

Seventh Grade

Social Studies



Adopted: December 10, 2009

[Corrections: October 2014](#)

Colorado Academic Standards Social Studies Standards

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

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

~ ~ ~ ~ ~

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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

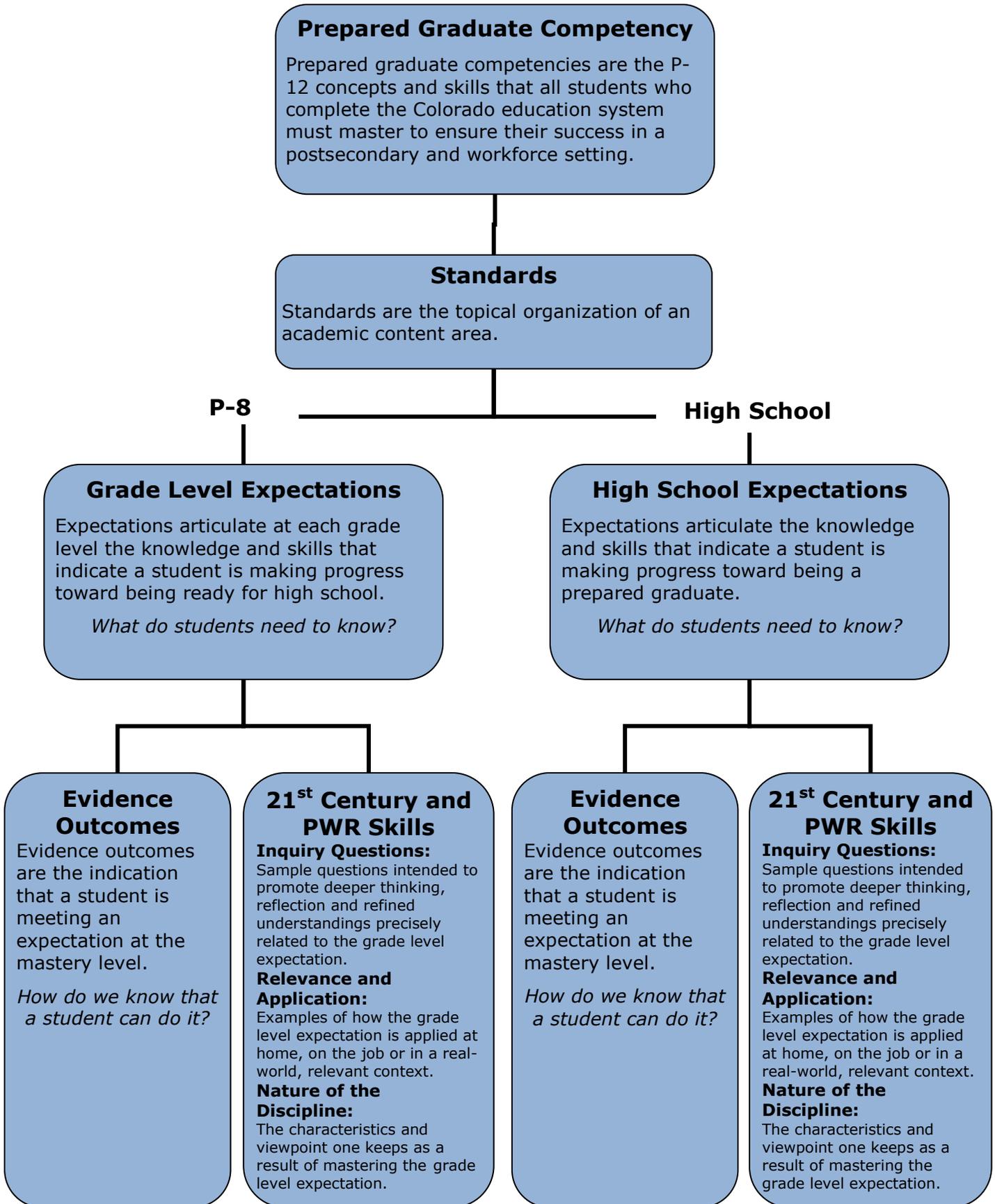
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

21st Century Skills and Readiness Competencies: Includes the following:

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

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

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

High School and Grade Level Expectations

Concepts and skills students master:

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

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

What do students need to know?

Evidence Outcomes

Students can:

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

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of the Discipline:

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

Prepared Graduate Competencies in Social Studies

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

Prepared graduates in social studies:

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

Prepared graduates in history:

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

Prepared graduates in geography:

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

Prepared graduates in economics:

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

Prepared graduates in civics:

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

Colorado Academic Standards Social Studies

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

1. History

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

2. Geography

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

3. Economics

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

4. Civics

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

Social Studies

Grade Level Expectations at a Glance

Standard **Grade Level Expectation**

Seventh Grade	
1. History	<ul style="list-style-type: none"> 1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence 2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another
2. Geography	<ul style="list-style-type: none"> 1. Use geographic tools to gather data and make geographic inferences and predictions 2. Regions have different issues and perspectives
3. Economics	<ul style="list-style-type: none"> 1. Supply and demand influence price and profit in a market economy 2. The distribution of resources influences economic production and individual choices (Economics and PFL)
4. Civics	<ul style="list-style-type: none"> 1. Compare how various nations define the rights, responsibilities and roles of citizens 2. The different forms of government and international organizations and their influence in the world community

21st Century Skills and Readiness Competencies in Social Studies

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

Colorado's description of 21st century skills

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

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

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

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

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

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

Colorado’s Description for School Readiness

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

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

Colorado’s Description of Postsecondary and Workforce Readiness

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

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. History

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

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

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

Prepared Graduates

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

Prepared Graduate Competencies in the History standards are:

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

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence

Evidence Outcomes

Students can:

- a. Determine and explain the interdependence of people around the world during significant eras or events (DOK 1-3)
- b. Analyze historical sources for accuracy and point of view while formulating historical questions. 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 (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do people continue to research historical questions and events if books have already been written on the topic?
2. How do historical thinkers defend a thesis using primary and secondary sources that reflect different viewpoints?
3. How and why do historians determine periods of history?
4. What can an artifact tell or not tell about a time period or event?

Relevance and Application:

1. Individuals identify points of view, seek multiple sources, and develop and defend a thesis with evidence throughout life. For example, responsible citizens learn about the platforms and beliefs of candidates running for office prior to voting
2. Technology is used to explore and evaluate accuracy of information. For example, editors check stories for accuracy and documentary film makers interview multiple individuals when making a movie.
3. The use the context and content from the past is used to make connections to the present (e.g., the human settlement and trade route patterns)

Nature of History:

1. Historical thinkers construct history through the gathering and analysis of historical sources.
2. Historical thinkers construct the story of the past by interpreting events from multiple points of view and various perspectives.
3. Historical thinkers defend a thesis with appropriate resources.

Content Area: Social Studies
Standard: 1. History

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

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. Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere (DOK 1-2)
- b. Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved (DOK 1-3)
- c. Describe the foundation and development of key historical topics. Topics to include but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism (DOK 1-2)
- d. Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome "c" (DOK 1-3)
- e. 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 (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does the rise or collapse of a government affect surrounding societies over time?
2. What ideas have fundamentally changed different cultures in the Eastern Hemisphere?
3. What are the factors that influenced the development of civilizations and nations?
4. To what extent are ideas from ancient Greece, Rome, China, and Africa important in today's world?

Relevance and Application:

1. Historical information and context are used to interpret, evaluate, and inform current decisions or policies. For example, architects use ancient designs to influence their designs and advertisers use historical references in their ads to create context and meaning.
2. Historical philosophies and ideas continue to inform and affect the present. For example, democracy continues to evolve from its Greek origins and cultural traditions change and evolve with global interaction.
3. Technological developments continue to evolve and affect the present. For example, the speed of communication is almost instantaneous with blogs and the Internet.

Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers construct history using a variety of sources.
3. Historical thinkers interpret history from various points of view.
4. Historical thinkers use chronology to organize time.
5. Historical thinkers examine data for point of view, historical context, and propaganda.

2. Geography

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

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

Prepared Graduates

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

Prepared Graduate Competencies in the Geography standard are:

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

Content Area: Social Studies
Standard: 2. Geography

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Use geographic tools to gather data and make geographic inferences and predictions

Evidence Outcomes

Students can:

- a. Interpret maps and other geographic tools to find patterns in human and physical systems (DOK 1-3)
- b. Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion (DOK 1-3)
- c. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere (DOK 1-3)
- d. Ask and answer questions after examining geographic sources (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How would the world be different if we had no maps?
2. How could geographic data be used for both positive and negative results?
3. Why do so many maps of the world put North America in the center?

Relevance and Application:

1. Geographic tools and the data they represent help businesses make decisions regarding location such as the best location for a business or the next Olympics.
2. Geography and technology enable the ability to make predictions about such topics as population expansion and need for services.

Nature of Geography:

1. Spatial thinkers use geographic tools to discover and investigate geographic patterns.
2. Spatial thinkers use knowledge about the environment to study its influence on individuals and groups.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Examine places and regions and the connections among them

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

2. Regions have different issues and perspectives

Evidence Outcomes

Students can:

- Classify data to construct thematic maps and make inferences (DOK 1-3)
- Analyze and interpret data using geographic tools and create maps (DOK 1-3)
- Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere (DOK 1-3)
- Explain how the physical environment of a place influences its economy, culture, and trade patterns (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why do geographers use a variety of maps to represent the world?
- How can a location be in different regions at the same time?
- How do regional issues affect larger areas?
- Do regions with similar issues around the world have similar geographic characteristics?

Relevance and Application:

- Individuals and businesses understand the characteristics of a region and its needs. For example, a snowmobile business should not be located in the South and restaurants reflect regional tastes in foods.
- Regional access to resources affects individual perceptions, what they value, and how they react. For example, water consumption may be based on availability.

Nature of Geography:

- Spatial thinkers study cultural groups in order to explain how they view a region.
- Spatial thinkers evaluate the use of resources in a region to predict and propose future uses.
- Spatial thinkers study the various definitions of regions.

3. Economics

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

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

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

Prepared Graduates

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

Prepared Graduate Competencies in the Economics Standard are:

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

Content Area: Social Studies
Standard: 3. Economics

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Supply and demand influence price and profit in a market economy

Evidence Outcomes

Students can:

- a. Define supply and demand (DOK 1)
- b. Identify factors that cause changes in supply and demand (DOK 1)
- c. Define and identify factors that impact price (DOK 1)
- d. Identify examples to illustrate that consumers ultimately determine what is produced in a market economy (DOK 1-2)
- e. Explain the function of profit in a market economy (DOK 1-2)
- f. Demonstrate how supply and demand determine equilibrium price and quantity (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do consumers determine what is produced?
2. What happens if a good or service is overpriced?
3. When goods and services are scarce what might happen to price? Why?
4. What happens to price when resources become more plentiful?

Relevance and Application:

1. The principle of supply and demand is used to succeed in business.
2. Technology is used as a tool to support global trade in a market economy. For example, bar coding allows companies to keep close track of inventory and sales projections are used to make predictions regarding production.
3. Individual choices affect supply and demand.
4. Natural disasters, politics, financial issues, and trade affect supply and demand.

Nature of Economics:

1. Economic thinkers study the effects of local and global supply and demand on the local economy.
2. Economic thinkers study the relationship between local consumers and local and global producers.
3. Economic thinkers investigate consequences and trends related to global trade.

Content Area: Social Studies

Standard: 3. Economics

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

- 2. The distribution of resources influences economic production and individual choices (Economics and PFL)

Evidence Outcomes

Students can:

- a. Give examples that illustrate connections between resources and manufacturing (DOK 1-2)
- b. Identify patterns of trade between places based on distribution of resources (DOK 1-2)
- c. Compare and contrast the relative value and different uses of several types of resources (DOK 2-3)
- d. Use supply and demand analysis to explain how prices allocate scarce goods in a market economy (DOK 1-2)
- e. Define resources from an economic and personal finance perspective (DOK 1-2)
- f. Explain the role of taxes in economic production and distribution of resources (PFL) (DOK 1-2)
- g. Define the various types of taxes students will pay as adults (PFL) (DOK 1)
- h. Demonstrate the impact of taxes on individual income and spending (PFL) (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How is it advantageous and disadvantageous when a country has valuable resources located within its borders?
- 2. How does a country acquire resources it does not have?
- 3. How does the availability or the lack of resources influence production and distribution?
- 4. What would countries look like without taxes?

Relevance and Application:

- 1. Various factors that influence production, including resources, supply and demand, and price (PFL), affect individual consumer choices over time.
- 2. Technology is used to explore relationships of economic factors and issues related to individual consumers.
- 3. Analysis of the distribution and location of resources helps businesses to determine business practices such as large companies locating near transportation.

Nature of Economics:

- 1. Economic thinkers analyze factors impacting production, distribution, and consumption.
- 2. Economic thinkers gather data regarding trends in production, use of resources, and consumer choices.
- 3. Financially responsible individuals understand the purposes of and responsibility to pay various taxes such as property, income and sales.

4. Civics

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

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

Prepared Graduates

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

Prepared Graduate Competencies in the Civics standard are:

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

Content Area: Social Studies
Standard: 4. Civics

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Compare how various nations define the rights, responsibilities, and roles of citizens

Evidence Outcomes

Students can:

- a. Compare the definition of citizen in various governments (DOK 1-2)
- b. List the responsibilities of citizens in various governments (DOK 1)
- c. Define the roles of citizens in various governments (DOK 1)
- d. Give national and international examples of ethics and quality in government policies and practices (DOK 1-4)
- e. Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are fundamental human rights?
2. How can the definition of citizen change?
3. What is the purpose of government?
4. What roles of citizens are the most important?

Relevance and Application:

1. The comparison of how different nations define the rights, responsibilities and roles of their citizens helps to understand the actions and reactions of various nations and their citizens to current events. For example, groups in France and Italy freely demonstrate while demonstrations in China are less frequent.

Nature of Civics:

1. Responsible community members exercise their rights, responsibilities, and roles.
2. Responsible community members understand that rights, responsibilities, and roles of citizens are different over time and in various nations.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

- 2. Different forms of government and international organizations and their influence in the world community

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:

- a. Compare different forms of government in the world and how they derive their authority (DOK 1-2)
- b. Evaluate how various nations interact, resolve their differences, and cooperate (DOK 2-3)
- c. Analyze conflicts among nations including causes and consequences (DOK 2-3)
- d. Describe common interests and evaluate examples of global collaboration (DOK 1-3)
- e. Use criteria that identify the attributes of a good government and apply to specific examples (DOK 1-2)

Inquiry Questions:

- 1. How do international laws and organizations help encourage ethical governmental practices?
- 2. How do the aggressive actions of a nation influence other nations and international organizations?
- 3. What leads to cooperation, competition, or aggression between and among nations?
- 4. Why do governments form alliances and join international organizations?

Relevance and Application:

- 1. The use of technology to research how various countries, their governments, and nongovernmental organizations work collaboratively to solve issues allows global participation in advocacy for beliefs. For example, scientists from different nations work together to help solve the global warming issues and charitable organizations send aid to areas of need.
- 2. International organizations influence the world community to contribute or protect beliefs and interests. For example, the European Union was created for economic reasons, and the International Committee of the Red Cross was created to support people in crisis.

Nature of Civics:

- 1. Responsible community members know the components of various systems of government.
- 2. Responsible community members develop criteria to apply standards of ethics and quality in evaluating the effectiveness of government.
- 3. Responsible community members understand the connections and complexities of interactions among nations.

Colorado Department of Education
Office of Standards and Instructional Support
201 East Colfax Ave. • Denver, CO 80203
Social Studies Content Specialist: Stephanie Hartman (Hartman_s@cde.state.co.us)
<http://www.cde.state.co.us/CoSocialStudies/StateStandards.asp>