

**Eighth Grade**

**Social Studies**



Adopted: December 10, 2009

[Corrections: October 2015](#)

## Colorado Academic Standards Social Studies Standards

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

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

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

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

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

## Standards Organization and Construction

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

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

The elements of the revised standards are:

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

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

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

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

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

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

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



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

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

**Prepared Graduates:**

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

### High School and Grade Level Expectations

**Concepts and skills students master:**

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

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

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

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

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

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

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of the Discipline:**

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

## Prepared Graduate Competencies in Social Studies

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

Prepared graduates in social studies:

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

Prepared graduates in history:

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

Prepared graduates in geography:

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

Prepared graduates in economics:

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

Prepared graduates in civics:

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

## Colorado Academic Standards Social Studies

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

### 1. **History**

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

### 2. **Geography**

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

### 3. **Economics**

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

### 4. **Civics**

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

# Social Studies

## Grade Level Expectations at a Glance

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

<b>Eighth Grade</b>	
1. History	<ul style="list-style-type: none"> <li>1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives</li> <li>2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another</li> </ul>
2. Geography	<ul style="list-style-type: none"> <li>1. Use geographic tools to analyze patterns in human and physical systems</li> <li>2. Conflict and cooperation occur over space and resources</li> </ul>
3. Economics	<ul style="list-style-type: none"> <li>1. Economic freedom, including free trade, is important for economic growth</li> <li>2. Manage personal credit and debt(PFL)</li> </ul>
4. Civics	<ul style="list-style-type: none"> <li>1. Analyze elements of continuity and change in the United States government and the role of citizens over time</li> <li>2. The place of law in a constitutional system</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# 1. History

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

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

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

## **Prepared Graduates**

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

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

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

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives

**Evidence Outcomes**

**Students can:**

- a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives (DOK 1-4)
- b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history (DOK 1-3)
- c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry (DOK 1-3)
- d. Construct a written historical argument on the use or understanding of primary and secondary sources (DOK 1-3)

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

**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?
4. What makes history different from literature?
5. Was it "Westward Expansion" or "Territorial Convergence?"
6. What makes a good historical question?

**Relevance and Application:**

1. 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
2. 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.

**Nature of History:**

1. Historical thinkers evaluate historical sources for purpose, audience, point of view, context, and authenticity.
2. Historical thinkers use primary and secondary sources to evaluate and create hypotheses and interpretations of historical events defended with supporting evidence.

**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: Eighth Grade**

**Concepts and skills students master:**

2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another

**Evidence Outcomes**

**Students can:**

- 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 (DOK 1-2)
- Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise (DOK 1-3)
- Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction (DOK 1-2)
- Evaluate the impact of different factors – on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period (DOK 1-3)
- Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction (DOK 1-3)
- Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism (DOK 1-3)

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

**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?

**Relevance and Application:**

1. The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.
2. Technological developments continue to evolve and impact the present. For example, communication media has evolved from printing, telegraph, early photography and continues to evolve, in transportation of scientific discoveries)

**Nature of History:**

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers study places and events from multiple perspectives in a way that leads to interpretations based on available evidence.
3. Historical thinkers use chronology to organize time.
4. Historical thinkers examine sources for audience, purpose, 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: Eighth Grade**

**Concepts and skills students master:**

1. Use geographic tools to analyze patterns in human and physical systems

**Evidence Outcomes**

**Students can:**

- a. Interpret maps and other geographic tools as a primary source to analyze a historic issue (DOK 1-3)
- b. Describe the nature and spatial distribution of cultural patterns (DOK 1-2)
- c. Recognize the patterns and networks of economic interdependence (DOK 1-2)
- d. Explain the establishment of human settlements in relationship to physical attributes and important regional connections (DOK 1-2)
- e. Calculate and analyze population trends (DOK 2-3)

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

**Inquiry Questions:**

1. How has human settlement influenced changes in physical systems and culture?
2. How can geographic tools help explore patterns in human and physical systems?
3. How have people and the environment interacted to produce changes over time?
4. How is human activity limited by the environment?
5. How has the environment influenced human activity?

**Relevance and Application:**

1. The analysis and understanding of patterns found in human and physical systems helps to explain impacts on society such as the impact of migration patterns on regions.
2. Technology is used to find, plot, and express the patterns found in human and physical systems that affect society such as population density and growth analyses, impact of deforestation, and human and environmental changes that affect world health.

**Nature of Geography:**

1. Spatial thinkers use geographic tools to discover and investigate geographic patterns.

**Content Area: Social Studies**

**Standard: 2. Geography**

**Prepared Graduates:**

- Examine places and regions and the connections among them

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

- 2. Conflict and cooperation occur over space and resources

**Evidence Outcomes**

**Students can:**

- a. Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict (DOK 1-3)
- b. Compare how differing geographic perspectives apply to a historic issue (DOK 1-2)
- c. Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty (DOK 1-2)

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

**Inquiry Questions:**

- 1. How will the location of resources lead to cooperation or conflict in the future?
- 2. How has conflict over space and resources influenced human migration?
- 3. How have differing perspectives regarding resource and land use lead to cooperative policies or conflict?
- 4. How would human settlement patterns be different if people did not trade resources with others?

**Relevance and Application:**

- 1. Nations are working cooperatively or are engaged in conflict over the division and control of land, water, and other resources.
- 2. Individuals and groups make choices regarding the use of space and resources in society. For example, various nations and groups fought over the resources of the United States and businesses and individuals have raced for land and resources throughout history including the Gold Rush and the Western land rush.

**Nature of Geography:**

- 1. Spatial thinkers study how factors influence the allocation and use of space and resources.
- 2. Spatial thinkers study how different perspectives affect cooperation and conflict over space and resources.

# 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: Eighth Grade**

**Concepts and skills students master:**

1. Economic freedom, including free trade, is important for economic growth

**Evidence Outcomes**

**Students can:**

- a. Give examples of international differences in resources, productivity, and prices that provide a basis for international trade (DOK 1-2)
- b. Describe the factors that lead to a nation having a comparative and absolute advantage in trade (DOK 1)
- c. Explain effects of domestic policies on international trade (DOK 1-2)
- d. Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers (DOK 1-2)

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

**Inquiry Questions:**

1. How do societies benefit from trade and exchange?
2. Why is it important for nations to control trade and exchange?
3. What are the benefits and challenges of trade at the international, national, state, local, and individual levels?
4. How does where and how you purchase products affect the social, economic, and environmental conditions?

**Relevance and Application:**

1. The understanding of trade and collaboration within the market economy is important to business and individual economic success.
2. Analysis of the positive and negative impacts of trade agreements is critical to a nation's economy. For example, the Santa Fe Trail and the opening of trade with Japan in American history.
3. Identification of the role of information as a good or service and its influence on production, trade, income, and technological advances aids businesses to operate efficiently.
4. Innovation and invention create absolute or comparative advantage in trade.

**Nature of Economics:**

1. Economic thinkers explore the patterns and development of the interconnected nature of trade.
2. Economic thinkers analyze the components of economic growth.

**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: Eighth Grade**

**Concepts and skills students master:**

- 2. Manage personal credit and debt (PFL)

**Evidence Outcomes**

**Students can:**

- a. Identify and differentiate between purposes and reasons for debt (DOK 1-2)
- b. Analyze benefits and costs of credit and debt (DOK 1-2)
- c. Compare sources of credit (DOK 1-2)
- d. Describe the components of a credit history (DOK 1)

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

**Inquiry Questions:**

- 1. Why is understanding credit and debt important?
- 2. How do you manage debt?
- 3. Why is it important to know about different types of credit?
- 4. How do you view debt and credit?
- 5. When is debt useful?

**Relevance and Application:**

- 1. Technology aids in the research of purchases to find the lowest available cost, compare sources of credit, and track debt.
- 2. Analysis of the cost of borrowing helps to determine how to manage debt for such items as higher education and automobile purchases.
- 3. Technology is used to research credit history, credit scores, and the variables that impact a credit history to protect personal financial security.

**Nature of Economics:**

- 1. Financially responsible individuals manage debt.
- 2. Financially responsible individuals understand the responsibilities associated with the use of credit.

# 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: Eighth Grade**

**Concepts and skills students master:**

1. Analyze elements of continuity and change in the United States government and the role of citizens over time

**Evidence Outcomes**

**Students can:**

- a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes (DOK 1-2)
- b. Analyze the changing definition of citizenship and give examples of the expansion of rights (DOK 1-3)
- c. Describe examples of citizens and groups who have influenced change in United States government and politics (DOK 1-2)
- d. Evaluate the result of various strategies for political change over time (DOK 1-3)
- e. Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change (DOK 2-3)
- f. Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally (DOK 1-2)

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

**Inquiry Questions:**

1. What is a patriot?
2. What are the various roles of government?
3. How have various people from different eras in our nation's history promoted change in the face of opposition and what democratic principles were advanced?
4. How have the meanings of American ideals remained the same and changed over time?

**Relevance and Application:**

1. There are elements that contribute to continuity and change in order to maintain a free and democratic society. For example, the right to vote is fundamental in society, but who can vote has changed over time.
2. Individuals work collaboratively to research and advocate ideas regarding important issues facing society such as suffrage, the rights of workers, and the rights of children.

**Nature of Civics:**

1. Responsible community members read diverse sources to create understanding, critically analyze issues, and place them in historical context.
2. Responsible community members understand and discuss the dynamic nature of national government and the individual's role in the process.

**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: Eighth Grade**

**Concepts and skills students master:**

2. The place of law in a constitutional system

**Evidence Outcomes**

**Students can:**

- Discern various types of law (DOK 1-2)
- Evaluate the strengths and weaknesses of rule of law (DOK 1-2)
- Describe and engage in various means of conflict management (DOK 1-3)
- Explain the role and importance of the Constitution (DOK 1-2)
- Discuss the tensions between individual rights, state law, and national law (DOK 1-3)
- Explain how state and federal court power of judicial review is reflected in the United States form of constitutional government (DOK 1-2)
- Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good

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

**Inquiry Questions:**

- What is the "common good?"
- What are key court cases and historical events in the development of the United States?
- What are examples of successful and unsuccessful conflict resolution in United States history and why?
- How has the United States balanced individual rights and law?
- Which is more effective, the rule of law or the rule of man? Why?

**Relevance and Application:**

- Laws interact and may remain the same or change over time. For example, in a society with laws, leadership can change but the law remains the same.
- Laws allow understanding of the proper course of action and consequences for not adhering to the law. For example, safety belts are required in automobiles for safety reasons and various government agencies regulate industries to protect the common good.

**Nature of Civics:**

- Responsible community members exercise their rights and responsibilities to effect change.
- Responsible community members understand rule of law and judicial review as components of the judicial system.

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