation of the Colorado Academic Standards aligns to one or more of the PGS.

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

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

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.
Social Studies
Grade Level: Preschool
Standard: 4. Civics

Instructions
To leave feedback, click on the comment icon (.expand_more) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox (check) so you can keep track of your progress.

1. Prepared Graduates
   7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

Preschool Learning and Development Expectation:
1. Understand one's relationship to the family and community and respect differences in others.

Indicators of Progress:
By the end of the preschool experience (approximately 60 months/5 years old) students may
a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations.
b. Understand similarities and respect differences among people within their classroom and community.

Examples of High Quality Teaching and Learning Experiences:
1. Supportive Teaching Practices/Adults May:
   1. Through books, class visitors, and field trips, extend children's knowledge of what people do in the community.
   2. Engage in one on one and small group conversations about similarities and differences (e.g., hair, eyes, skin tone, talents, interests, gender, and food preferences).
   3. Provide books, classroom materials, photos, props, music, etc. that support diversity with respect to race, culture, ethnicity, age, ability, gender and non-stereotyping roles.
   4. Encourage children to appreciate individual differences by providing diverse materials, literature and activities (e.g., mirrors, height charts, multicultural paints).
   5. Provide opportunities for children to engage in community building (e.g., large group discussions with problem solving) and cooperative activities (e.g., murals, par-painting).

Examples of Learning/Children May:
1. Ask each other for help when needing support with a task.
2. Recognize membership in family, neighborhood, school, team and various other groups and organizations.
3. Identify examples of times when people can play different roles and bring unique talents to a variety of groups.
4. Have assigned jobs and contribute to the upkeep of the learning classroom.
5. Share problems and celebrations during large group time. They come up with solutions to the problems in the classroom.
Prepared Graduates

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Preschool Learning and Development Expectation:

2. Rules allow groups to work effectively.

Indicators of Progress:

By the end of the preschool experience (approximately 60 months/5 years old) students may

a. Understand the reasons for rules in the home and classroom and for laws in the community.

b. Show interest in interacting with and developing relationships with others.

c. Recognize that everyone has rights and responsibilities within a group.

d. Demonstrate self-regulation behaviors and fairness in resolving conflicts.

Examples of High Quality Teaching and Learning Experiences:

1. Supportive Teaching Practices/Adults May:

   1. Discuss rules with children.
   
   2. Explain purpose of rules (safety, respect).
   
   3. Begin to introduce games that have rules.
   
   4. Read books that support following rules (fiction and non-fiction). Create a class rules chart.
   
   5. Engage children in class meetings and decision-making.
   
   
   7. Provide activities that require cooperative play.

   Examples of Learning/Children May:

   1. Participate in the development of classroom rules.
   
   2. Describe classroom rules.
   
   3. Work cooperatively with other children to achieve an outcome.
   
   4. Participate in group decision making.
   
   5. Children notice the classroom rules and support others in remembering the rules.
   
   6. Allow children to develop a few simple classroom rules.
Social Studies
Grade Level: Kindergarten
Standard: 4. Civics

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

Grade Level Expectation: Kindergarten
1. Understand that civic participation takes place in multiple groups and in various forms.

Evidence Outcomes
Students Can:

- Differentiate among examples of civic participation. Examples to include but not limited to voting, debate, running for office, protest, and volunteer work.
- Explain the qualities of an informed and engaged citizen.
- Practice citizenship skills including courtesy, honesty, equity, and fairness in working with others.

Academic Context and Connections
Colorado Essential Skills:
1. Demonstrate an understanding of cause and effect related to personal decisions.

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

Nature and Skills of Civics:
1. Responsible community members know the importance of fairness and conflict resolution.
2. Decisions are made cooperatively. For example, families vote on which movie to see and classes vote to see what project they will do.

Disciplinary, Information, and Media Literacy:
1. Actively engage in group reading activities with purpose and understanding.
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Prepared Graduates

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation: Kindergarten

2. Participate in making fair and reasoned decisions using democratic traditions.

Evidence Outcomes

**Students Can:**

a. Explain why rules are needed.

b. Create and follow classroom rules.

c. Explain how a class rule may promote fairness and resolve conflict, and compare against a rule that does not.

d. Contribute to making and maintaining class community decisions.

e. Using examples, explain the difference between democratic decision-making and decisions made by authorities. Authorities may include but not limited to a parent, teacher, principal, or police officer.

Academic Context and Connections

**Colorado Essential Skills:**

1. Articulate personal strengths and challenges using different forms of communication to express themselves.

2. Recognize how personal actions have had a positive or negative impact with feedback as needed.

**Inquiry Questions:**

1. What qualities make people responsible and engaged citizens?

2. Why would people want to have friends from different groups?

3. What can you do to be an active and helpful member of your class and school?

**Nature and Skills of Civics:**

1. Responsible community members study citizen participation and structures that bring security and stability to community life.

2. Individual actions can make the community better. For example, people clean up the highways or volunteer in shelters.

**Disciplinary, Information, and Media Literacy:**

1. Interpret what is read through illustrations.

2. Listen and participate as a member of the classroom community.
Social Studies
Grade Level: First Grade
Standard: 4. Civics

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

1. Prepared Graduates
7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

2. Grade Level Expectation: First Grade
1. Effective groups have responsible leaders and team members.

3. Evidence Outcomes
Students Can:
- a. Describe the characteristics of responsible leaders.
- b. Identify the attributes of a responsible team member.
- c. Demonstrate the ability to be both a leader and team member.

4. Academic Context and Connections
- i. Colorado Essential Skills:
  1. Recognize personal characteristics, preferences, thoughts, and feelings.
  2. Recognize emotional responses to ideas that differ from own.
  3. Recognize how members of a community rely on each other, considering personal contributions as applicable.
- ii. Inquiry Questions:
  1. How do you know if you are a responsible team member?
  2. How do you know if you are a responsible leader?
  3. What qualities make a responsible leader and can they change?
  4. How do you know when you are working with an effective team?
- iii. Nature and Skills of Civics:
  1. Responsible community members know how to be a good leader and team member.
  2. Groups work as a team toward a collective goal that honors the views of its members.
- iv. Disciplinary, Information, and Media Literacy:
  1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Prepared Graduates

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation: First Grade

2. Notable people, places, holidays, and civic symbols.

Evidence Outcomes

Students Can:

a. Identify and explain the relevance of notable civic leaders from different community groups.

b. Identify and explain the meaning of various civic symbols important to diverse community groups. Examples to include but not limited to the state and national flags, Bald Eagle, Uncle Sam, peace sign, raised fist.

c. Identify and explain the relevance of significant civic places, including but not limited to the Statue of Liberty, Capitol, the White House, and sites in the local community.

d. Explain the significance of major civic holidays. Examples to include, but are not limited to Veteran's Day, Martin Luther King Day, Independence Day, Earth Day, Memorial Day, and Labor Day.

e. Identify the American flag and the Colorado flag.

Academic Context and Connections

Colorado Essential Skills:

1. Identify and reflect upon personal connections to community systems.

2. Compare attitudes and beliefs as an individual to others.

Inquiry Questions:

1. Why do we have national, community, and local celebrations and holidays?

2. Who are important people in the development of our country?

3. How are new national symbols, songs, or holidays created?

Nature and Skills of Civics:

1. Responsible community members see communities as multi-dimensional entities.

2. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation.

Disciplinary, Information, and Media Literacy:

1. Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

2. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Social Studies
Grade Level: Second Grade
Standard: 4. Civics

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

1. Prepared Graduates
   7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

2. Grade Level Expectations: Second Grade
   1. Advocate for ideas to improve society.

Evidence Outcomes

Students Can:

a. Compare ways that people may express their ideas and viewpoints in ways that are effective and respectful to others.
b. Analyze how people in diverse groups monitor and influence decisions in their community.
c. Describe ways in which you can take an active part in improving your school or community.
d. Identify and compare examples of civic responsibilities that are important to privileged and marginalized individuals, families, and communities. Examples to include but not limited to voting and representation.
e. Describe the characteristics that enable a community member to responsibly and effectively engage in the community.

Academic Context and Connections

Colorado Essential Skills:
1. Identify and reflect upon personal connections to community systems.
2. Model positive behaviors for others.

Inquiry Questions:
1. What are beliefs that help people live together in communities?
2. What are civic responsibilities do you think are important?
3. How can different cultures and beliefs influence a community?
4. What are responsible ways to advocate ideas in a community?

Nature and Skills of Civics:
1. Responsible community members show responsibility for the well-being of oneself, family, and school community.
2. Responsible community members listen and participate as a member of a group.
3. Individuals collaborate to responsibly advocate for the ideas they think will improve society. For example, a group lobbies the city council to create a new park or employ more firefighters.

Disciplinary, Information, and Media Literacy:
1. Use technology resources for problem-solving, communication, and illustration of thoughts and ideas.
2. Compare and contrast the most important points presented in two texts on the same topic.
3. Write opinion pieces in which students introduce this topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
4. Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Prepared Graduates

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation: Second Grade

2. Identify and compare multiple ways that people understand and resolve conflicts and differences.

Evidence Outcomes

Students Can:

a. Analyze ways that diverse individuals, groups, and communities work through conflict and promote equality, justice, and responsibility.

b. Compare examples of power and authority and identify strategies that could be used to address an imbalance. Examples of imbalance may include bullying as power without authority.

c. Identify and give examples of appropriate and inappropriate uses of power and the consequences.

d. Demonstrate skills to understand and resolve conflicts or differences.

Academic Context and Connections

Colorado Essential Skills:

1. Compare attitudes and beliefs as an individual to others.

2. Appropriately express a range of emotions to communicate personal ideas/needs.

Inquiry Questions:

1. What happens when someone uses power unwisely?

2. What are good ways to solve differences?

3. What do equality, justice, and responsibility look like in the world?

Nature and Skills of Civics:

1. Responsible community members examine how culture influences the disposition of rules, laws, rights, and responsibilities.

2. Responsible community members understand that power and authority shape individual participation.

Disciplinary, Information, and Media Literacy:

1. Begin to identify differing perspectives.

2. Listen and participate as a member of a group in the classroom.

3. Use technology resources for problem-solving, communication, and illustration of thoughts and ideas.
Social Studies

Grade Level: Third Grade
Standard: 4. Civics

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

1 Prepared Graduates
7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

Grade Level Expectation: Third Grade
1. Respect the views and rights of others.

Evidence Outcomes
Students Can:
a. Identify and apply the elements of civil discourse. Elements to include but not limited to listening with respect for understanding and speaking in a respectful manner.
b. Identify important personal rights in a democratic society and how they relate to others’ rights.
c. Give examples of the relationship between rights and responsibilities.
d. Restate the view or opinion of others with their reasoning when it is different from one’s own.

Academic Context and Connections
Colorado Essential Skills:
1. Connect knowledge (facts, theories, etc.) from personal ideas/understanding to civic engagement.
2. Appropriately express one’s own emotions, thoughts, and values and identify how they influence behavior.
3. Regulate reactions to differing perspectives.
4. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues.
5. State a position and reflect on possible objections to assumptions and implications of the position.

Inquiry Questions:
1. What are the essential elements of compromise that enable conflict to be transformed into agreement?
2. Why is personal advocacy important in a community with diverse views?
3. What would a community be like if individuals from various groups did not respect each other’s rights and views?

Nature and Skills of Civics:
1. Responsible community members take the opportunity to make positive changes in their community.
2. Responsible community members recognize the value of respecting the rights and views of others.
3. Respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures. For example, environmentalists, industry, and government work together to solve issues around energy and other resources.

4. Civics teaches the virtues—such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives—that citizens should use when they interact with each other on public matters.

Disciplinary, Information, and Media Literacy:

1. Distinguish their own point of view from that of the author of a text.

2. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.

3. Use technology resources for problem solving, communication, and illustration of thoughts and ideas.

4. Provide opportunities to use technology to research multiple views on issues to better understand the evolution of rights. For example, lawyers research court findings and individuals engage in civic discourse regarding issues of the day through the Internet.

5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

6. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies.
1. Prepared Graduates
   8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

2. Grade Level Expectation: Third Grade
   2. The origins, structure, and functions of local government.

3. Evidence Outcomes
   Students Can:
   a. Identify the origins, structure, and functions of local government.
   b. Identify and explain the services local governments provide and how those services are funded.
   c. Identify and explain a variety of roles leaders, citizens, and others play in local government.
   d. Describe how local government provides opportunities for people to exercise their rights and initiate change.

4. Academic Context and Connections
   a. Colorado Essential Skills:
      1. Connect knowledge (facts, theories, etc.) from personal ideas/understandings to civic engagement.
   b. Inquiry Questions:
      1. How are local governments and citizens interdependent?
      2. How do individuals get involved in their local government?
      3. How do local governments and citizens help each other?
      4. Why do people create governments?
      5. How do people, places, and events help us understand the ideals of democratic government?
   c. Nature and Skills of Civics:
      1. Responsible community members are involved in their local government.
      2. Responsible community members know how personal advocacy and involvement can lead to change in communities.
      3. Knowledge of the origins, structure, and functions of local government enables participation in the democratic process. For example, groups and governments work together to create a safe environment in the community.
      4. Responsible and effective citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
      5. Civics is the discipline of the social studies most directly concerned with the processes and rules by which groups of people make decisions, govern themselves, and address public problems.
      6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
   d. Disciplinary, Information, and Media Literacy:
      1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
      2. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
      3. Identify main idea and sequence of events in a social studies context.
      4. Present information orally and in writing.
Social Studies
Grade Level: Fourth Grade
Standard: 4. Civics

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

Grade Level Expectation: Fourth Grade
1. Identify, investigate, and analyze multiple perspectives on civic issues.

Evidence Outcomes
Students Can:

- Give examples of issues faced by the state and develop possible solutions.
- Provide supportive arguments for both sides of a current public policy debate.
- Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved.
- Find and use appropriate sources to investigate and analyze multiple perspectives of issues.

Academic Context and Connections
Colorado Essential Skills:
1. Discern differences of effective and ineffective processes, communication and tasks.
2. Regulate reactions to differing perspectives.
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues.
4. Participate in social or community activities.

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?

Nature and Skills of Civics:
1. Civics teaches the virtues—such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives—that citizens should use when they interact with each other on public matters.
2. Community members recognize opportunities to study the effectiveness of various ways to influence state public policy.
3. Community members understand the relationships between state government and citizens.
4. Community members study the art of debate, critical reasoning, and active listening to foster informed choices. For example, school boards review the pros and cons of an issue such as dress code and then make a policy decision.

5. 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.

6. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.

7. Critique arguments and explanations.

Disciplinary, Information, and Media Literacy:

1. Draw evidence from literary or informational texts to support analysis, reflection, and research.

2. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

3. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

6. Present information orally and in writing.

7. Use technology to efficiently and effectively access information.
1. Prepared Graduates
   8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

2. Grade Level Expectation: Fourth Grade
   2. The origins, structure, and functions of the Colorado government.

3. Evidence Outcomes
   Students Can:
   a. Explain the historical foundation and events that led to the Colorado Constitution and the formation of the Colorado government.
   b. Identify and explain a variety of roles leaders, citizens, and others play in state government.
   c. Identify and explain the services state government provides and how those services are funded.
   d. Describe how the decisions of the state government affect local government and interact with federal law.
   e. Describe how a citizen might engage in state government to demonstrate their rights or initiate change.

4. Academic Context and Connections
   a. Colorado Essential Skills:
      1. Recognize how members of a community rely on each other, considering personal contributions as applicable.
   b. Inquiry Questions:
      1. How is the Colorado Constitution unique?
      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?
   c. Nature and Skills of Civics:
      1. Civics is the discipline of the social studies most directly concerned with the processes and rules by which groups of people make decisions, govern themselves, and address public problems.
      2. Community members understand the structure, function, and origin of the state government.
      3. Community members know 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.
      4. 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.
      5. In order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
6. Explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

7. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

**Disciplinary, Information, and Media Literacy:**

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

2. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

3. Present information orally and in writing.

4. Use technology to efficiently and effectively access information.

5. Demonstrate an understanding of chronology.
Social Studies
Grade Level: Fifth Grade
Standard: 4. Civics

Prepared Graduates
7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

Grade Level Expectation: Fifth Grade
1. Construct an understanding of the foundations of citizenship in the United States.

Evidence Outcomes
Students Can:
- a. Describe and provide sources and examples of individual rights.
- b. Give examples of group and individual actions that illustrate civic ideas in the founding of the United States. Ideas to include but not limited to freedom, rule of law, equality, civility, cooperation, respect, responsibility, and civic participation.
- c. Explain the reasons for the settlement of the American colonies.
- d. Define the actions and process for becoming a citizen.

Academic Context and Connections
- Colorado Essential Skills:
  1. Recognize how members of a community rely on each other, considering personal contributions as applicable.
- Inquiry Questions:
  1. How might citizens view an issue differently because of their backgrounds?
  2. What is the most important right of a citizen?
  3. What is the most important responsibility of a citizen?
  4. How does government meet its responsibility to citizens?
  5. Who is government?
- Nature and Skills of Civics:
  1. Actions illustrate civic virtues such as civility, cooperation, respect, and responsible participation and are foundational components of our society.
  2. Examples include peaceful assembly by groups and respectful behavior during a performance or speech.
  3. Knowledge of the foundations of citizenship in the United States ensures that citizens’ rights are being protected. For example, the rule of law applies to everyone in society and all individuals and groups are treated with respect.
  4. Community members analyze historical documents to investigate the development of the national government.
  5. Responsible community members understand the responsibilities of the national government to its citizens.
  6. In order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
  7. Gather information from a variety of sources and evaluate the relevance of that information when constructing opinions, explanation, or arguments.
- Disciplinary, Information, and Media Literacy:
  1. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
  2. Conduct research by locating, gathering, and organizing information using online and print resources.
### Prepared Graduates

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

### Grade Level Expectation: Fifth Grade

2. The origins, structure, and functions of the United States government.

### Evidence Outcomes

- **Students Can:**
  
  a. Explain the historical foundation and the events that led to the establishment of the United States government. Topics to include but not limited to the colonial experience, the Declaration of Independence, the Articles of Confederation, and the Constitution.
  
  b. Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles.
  
  c. Explain the origins, structure, and functions of the three branches of the United States government and the relationships among them.
  
  d. Describe how the decisions of the national government affect local and state government.

### Academic Context and Connections

#### Colorado Essential Skills:

1. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues.

#### Inquiry Questions:

1. What are democratic ideals and practices and their historic origins?

2. Were the founding fathers correct in keeping the Constitution open for flexibility and interpretation? Why?

3. How have historical documents defined and distributed power?

#### Nature and Skills of Civics:

1. Responsible community members understand the concept of individual rights as a cornerstone to American democracy.

2. Responsible community members understand the relationships between individual rights and personal responsibility.

3. The origins, structure, and function of the United States government are studied to create an informed, civically literate, and responsible society. For example, fundamental principles and liberties are still evolving as judges interpret the Constitution, and legislators make laws and local city councils and boards create regulations.

4. In order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.

5. Civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies.

#### Disciplinary, Information, and Media Literacy:

1. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

3. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

4. Demonstrate an understanding of chronology by creating and interpreting events on a timeline.

5. Identify and discuss primary and secondary sources.
Social Studies
Grade Level: Sixth Grade
Standard: 4. Civics

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

Grade Level Expectation: Sixth Grade
1. Analyze the relationships of different nations in the Western Hemisphere.

Evidence Outcomes

Students Can:
a. Discuss advantages and disadvantages of living in an interconnected world.
b. Examine changes and connections in ideas about citizenship in different times and places in the Western Hemisphere.
c. Describe how groups and individuals influence governments within the Western Hemisphere.
d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations.
e. Analyze political issues from national and global perspectives over time.
f. Identify historical examples illustrating how people from diverse backgrounds in the Western Hemisphere perceived and reacted to various global issues.

Academic Context and Connections

Colorado Essential Skills:
1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
2. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).
3. Look for and find value in different perspectives expressed by others.

Inquiry Questions:
1. What does it mean to live in an interconnected world?
2. How can you be a productive member of the global community and a contributing citizen of the United States?
3. Why are there greater challenges and opportunities when multiple groups interact?
4. Why do national and global viewpoints sometimes differ?

Nature and Skills of Civics:
1. Discuss and analyze how various government decisions impact people, places, and history.
2. Analyze how the actions of individuals and groups can have a local, national, and international impact.
3. Analyze the relationship between rights and responsibility in national and global contexts.
4. Explain how nations are interconnected and affect each other on a daily basis. For example, businesses are affected by the laws, regulations, nations and markets are damaged by drought, earthquakes and other natural disasters throughout the world.

5. Demonstrate how technology provides daily information regarding the interaction between the United States government and other nations.

Disciplinary, Information, and Media Literacy:

1. Describe how a text presents information (e.g., sequentially, comparatively, causally).

2. Communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology in an effective manner.
Prepared Graduates

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation: Sixth Grade

2. Systems of government in the Western Hemisphere.

Evidence Outcomes

Students Can:

a. Describe different systems of government in the Western Hemisphere.
b. Identify how different systems of government relate to their citizens in the Western Hemisphere.
c. Compare the economic components of the different systems of government in the Western Hemisphere.
d. Compare the various governments and citizens' liberties in the Western Hemisphere.

Academic Context and Connections

Colorado Essential Skills:

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
2. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).
3. Look for and find value in different perspectives expressed by others.
4. Apply ethical perspectives/concepts to an ethical question/situation/scenario.

Inquiry Questions:

1. How do you define good government?
2. What evidence can you find of effective and ineffective governments in the past and the present?
3. What would a government look like if you created it?
4. What are the consequences if a government does not provide for the common good?

Nature and Skills of Civics:

1. Discuss and evaluate how personal and national actions have global consequences.
2. Identify ways in which lives are enriched and challenged because of the interconnected nature of a global society.
3. Demonstrate how different forms of government affect daily life. For example, employees work in international corporations and tourists visit countries with different laws, rules, and regulations.
4. Share how government is essential for understanding the implications of events around the world.

Disciplinary, Information, and Media Literacy:

1. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
2. Evaluate the accuracy, relevance, appropriateness, and bias of online and print sources.
Social Studies
Grade Level: Seventh Grade
Standard: 4. Civics

**Prepared Graduates**

7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

**Grade Level Expectation: Seventh Grade**

1. Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere.

**Evidence Outcomes**

- Examine changes and connections in ideas about citizenship in different times and places in the Eastern Hemisphere.
- Examine case studies and principles that guide governments and societies. Topics to include but not limited to civic participation, political accountability, and rule of law.
- Analyze the opportunities and limitations of civic participation in Eastern Hemisphere societies.
- Compare historic and/or current issues in regards to human rights and explain how the values of the time or place influenced the issues.
- Give historic and/or current examples illustrating the interactions between nations and their citizens.
- Identify public problems and research ways in which governments address these problems.

**Academic Context and Connections**

1. **Colorado Essential Skills:**
   - Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making.
   - Participate in social or community activities.

2. **Inquiry Questions:**
   - How do international laws and organizations help encourage ethical governmental practices?
   - How do the aggressive actions of a nation influence other nations and international organizations?
   - What factors lead to cooperation, competition, or aggression between societies?
   - Why do governments form alliances and join international organizations?

3. **Nature and Skills of Civics:**
   - Responsible community members know the components of various systems of government.
   - Responsible community members develop criteria and apply standards of ethics and qualify in evaluating the effectiveness of government.
   - Responsible community members understand the connections and complexities of interactions among nations.

4. **Disciplinary, Information, and Media Literacy:**
   - Distinguish among fact, opinion, and reasoned judgment in a text.
   - Summarize the points an author/speaker makes and explain how each claim is supported by reasons and evidence.
   - Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
   - Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
Prepared Graduates

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation: Seventh Grade

2. Nations in the Eastern Hemisphere interact with international organizations, govern, and impact their societies in different ways.

Evidence Outcomes

Students Can:

a. Explain the origins, functions, and structure of different governments. Topics to include but not limited to Dictatorship, Totalitarianism, Democracy, Socialism, and Communism.

b. Evaluate how various governments and organizations interact, resolve their differences, and cooperate.

c. Analyze conflicts among governments and organizations including their causes and consequences.

d. Identify public problems and research ways in which governments address those problems.

e. Investigate historic and/or current examples of collaboration and interdependence among organizations and nations of the Eastern Hemisphere.

Academic Context and Connections

Colorado Essential Skills:

1. Apply ethical perspectives/concepts to an ethical question/situation/scenario.

Inquiry Questions:

1. What are fundamental human rights?
2. How can governments help solve problems?
3. What is the purpose of government?

Nature and Skills of Civics:

1. Responsible community members can interact, resolve their differences, and cooperate.
2. Responsible community members understand that governments have different functions.

Disciplinary, Information, and Media Literacy:

1. Use technology for problem solving, self-directed learning, and extended learning activities.
2. Use knowledge and research skills to engage in conversation and debate around issues of common concern.
3. Present claims and findings, emphasizing main points in a focused manner with relevant descriptions, facts, details, and examples.
Prepared Graduates
8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation: Eighth Grade
2. The purpose and place of rule of law in a constitutional system.

Evidence Outcomes

Students Can:

a. Discern various types of law.
b. Evaluate the strengths of rule of law.
c. Describe and engage in various means of conflict management.
d. Explain the role and importance of the Constitution.
e. Discuss the tensions between individual rights, state law, and national law.
f. Explain how state and federal court power of judicial review is reflected in the United States’ form of constitutional government.
g. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.

Academic Context and Connections

Colorado Essential Skills:
1. Make connections between information gathered and personal experiences to apply and/or test solutions.
2. Test hypotheses with a planned process for receiving feedback.
3. Apply knowledge to set goals, make informed, decisions and transfer to new contexts.

Inquiry Questions:
1. What is the "common good"?
2. What are key court cases and historical events in the development of the United States?
3. How have landmark Supreme Court cases impacted the society?
4. What are examples of successful and unsuccessful conflict resolution in United States history and why?
5. How has the United States balanced individual rights and law?
6. Which is more effective, the rule of law or the rule of man? Why?

Nature and Skills of Civics:
1. Civic-minded community members read diverse sources to create understanding, critically analyze issues, and place them in historical context.
2. Responsible civic-minded community members understand and discuss the dynamic nature of national government and the individual’s role in the process.

Disciplinary, Information, and Media Literacy:
1. Use content specific technology tools to support learning and research.
2. Use effective decision-making and problem-solving skills in public and private life.
3. Accept responsibility for the well-being of oneself, family, and the community.
4. Apply social studies (content & skills) to real life situations.
Social Studies
Grade Level: High School
Standard: 4. Civics

Select Grade Level & Standard
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
1. History
2. Geography
3. Economics
4. Civics

Change content area

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

Grade Level Expectation: High School
1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.

Evidence Outcomes
Students Can:

a. Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.

b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.

c. Explain the roles and influence of individuals, groups, and the press as checks on governmental practices.

d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government.

Academic Context and Connections

Colorado Essential Skills:
1. Participate effectively in civic life.
2. Use interpersonal skills to learn and work with individuals from diverse backgrounds.
3. Apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information.
4. Analyze both how and why media messages are constructed, and for what purposes.

Inquiry Questions:
1. What is the meaning of civic participation in a democratic republic?
2. How do citizens act as a "check" on government?
3. What strategies can citizens use most effectively to influence public policy?
4. How do people resolve differences while remaining respectful of multiple perspectives?
   (How do people remain civil and engage in discourse when there is dissonance?)
5. Why should you participate in government?

Nature and Skills of Civics:
1. Responsible community members research civic issues and act appropriately using a variety of sources from multiple perspectives and communicating views in a respectful, ethical manner.
2. Responsible community members write letters to stakeholders using logical reasoning with relevant, accurate data and evidence to influence policy.


3. Responsible community members can verbally express their position on issues involving their community and/or nation in meaningful and thoughtful ways. For example, citizens speak at a school board meeting or run for office.

4. Responsible community members can listen to multiple perspectives in a respectful, ethical manner.

Disciplinary, Information, and Media Literacy:

1. Decision-making involves researching an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. For example, citizens study the issues before voting.

2. Participation in a local or national issue involves research, planning, and implementing appropriate and ethical civic engagement.

3. Social Media can be a tool for researching civic issues, advocating for ideas, and expressing views to elected officials.

4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.

5. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.

6. Demonstrate the ability to locate, evaluate, and apply sources in order to formulate descriptive evidence, including but not limited to the use of social media as a form of communication.

7. Demonstrate ability to use 21st century media as a tool for civic participation.

8. Critically analyze messages in the media to detect propaganda, censorship, and bias.

9. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
Prepared Graduates

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation: High School

2. Purposes, roles and limitations of the structures and functions of government.

Evidence Outcomes

Students Can:

a. Describe the origins, foundations, purposes, and limitations of government and include the contribution of key philosophers and documents.

b. Identify the structure, function, and roles of members of government and their relationship to democratic values.

c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities.

d. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the Declaration of Independence, the United States Constitution, and the Bill of Rights.

e. Evaluate the effectiveness of the justice system in protecting life, liberty, and property.

f. Analyze how current global issues impact American foreign policy.

g. Compare and contrast how other systems of government function. Topics to include but not limited to authoritarian regimes and parliamentary systems.

Academic Context and Connections

Colorado Essential Skills:

1. Use interpersonal skills to learn and work with individuals from diverse backgrounds.

2. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual).

3. Apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information.

4. Interpret information and draw conclusions based on the best analysis.

Inquiry Questions:

1. What are the most important democratic ideals and practices?

2. What would society look like if several landmark court cases had been decided differently?

3. How does government best protect individual rights and the rights of minorities, yet have the majority rule?

4. What would United States government look like with no checks and balances or another mix of those limitations?

5. How has the relationship between federal and state governments evolved and changed over time?

6. How has the concept of American Democracy develop throughout history?

7. How have domestic and foreign policy impacted American Democracy?

Nature and Skills of Civics:

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

3. Responsible community members understand how the U.S. system of government functions at the local, state and federal level in respect to separation of powers and checks and balances and their impact on policy.

4. Responsible community members understand the effectiveness of government institutions in addressing social and political problems.

5. Responsible community members gather and analyze data from multiple sources to look for patterns and create hypotheses regarding foreign policy.

Disciplinary, Information, and Media Literacy:

1. Ask meaningful questions to analyze and evaluate information and ideas.

2. Determine central ideas in a text to provide an accurate summary and connect the relationship between key details and ideas.

3. Cite specific textual evidence to support the analysis of primary and secondary sources to gain insight into the text as a whole.

4. Integrate multiple perspectives to gain a coherent understanding of the whole.

5. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.

6. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government.
Prepared Graduates

7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

Grade Level Expectation: High School

3. Evaluate the impact of the political institutions that link the people to the government.

Evidence Outcomes

Students Can:

a. Assess how members of a civil society can impact public policy on local, state or federal issues. Topics to include but not limited to voting, participation in primaries and general elections, and contact with elected officials.

b. Examine and evaluate the effectiveness of political parties, interest groups, suffrage, and social movements as a way for people to participate and influence government.

c. Analyze the impact of federal policies on campaigns and elections and why these policies are debated by multiple parties on the political spectrum. Topics to include but not limited to PACs, campaign finance, and the Federal Election Commission.

d. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government.

e. Examine how people in other systems of government can participate to influence policy.

Academic Context and Connections

Colorado Essential Skills:

1. Analyze both how and why media messages are constructed, and for what purposes.

2. Participate effectively in civic life.

3. Apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information.

4. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Inquiry Questions:

1. What are the different ways citizens impact public policy?

2. How have voting rights evolved over time?

3. How has a more diverse voting population impacted policy interest groups and social change?

4. What are interest groups and how do they influence policy?

5. How have federal elections changed over time and how do the political parties view these changes?

6. How has the participation of different demographic groups changed over time in the U.S. and how has this influenced American politics and system of government?
Nature and Skills of Civics:

1. Responsible community members can use appropriate deliberative processes in multiple settings, such as caucuses, advocating for change at the local, state, or federal level.

2. Responsible community members can analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

3. Responsible community members can evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

4. Responsible community members can evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

5. Responsible community members can analyze how people use and challenge local, state, tribal, national, and international laws to address a variety of public issues.

6. Responsible community members can analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

7. Responsible community members can evaluate multiple procedures for making governmental decisions at the local, state, tribal, national, and international levels in terms of the civic purposes achieved.

Disciplinary, Information, and Media Literacy:

1. Understand strategies that are used by political entities to impact public opinion. For example, interest groups, lobbying, political party platforms, etc.

2. Identify how political issues are covered by the media, and how the media can influence public policy.

3. Identify ways in which 21st century media can be evaluated for authenticity, validity, and reliability.

4. Evaluate the use of social media and crowdsourcing in political movements and campaigns.