Social Studies: History

Draft Proposed
Social Studies: History Standards
Revisions
December 2017

*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.
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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 (🔧) 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.

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**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: 1. History

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

Preschool Learning and Development Expectation:
1. Recognize change and sequence over time.

Indicators of Progress:
By the end of the preschool experience (approximately 60 months/5 years old) students may
- Differentiate between past, present, and future.
- Recognize family or personal events that happened in the past.
- Understand that how people live and what they do changes over time.

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:
1. Ask children to recall events from earlier in the day or from the day before.
2. Scaffold children’s recall of prior learning and events.
3. Ask children to identify their plan for center time.
4. Provide opportunities for children to plan for upcoming transitions, events, and activities.

Examples of Learning/Children May:
1. Tell stories of past events.
2. Select examples from pictures that illustrate past, present, and future.
3. Describe how they have grown.
4. Participate in creating a class memory book.
5. Track the height of the classroom plant. Progress photos and measurements are recorded on calendar.
Prepared Graduates

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

Grade Level Expectation: Kindergarten

1. Ask questions and discuss ideas about the past.

Evidence Outcomes

Students Can:


b. Identify information from primary and/or secondary sources that answer questions about the past and adds to collective memory.

c. Use correctly the word “because” in the context of personal experience or stories of the past. Words to include but not limited to: past, present, future, change, first, next, and last.

Academic Context and Connections

Colorado Essential Skills:

1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences.

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

Inquiry Questions:

1. What is history?

2. What does this (e.g., primary source) tell me about the past?

3. How are lives of people from the past similar and different from our lives today?

Nature and Skills of History:

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

2. Historians ask and answer questions about arguments and explanations of the past.

3. Historians determine the kinds of sources that will be helpful in answering questions about the past.

4. Historians communicate conclusions using print, oral, and/or digital technologies to share their ideas about the past with others.

Disciplinary, Information, and Media Literacy:

1. Generate questions and/or answers when presented with historical sources.

2. Interpret what is read through illustrations.

3. Listen to stories to gain information on a main idea.

4. Gather information and present orally.
Prepared Graduates

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

Grade Level Expectation: Kindergarten

2. The sequence of events is important when describing the past.

Evidence Outcomes

Students Can:

a. Explore differences and similarities in the lives of children and families of long ago and today.

b. Sequence information using words. Words to include but not limited to past, present, future, days, weeks, months, years, first, next, last, before, and after.

c. Explain why knowing the order of events is important.

Academic Context and Connections

Colorado Essential Skills:

1. Articulate task requirements and identify deadlines.

Inquiry Questions:

1. Why is it important to know the order of events?

2. How is your life and/or family different from other children and families?

3. What happened yesterday and today, and what might happen tomorrow?

4. How have you grown and changed over time?

Nature and Skills of History:

1. Historians arrange events in the order of their occurrence.

2. Historians examine change and/or continuity over a period of time.

Disciplinary, Information, and Media Literacy:

1. Apply disciplinary concepts of change and continuity to the study of the past.
Social Studies
Grade Level: First Grade
Standard: 1. History

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

Grade Level Expectation: First Grade
1. Ask questions and discuss ideas about patterns and chronological order of events from the past.

Evidence Outcomes
Students Can:
- a. Arrange life events in chronological order.
- b. Use words related to time, sequence, and change to include but not limited to past, present, future, change, first, next, last, etc.
- c. Identify the organizational components of a calendar. Topics to include but not limited to year, months, weeks, days, notable events, etc.
- d. Determine events from the past, present, and future using the components of a calendar.

Academic Context and Connections
Colorado Essential Skills:
1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences.
2. Identify key attributes of a variety of information products.

Inquiry Questions:
1. Why is it important to know the order of events?
2. How do we organize time?
3. What has happened in your life and what does that tell you about yourself?

Nature and Skills of History:
1. Historians examine change and/or continuity over a period of time.
2. Historians record events in sequential order to increase understanding, see relationships, understand cause and effect, and organize information.
3. Cultural groups use similar tools for the organization of sequential information in order to communicate in a clear manner.

Disciplinary, Information, and Media Literacy:
1. Apply disciplinary concepts of change and continuity to the study of the past.
2. Read and/or listen to historical fiction.
Prepared Graduates

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

Grade Level Expectation: First Grade

2. The diverse perspectives and traditions of families from many cultures have shaped the United States.

Evidence Outcomes

Students Can:

a. Identify similarities and differences between themselves and others.

b. Discuss common and unique characteristics of different cultures using multiple sources of information.

c. Identify and explain the meaning of symbols representative of our multicultural and democratic way of life. Symbols might include but not limited to the American flag, Statue of Liberty, Mount Rushmore, Crazy Horse Monument, Liberty Bell, a yellow sash (i.e., for women's rights), a raised fist (i.e., for resistance), etc.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. What symbols are representative of our multicultural and democratic way of life?

2. What is a culture?

3. How are these cultures different and similar to one another?

Nature and Skills of History:

1. Historians understand the importance of comparing and contrasting to identify patterns within and between cultures.

2. Historians use sources to make interpretations about cultural groups from the past.

3. Historians recognize symbols as cultural artifacts that can be interpreted to make meaning of both the past and present.

4. Historians compare multiple perspectives of people and groups of people in order to draw conclusions about both the past and the present.

Disciplinary, Information, and Media Literacy:

1. Apply disciplinary concept of perspective-taking the the study of the past.

2. Identify self-perspective.
Social Studies
Grade Level: Second Grade
Standard: 1. History

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

2. Grade Level Expectation: Second Grade
   1. Ask questions and discuss ideas taken from primary and secondary sources.

3. Evidence Outcomes
   Students Can:
   a. Explain that the nature of history involves stories of the past preserved in various sources.
   b. Explain the past through primary and secondary sources (e.g., images, and oral or written accounts).
   c. Explain the information conveyed by historical timelines.
   d. Identify community and regional historical artifacts and generate questions about their functions and significance.
   e. Create timelines to understand the development of important community traditions and events.

4. Academic Context and Connections
   a. Colorado Essential Skills:
      1. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media).
   b. Inquiry Questions:
      1. How can two people understand the same event differently?
      2. Why is it important to use more than one source for information?
      3. How can putting events in order by time help describe the past?
      4. What kinds of tools and sources do historical thinkers use to investigate the past?
   c. Nature and Skills of History:
      1. Historians gather firsthand accounts of history through a variety of sources, including differing accounts of the same event.
      2. Historians use primary sources to investigate the past.
   d. Disciplinary, Information, and Media Literacy:
      1. Apply disciplinary concepts such as perspective to create accounts of the past.
      2. Listen for main idea and sequence of events in a social studies text.
      3. Use social studies vocabulary in a sentence.
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation: Second Grade

2. People of various cultures influence neighborhoods and communities over time.

Evidence Outcomes

Students Can:

a. Organize historical events of neighborhoods and communities chronologically.

b. Compare and contrast neighborhoods and/or communities, both past and present, through their people and events.

c. Give examples of people and events that brought important changes to a neighborhood and/or community.

d. Compare and contrast the differences within one neighborhood and/or community.

e. Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and communities.

Academic Context and Connections

Colorado Essential Skills:

1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences.

Inquiry Questions:

1. What are the cultural attributes of a neighborhood or community?

2. How can understanding the past impact decision-making today?

3. How have events and ideas from the past shaped the identity of communities and neighborhoods today?

Nature and Skills of History:

1. Historians investigate relationships between the past and present.

2. Historians organize findings in chronological order as one way to examine and describe the past.

3. Historians examine concepts of change, continuity, and causation in order to explain the past.

Disciplinary, Information, and Media Literacy:

1. Apply disciplinary concepts such as change, continuity, and causation to create accounts of neighborhoods and communities in the past.

2. Apply the disciplinary concepts such as source analysis to analyze, interpret, and communicate about the past.
Social Studies
Grade Level: Third Grade
Standard: 1. History

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

Grade Level Expectation: Third Grade
1. Compare primary and secondary sources when explaining the past.

Evidence Outcomes
Students Can:
- a. Compare factual historical sources with works of fiction about the same topic.
- b. Use a variety of primary sources such as artifacts, pictures, and documents to help determine factual information about historical events.
- c. Compare information from multiple sources recounting the same event.

Academic Context and Connections
Colorado Essential Skills:
1. Articulate the most effective options to access information needed for a specific purpose.
2. Ask questions to develop further understanding.

Inquiry Questions:
1. How do historical fact, opinion and fiction uniquely influence an individual's understanding of history?
2. How do historical thinkers determine the accuracy of history?
3. What types of questions do historians ask about the past?
4. Why do historians use multiple sources in studying history?

Nature and Skills of History:
1. Historical thinkers evaluate historical sources for purpose and context.
2. Historical thinkers use primary sources to distinguish fact from fiction.
3. Historical thinkers distinguish fact from fiction when used to make informed decisions. For example, consumers must critically analyze advertisements for facts, and nonfiction writers must verify historical accuracy.
4. Compare information provided by different historical sources about the past.
5. Infer the intended audience and purpose of a historical source from information within the source itself.
6. Use information about a historical source, including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful.

Disciplinary, Information, and Media Literacy:
1. Determine the kinds of sources that will be helpful in answering competing and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
2. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
3. Use distinctions among fact and opinion to determine the credibility of multiple sources.
4. Distinguish their own point of view from that of the author.
5. Compare and contrast the most important points and key details presented in two texts on the same topic.
6. Write opinion pieces on topics or texts, supporting a point of view with reasons.
7. Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.
8. Provide reasons that support the opinion.
9. Use evidence to develop claims in response to compelling questions.
10. Communicate information through the use of technologies.
Prepared Graduates

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

Grade Level Expectation: Third Grade

2. People in the past influence the development and interaction of different communities or regions.

Evidence Outcomes

Students Can:

a. Compare past and present situations and events.

b. Give examples of people, events, and developments that brought important changes to a community or region.

c. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region and how that migration has influenced change and development.

Colorado Essential Skills:

1. Recognize how members of a community rely on each other, considering personal contributions as applicable.

2. Inquiry Questions:

1. How have different groups of people both lived together and interacted with each other in the past?

2. What types of questions do people ask to learn about the past?

3. How has the region changed and yet remained the same over time?

Nature and Skills of History:

1. Historical thinkers ask questions to guide their research into the past.

2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups in the past.

3. Historical thinkers use context and information from the past to make connections and inform decisions in the present. For example, the development and traditions of various groups in a region affect the economic development, tourist industry, and the cultural makeup of a community.

4. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

5. Explain probable causes and effects of events and developments.

6. Research how technological developments continue to evolve and affect the present, and permit innovation in a region. For example, Hispanics influence the culture in Puerto Rico; the military affects the culture in the Pikes Peak region; and the ski industry and mining affect the mountains.

Disciplinary Information, and Media Literacy:

1. Compare and contrast the most important points and key details presented in two texts on the same topic.

2. Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.

3. Provide reasons that support the opinion.

4. Provide a concluding statement or section.

5. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

6. Develop the topic with facts, definitions, and details.

7. Conduct short research projects that build knowledge about a topic.

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

9. Communicate information through the use of technologies.
Prepared Graduates
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation: Fourth Grade
2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States within the same historical period.

Evidence Outcomes
Students Can:
- Construct a timeline of the major events in Colorado history.
- Explain the relationship between major events in Colorado history and events in United States history during the same era.
- Describe both past and present interactions among the people and cultures in Colorado.
- Describe the impact of various technological developments. Topics to include but not limited to changes in mining technologies, transportation, early 20th century industrial developments, and mid- to late-20th century nuclear and computer technologies.

Academic Context and Connections
Colorado Essential Skills:
1. Connect knowledge (facts, theories, etc.) from personal ideas/understandings to civic engagement.

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?

Nature and Skills of History:
1. Historical thinkers analyze patterns and themes across time periods.
2. The context and information from the past is used to make connections and inform current decisions. For example, Colorado has a history of boom and bust cycles that should influence the decisions of city and state planners.
3. 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.
4. Compare life in specific historical time periods to life today.
5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
6. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Disciplinary, Information, and Media Literacy:
1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Introduce a topic clearly and group related information in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
4. Develop the topic with facts, details, concrete examples, quotations, or other information and examples related to the topic.
5. Use precise language and domain-specific vocabulary to inform about or explain the topic.
6. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
7. Draw evidence from library or informational texts to support analysis, reflection, and research.
8. 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.
9. Articulate the most effective options to access information needed for a specific purpose.
10. Find information through the use of technologies.
**Prepared Graduates**

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

**Grade Level Expectation: Fifth Grade**

1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.

**Evidence Outcomes**

- Students can:
  a. Recognize how historical context can affect the perspective of historical sources.
  b. Evaluate significant historical documents, topics included but not limited to the Stamp Act, the Declaration of Independence, and the Constitution.
  c. Interpret timelines of events and themes in North America from the pre-Columbian era through the establishment of the United States Government.
  d. Analyze cartoons, artifacts, artwork, charts, and graphs related to events and themes in North America from the pre-Columbian era through the establishment of the United States Government.

**Academic Content and Connections**

- **Cultural Essential Skills:**
  1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences.
  2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues.

- **Inquiry Questions:**
  1. How do sources with varied perspectives help us understand what happened in the past?
  2. Why is it important to understand the historical context of events?
  3. How might history be altered without the Declaration of Independence?

- **Nature and Skills of History:**
  1. Historical thinkers analyze and interpret primary and secondary sources to make inferences about various time periods and share cause-and-effect relationships.
  2. Historical thinkers seek people, places, and events that tell the story of history from multiple perspectives.
  3. Historians examine data for point of view, historical context, distortion, or propaganda.
  4. Examine historical information from multiple perspectives to interpret, evaluate, and inform; and make decisions and policies regarding various issues. For example, some accounts of the American Revolution refer to American patriots while others refer to American rebels.
  5. Apply the historical methods of inquiry to continuously interpret and refine history. For example, political cartoons portray multiple perspectives of events, and newspaper articles may be full of coverage of events throughout.
  6. Generate questions about individuals and groups who have shaped significant historical changes and contributions.
  7. Explain why individuals and groups during the same historical period differ in their perspectives.
  8. Explain connections among historical contexts and people’s perspectives at the time.
  9. Summarize how different kinds of historical sources are used to explain events in the past.
  10. Summarize the central ideas in a secondary work of history.
  11. Gather relevant information from multiple sources while using the original structure, context, and content to guide the selection.
  12. Use evidence to develop claims in response to compelling questions.

- **Disciplinary, Information, and Media Literacy:**
  1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in this point of view they represent.
  2. Interpret information from various texts on the same topic in order to write or speak about the subject knowledgeably.
  3. Provide logically ordered reasons that are supported by facts and details.
  4. Provide a concise statement or section related to the opinion presented.
  5. Write informative/expository texts to examine a topic or convey ideas and information clearly.
  6. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
  7. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into considerations the different opinions people have about how to answer the questions.
  9. Articulate the most effective options to access information needed for a specific purpose.
  10. Communicate information through the use of technologies.
Prepared Graduates

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

Grade Level Expectation: Fifth Grade

2. The historical areas, individuals, groups, ideas, and themes in North America from pre-Columbian through the establishment of the United States Government

Evidence Outcomes

Students Can:

a. Identify and explain cultural interactions between the pre-Columbian era and the establishment of the United States Government. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 15th and 15th centuries, and the development relationship between Europeans and enslaved Africans.

b. Identify and describe the significant individuals and groups of native Americans and European colonists before the American Revolution.

c. Explain the development of political, social, and economic institutions in the British American colonies.

d. Explain important political, social, economic, and military developments leading to and during the American Revolution.

Context and Connections

Colorado Essential Skills:

1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences.

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

Inquiry Questions:

1. What if Thomas Paine had not written Common Sense?

2. How did historical events and individuals contribute to the diversity in the United States?

3. How did important American documents shape American beliefs and values?

4. To what extent did individuals and their ideas contribute to the establishment of the United States government?

Nature and Skills of History:

Historians analyze patterns and themes throughout history.

2. Historical thinkers use chronology to organize and study cause-and-effect relationships across time.

3. Historical thinkers study people, places, and events to tell the story of history from multiple perspectives.

4. Historical thinkers examine the context and information from the past to make connections and informed decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while on topics to include but not limited to the rights and responsibilities of citizenship to become through the work of policy makers, legislators, judges, lawyers, and individuals.

5. Technological developments continue to evolve and affect the present in areas such as communication, transportation, and science.

6. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

7. Explain connections among historical contexts and peoples perspectives at the time.

8. Summarize how different kinds of historical sources are used to explain events in the past.

9. Use evidence to develop a claim about the past.

10. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Disciplinary, Information, and Media Literacy:

1. Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.

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

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

4. Introduce a topic or text by providing a general observation and focus, and group related information logically (e.g. categories, illustrations, multimedia) when useful to aiding comprehension.

5. Use precise language and domain-specific vocabulary to inform about or explain the topic.

6. Conduct short research projects that use several sources to note knowledge through investigation of different aspects of a topic.

7. Draw evidence from literary or informational texts to support analyses, reflections, and research.

8. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

9. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

10. Communicate information through the use of technologies.
Social Studies
Grade Level: Sixth Grade
Standard: 1. History

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

Grade Level Expectation: Sixth Grade
1. Analyze and interpret primary and secondary sources to ask and research questions.

Evidence Outcomes
Students Can:

- Identify ways different cultures record history in the Western Hemisphere.
- Analyze multiple primary and secondary sources while formulating historical questions about the Western Hemisphere. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.
- Gather, synthesize, and critique information to determine if it is sufficient to answer historical questions about the Western Hemisphere.

Academic Context and Connections
Colorado Essential Skills:
1. Make connections between information gathered and personal experiences to apply and/or test solutions.
2. Engage in novel approaches, moves, directions, ideas, and/or perspectives.
3. Look for and find value in different perspectives expressed by others.
4. Examine how individuals interpret messages differently; how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

Inquiry Questions:
1. What questions help us understand the development of the Western Hemisphere and the interactions of people in the region?
2. Why do sources on the same topic vary, and how do we determine which ones will help us effectively interpret the past?
3. What key primary sources help us to understand the Western Hemisphere?
4. How is the bias of the author of a source reflected in the sources itself?

Nature and Skills of History:
1. Evaluate historical sources for purpose, audience, point of view, context, reliability, and authority.
2. Use primary and secondary sources to develop and evaluate hypotheses and interpretations of historical events and figures that are supported by evidence.
3. Identify points of view, seek multiple sources, and develop and defend a thesis with evidence.
4. Use technology to explore and evaluate for accuracy of information.
5. Content and context from the past is used to make connections to the present.

Disciplinary, Information, and Media Literacy:
1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Conduct research by locating, gathering, organizing, interpreting, and evaluating information and data, and evaluating online and print resources.
3. Evaluate information critically and competently.
Prepared Graduates

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

Grade Level Expectation: Sixth Grade

2. The historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.

Evidence Outcomes

Students Can:

a. Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they impact modern times.

b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.

c. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions.

2. Engage in novel approaches, moves, directions, ideas, and/or perspectives.

3. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).

4. Look for and value in different perspectives expressed by others.

Inquiry Questions:

1. Why have civilizations succeeded and failed?

2. To what extent does globalization depend on a society's resistance to and adaptation to change over time?

3. What factors influenced the development of civilizations and nations in the Western Hemisphere?

Nature and Skills of History:

1. Analyze patterns and themes throughout time.

2. Study people, places, ideas, and events in the Western Hemisphere to construct the story of history from multiple perspectives.

3. Use chronology to organize time.

4. Examine, interpret, and evaluate data for point of view, historical context, or propaganda and use it to inform decisions on the current world today.

5. Investigate how philosophies and ideas from the Aztec, Maya, Inca, and others in history continue to inform and affect the present.

6. Research how technological developments continue to evolve and affect the present.

Disciplinary, Information, and Media Literacy:

1. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

2. Identify propaganda, censorship, and bias in the media.

3. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
Social Studies
Grade Level: Seventh Grade
Standard: 1. History

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

2. Grade Level Expectation: Seventh Grade
   1. Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate hypothesis supported by evidence.

3. Evidence Outcomes
   Students Can:
   a. Utilize primary and secondary sources to explain the interdependence and uniqueness among people in the Eastern Hemisphere during significant eras or events, including their impact on modern society.
   b. Examine primary and secondary sources to identify points of view while formulating historical claims and questions. Sources to include but not limited to art, eyewitness accounts, letters, and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.

4. Academic Context and Connections
   a. Colorado Essential Skills:
      1. Make connections between information gathered and personal experiences to apply and/or test solutions.
      2. Engage in novel approaches, moves, directions, ideas, and/or perspectives.
      3. Look for and value different perspectives expressed by others.
   b. Inquiry Questions:
      1. Why is continued questioning of historical events beneficial?
      2. How can various primary and secondary perspectives in history be beneficial in understanding past and current issues?
      3. Why is it advantageous to identify eras in history?
      4. What can an artifact reveal about a time period or event?
   c. Nature and Skills of History:
      1. Historical thinkers construct history through the gathering and analysis of historical sources.
      2. Historians construct the story of the past by interpreting events from multiple points of view and various perspectives.
      3. Historical thinkers defend a supported position with appropriate resources.
   d. Disciplinary, Information, and Media Literacy:
      1. Determine the main idea(s) or information of a primary or secondary source.
      2. Analyze multiple points of view to establish a comparative approach to interpretation.
      3. Utilize valid reasoning to develop a supported position on a historical matter.
      4. Analyze the reliability of the information within a document.
      5. Cite specific textual evidence to support analysis of primary and secondary sources.
Prepared Graduates
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation: Seventh Grade
2. The historical eras, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.

Evidence Outcomes

Students Can:

a. Identify and explain the historical context of key eras, people, events, and ideas over time. Eastern Hemisphere topics to include but not limited to ancient and medieval times to the Renaissance.

b. Trace the foundation and development of key historical topics, including their impact on modern times. Eastern Hemisphere topics to include but not limited to ancient and medieval times to the Renaissance.

c. Investigate and evaluate the social, political, cultural and technological development of regions in the Eastern Hemisphere.

d. Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere. Topics to include but not limited to world religions, the Silk Road, East-West contact, and settlement patterns and connections to modern world.

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.

Inquiry Questions:
1. How does the rise or collapse of a government affect surrounding societies over time?
2. How have ideas fundamentally changed various cultures in the Eastern Hemisphere?
3. What elements shaped the development of civilizations?
4. What key ideas from ancient Eastern Hemisphere eras continue to demonstrate importance in modern times?

Nature and Skills of History:
1. Historians analyze patterns and themes throughout time.
2. Historians construct history using a variety of sources
3. Historical thinkers consider multiple points of view to interpret history and outcomes.
4. Historical thinkers use chronology to organize time.
5. Historical thinkers examine data for contextual meaning and various interpretations.

Disciplinary, Information, and Media Literacy:
1. Analyze the development of individuals, events, ideas and steps/procedures in order to make meaning of what is read.
2. Utilizing textual evidence, analyze the development and changes of people, events and ideas.
3. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
4. Utilize valid reasoning to develop a supported position on a historical matter.
Social Studies
Grade Level: Eighth Grade
Standard: 1. History

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

Grade Level Expectation: Eighth Grade
1. Investigate and evaluate primary and secondary sources about United States history to formulate and defend a point of view with textual evidence.

Evidence Outcomes
Students Can:
- a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives.
- b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history.
- c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry.
- d. Construct a written historical argument supported by evidence demonstrating the use or understanding of primary and secondary source.

Academic Context and Connections
Colorado Essential Skills:
1. Interpret information and draw conclusion based on the best analysis.
2. Synthesize ideas in original and surprising ways.
3. Make predictions and design data/information collection and analysis strategies.
4. Demonstrate ways to adapt and reach workable solutions.

Inquiry Questions:
1. How has the Declaration of Independence influenced other nations?
2. Which primary documents have had the greatest impact on the people of the United States?
3. Should and can historians be completely impartial when writing about history?

Nature and Skills of History:
1. Historical thinkers interpret history through the use of primary and secondary sources to cite specific evidence to support analysis.
2. Historical thinkers use primary and secondary sources to evaluate and create hypotheses of historical events and include supporting evidence to defend their claim.
3. Modern and historical maps, through geographic tools, are used to analyze how historical events are shaped by geography.
4. Use technology to produce and present primary and secondary sources clearly and efficiently.
5. The context and content from the past are used to make connections to the present such as connecting the Civil War to current social and political issues, and the boom and bust cycle of economics with the Gold Rush and railroads.
6. The historical method of inquiry is used to interpret and refine history and serves as a model for inquiry. For example, historians and communities preserve historical documents, artifacts, and buildings.

Disciplinary, Information, and Media Literacy:
1. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
2. Answer a historical question through the interpretation of primary sources.
3. Develop a clear sense of historical time, past, present and future in order to identify the sequence in which events occurred.
4. Conduct research by locating, gathering and organizing information to present orally and in writing using appropriate technology resources to support learning.
Prepared Graduates
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation: Eighth Grade
2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.

Evidence Outcomes

Students Can:

a. Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives.

b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise.

c. Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction.

d. Evaluate the impact of gender, age, ethnicity and class during this time period and the impact of these demographic groups on the events of the time period.

e. Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction.

f. Analyze ideas that are critical to the understanding of American history on topics to include but not limited to: giving examples of the ideas involved in major events and movements. Topics to include: but not limited to: democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism.

Academic Context and Connections

Colorado Essential Skills:
1. Interpret information and draw conclusions based on the best analysis.

2. Synthesize ideas in original and surprising ways.

3. Make predictions and design data/information collection and analysis strategies.

4. Demonstrate ways to adapt and reach workable solutions.

Inquiry Questions:
1. How have the basic values and principles of American democracy changed over time and in what ways have they been preserved?

2. To what extent are the ideas of the American Revolution and the United States Constitution still affecting the world today?

3. What would the United States be like if the British had won the American Revolution?

4. To what extent was the Civil War an extension of the American Revolution?

Nature and Skills of History:
1. Historical thinkers interpret history through the use of primary and secondary sources to cite specific evidence to support analysis.

2. Historical thinkers use primary and secondary sources to evaluate and create hypotheses of historical events and include supporting evidence to defend their claims.

3. Modern and historical maps, through geographic tools, are used to analyze how historical events are shaped by geography.

4. Use technology to produce and present primary and secondary sources clearly and efficiently.

5. The context and content from the past are used to make connections to the present such as connecting the Civil War to current social and political issues, and the boom and bust cycle of economics with the Gold Rush and railroads.

6. The historical method of inquiry is used to interpret and define history and serves as a model for inquiry. For example, historians and communities preserve historical documents, artifacts, and buildings.

Disciplinary, Information, and Media Literacy:
1. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.

2. Answer a historical question through the interpretation of primary sources.

3. Develop a clear sense of historical time, past, present and future in order to identify the sequence in which events occurred.

4. Conduct research by locating, gathering and organizing information to present, orally and in writing by using appropriate technology resources to support learning.
Evidence Outcomes:

Students Can:

1. Formulate coherent and supporting questions after evaluating primary sources for point of view and historical context.
2. Gather and analyze historical information to address questions from a range of primary and secondary sources, including but not limited to demographic, economic, social, and political data.
3. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.

Academic Context and Connections:

1. Contains Essential Texts:
   1. Adaptable insights and ideas effectively using written, visual, and written communication skills in a variety of forms and contexts (including multilingual).
   2. Interpret information and draw conclusions based on the best analysis.
   3. Synthesize ideas in original and surprising ways.

2. Inquiry Questions:
   1. How does the point of view of a historian affect how history is interpreted?
   2. Do historians come to agreement on the historical significance of events? If so, how?
   3. What is the history of a war like by the losing side?
   4. Why are historical questions important?
   5. How do historical thinkers use primary and secondary sources to formulate historical arguments?
   6. How might historical inquiry be used to make decisions on contemporary issues?

3. Nature and Skills of History:

1. Use questions generated about multiple historical sources to pursue further inquiry and identify additional sources.
2. Identify and analyze historical sources for audience, purpose, point of view, context, and authenticity.
3. Notice how primary and secondary sources can evaluate and develop hypotheses and diverse interpretations of historical events and figures and patterns and trends.
4. Evaluate the credibility of a source by examining how experts value the source.
5. Identify a historian’s use and effect of historical and modern sources in supporting an argument or view or changing a view or changing a debate or discussion.

4. Disciplinary, Information, and Media Literacy:

1. Cite specific factual evidence to support an analysis of primary and secondary sources, expanding insights gained from specific details to an understanding of a topic as a whole.
2. Evaluate various explanations for actions or events and determine which explanation best accord with and illustrate evidence, acknowledging where the facts lead readers uncertain.
3. Analyze in detail how a complex primary and secondary source is structured, including how key elements, paragraphs, and larger portions of the text contribute to the whole.
4. Evaluate authors’ supporting points of view on the same historical event or issue by assessing the authority claims, reasoning, and evidence.
5. Conduct research as an initial stage of the project, using a variety of resources to obtain a comprehensive understanding of the subject.
6. Gather relevant information from multiple authoritative print and electronic sources, using advanced skills to effectively assess the strength and limitations of each source in terms of accuracy and reliability, and to integrate information into the text selectively to illustrate the flow of ideas, unifying narrative and purpose and one or both of the sources and resolving a standard form for citations.
7. Individuality and collaboration, students conduct competing questions, and explore points of agreement and disagreement about interpretations and applications of disciplinary concepts and ideas, associated with a competing question.
8. Explain how a competing question contribute to an inquiry and how through ongoing source work, new competing and supporting questions emerge.
9. Process and effectively communicate and present information, including writing, and through development of websites, multimedia presentations, and other forms of technology.
10. Create, interpret, analyze, and detect bias in media, maps, graphs, charts, and diagrams.
Prepared Graduates

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

Grade Level Expectation: High School

2. Key concepts of continuity and change, cause and effect, complexity, and diversity, and significant ideas in the United States from Reconstruction to the present.

Evidence Outcomes

Students Can:

a. Analyze continuity and change in eras over the course of United States history.

b. Investigate causes and effects of significant events in United States history. Topics to include but not limited to World War II regional conflicts, urbanization and suburbanization, economic cycles, popular and counter cultures.

c. Analyze the complexity of events in United States history. Topics to include but not limited to the Civil Rights Movement, immigration and migration, mass media, landmark Supreme Court cases, and the war on terror.

d. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the role and influence of policies in the entertainment, education, and the role of government.

e. Investigate the historical development and impact of scientific and technological innovations. Topics to include but not limited to the Industrial Age, the Space Age, the Digital Age.

f. Evaluate the historical development and impact of political thought, theory, and action. Topics to include but not limited to political parties, suffrage, reform, activist groups, and populist movements.

g. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, civil rights, and the role of government.

h. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, totalitarianism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

i. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States.

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies.

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

3. Apply knowledge and skills to implement sophisticated, appropriate, and socially responsible solutions to address complex global problems using interdisciplinary perspectives independently or with others.

Inquiry Questions:

1. What impact have individuals had on United States history?

2. How does society decide what is important in United States history?

3. What ideas have united the American people over time?

4. How does diversity affect the concept of change over time? Is change over time a matter of perspective?

5. What if the belief “all men are created equal” had not been written in the United States Declaration of Independence?

Nature and Skills of History:

1. The ability to negotiate the complex relationships among change, diversity, and unity in United States History is an essential attribute for success in a more interconnected world.

2. The ability to negotiate the complex transformation of political, social, and cultural institutions in United States History is essential to participation in the economic life of a free society and our civic institutions.

3. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

4. Analyze how historical events and spatial diffusion of ideas, technology, and cultural practices have influenced migration patterns and the distribution of human population.

Disciplinary, information, and Media Literacy:

1. Analyze in detail a series of events described in a text, determine whether earlier events caused later ones or simply preceded them.

2. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

3. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

4. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

5. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

6. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

7. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

8. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology.

9. Collaborate with peers, experts, and others using contemporary media to contribute to a content-related knowledge base to compile, synthesize, produce, and disseminate information.
Prepared Graduates
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation: High School
3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.

Evidence Outcomes

Students Can:
a. Evaluate continuity and change over the course of world history. Topics to include social or political movements related to nationally, ethnicity, or gender, revolutions, the World Wars, the Cold War, and independence movements/decolonization.
b. Investigate causes and effects of significant events in world history. Topics to include but not limited to the Renaissance, the Protestant Reformation, the Industrial Revolution, the French, Russian, or Chinese Revolutions, the World Wars, or the Arab Spring movement.
c. Analyze the complexity of events in world history. Topics to include but not limited to religious split such as the Protestant Reformation or the rise of modern terrorist organizations.
d. Examine and evaluate issues of unity and diversity in world history. Topics to include but not limited to migration and immigration, nationalist movements, revolutions, colonizations, world conferences/ international agreements, and the resulting changes in political geography.
e. Discuss the historical development and contemporary impact of philosophical movements and major world religions. Topics to include but not limited to the Enlightenment, and the development and expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, Shi’ism, and Taoism.
f. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Age, the Space Age, the Digital Age.
g. Describe and analyze the historical development and impact of arts and literature on the cultures of the world. Topics to include but not limited to the Renaissance, Modernism, propaganda, and art and literature as resistance.

Academic Context and Connections

Colorado Essential Skills:
1. Make predictions and design data information collection and analysis strategies.
2. Articulate thoughts and ideas effectively using oral, written and nonverbal communication within a variety of forms and contexts (including multilingual).
3. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

Inquiry Questions:
1. How do different cultures influence world history?
2. How do historians work with cultural assumptions to decide what is significant in world history?
3. What impact does cultural diversity affect the concept of change over time (i.e. change over time something's culture value more than others)?
4. How do human rights impact in a world of different cultures?

Nature and Skills of History:
1. The ability to negotiate the complex relationships among change, diversity, and unity in world history is an essential attribute for success in a more interconnected world.
2. The ability to analyze the significance of interactions among ideas, individuals, and groups is an essential skill in an increasingly globalized world.
3. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
4. Analyze how historical events and spatial diffusion of ideas, technology, and cultural practices have influenced interaction patterns and the distribution of human populations.

Disciplinary, Information, and Media Literacy:
1. Analyze in detail a series of events described in a text, determine whether earlier events caused later ones or simply preceded them.
2. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
3. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
4. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
5. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
7. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
8. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology.
9. Collaborate with peers, experts, and others using contemporary media to contribute to a content related knowledge base to compile, synthesize, produce, and disseminate information.