

Curriculum Guide
For
Social Studies

* (Revised June 2018)



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The Purpose of Social Studies in St. John's Lutheran School Curriculum

At St. John's Lutheran School we value the study of the social studies as an important tool in implementing our vision and philosophy statements. Our social studies curriculum is designed to allow our students to see how people interact with others in the many aspects of life. The curriculum is taught in the light of the gospel of Jesus Christ through which students develop their human relations skills. It is our belief that through social studies our students will be able to see the hand of God in the history of the human experience, and acquire a better understanding of God's loving relationship seen in the death and resurrection of Jesus Christ.

We believe that social studies instruction is instrumental in the preparation of effective citizens and the maintenance of democratic institutions in our society. Although all content areas in school contribute to the development of an informed, effective, productive citizenry, it is the social studies that are specifically charged with providing much of the content and skills necessary for survival in an increasingly complex world. Ultimately, the aim of our social studies curriculum is to help our students to develop their full potential as Christian citizens among the community of believers and in the world as a whole.

Overview of Social Studies Curriculum

- Our social studies curriculum covers the broad topics or subjects of History, Economics, Geography, and Civics. These areas are integrated and interlaced throughout our curriculum. The next three pages contain a scope and sequence overview of our social studies curriculum.

Social Studies Curriculum Overview

<u>Grade Level</u>	<u>Focus Area (Theme)</u>	<u>Topic Overview (coverage)</u>
K	Intro To Social Studies	<ul style="list-style-type: none"> * Civics in Kindergarten (Manners, caring, sharing, showing respect) * Our World (Globe, Maps, United States, Colorado) * American History in Kind. (History of Thanksgiving, Native Americans, Pilgrims) * Holidays (Thanksgiving, Christmas, President's Day, Martin Luther King Jr. Day, Easter) * Country Study (Open for Choice) (Foods, Traditions/Cultures, Geography, clothespin dolls)
1st	My World	<ul style="list-style-type: none"> * Where We Live (Neighborhoods, communities, using maps and map keys, sharing God's Earth) * We Belong (family, friends, getting along, multicultural-Japan) * People at Work (needs, wants, moving goods and money) * Our World (geography, land, water, resources, our neighbors Canada and Mexico) * It Happened In America (First peoples, Columbus, Pilgrims, Santa Fe, a country of many people) * Americans Celebrate (holidays, calendars, celebrations and symbols of USA)
2nd	People & Places	<ul style="list-style-type: none"> * Where We Live (Neighborhoods, communities, state, country, world, landforms, regions, resources and conservation) * Working Together (goods and services, factories and production, banks, trade and moving of goods) * Our Country Today (local, state, and federal government, voting, freedoms) * Our Country Long Ago (first Americans, colonies and country, westward expansion, famous Americans, family histories, celebrations, landmarks, linking our world) * Native Americans (History, Culture/Traditions, Customs, Regions/Geography (where tribes were located)

3 rd	Communities	<ul style="list-style-type: none"> * Communities at a Glance (people, cultures, community environments, how and where communities start) * History of Communities (Explorers to America, American expansion, how technology changes communities) * Communities at Work (Budgets, Savings, Trade, Running A Business, Goods and Services) * Community Government (citizenships, basic divisions of government, how laws are created) * Our Community – Denver (Pre-History, building a city, boom & bust, city expansion, modernization) * Classroom Town (product creation, balancing a checkbook, advertising & marketing, elections).
4 th	Colorado History	<ul style="list-style-type: none"> * Jr. Economists/Young Ameritowne (economies, banking, stock market, investing/saving, budgets, philanthropy, job skills) * Jr. Geographers (landforms, maps, latitude/longitude, states and capitals, U.S. regions) * Colorado History (Symbols of Colorado, Geography of Colorado, Prehistoric Peoples, American Indians, Exploration of Colorado, Fur Trappers and Traders, Spanish-Americans, Gold, War, Territory to Statehood, Industries of Colorado, Famous People in Colorado, Colorado in 21st Century) * African American Experience (Optional) (history, culture, traditions, civil rights, famous African Americans)
5 th	US History	<ul style="list-style-type: none"> * Culture East and West (Early peoples of western hemisphere, Native Americans, life in eastern hemisphere) * Contact and Exploration (explorers and early European settlements of North America) * Colonization and Conflict (13 colonies, life in the colonies, struggle for North America) * Independence and New Government (Breaking ties with England, American Revolution, the Constitution) * Expansion and Change (Young United States, changing country)
6 th	World History	<ul style="list-style-type: none"> * Understanding the World (regions of the world, early cultures) * River Valley Civilizations (focus on Ancient-

		<p>Egypt, also covers Mesopotamia, India, and China)</p> <ul style="list-style-type: none"> * New Ideas and New Empires (Ancient-Greece, Rome, Arabia, America) * World Regions in Transition (Cultures of Medieval Europe, Empires and Cultures of – Africa, Asia, the Americas) * Rise of Islam & A Look at other Religions (Background and impact of Islam, Crusades, Background and impact of other religions) * Dawn of the Modern World (European expansion, revolutions change the world)
7 th	Geography	<ul style="list-style-type: none"> * Physical and Human Geography (exploring geography, climates and ecosystems, population and culture, resources and land use) * The United States and Canada (profile of US, regions of the US, Canada) * Latin America (Optional if time) (Mexico, Central America and the Caribbean, Brazil, countries of South America) * Western Europe (British Isles and Nordic nations, Central Western Europe, Mediterranean Europe) * Central Europe and Northern Eurasia (Optional if time) (Central and Eastern Europe, Russia) * Central and Southwest Asia (Caucasus and Central Asia, Middle East) * Africa (North Africa, West and Central Africa, East and Southern Africa) * South Asia (countries of South Asia, India) * East Asia and the Pacific World (China, Japan and the Koreas, Southeast Asia, Australia, New Zealand and the Pacific Islands, Antarctica)
8 th	United States History	<p>(In 8th Grade American History we begin the year with a review of what was covered in 5th grade U.S. History, and then we pick up with an in depth study beginning with the Civil War)</p> <ul style="list-style-type: none"> * Our Nations Beginnings (Reviewing our nations beginnings from the first colonies up to the Civil War) * A Nation Divided and Rebuilt (Nation breaking apart, Civil War, Reconstruction) * America Transformed (Growth in the West, An Industrial society, and changes in American Life) * Modern America Emerges (the Progressive Era, becoming a world power, WWI) * Depression, War, and Recovery (roaring twenties, Great Depression and New Deal, rise of dictators and WWII, cold war, the American Dream) * Tensions at Home and Abroad (Civil Rights Era,

		<p>Vietnam War Years, years of doubt, entering a new millennium)</p> <p>* Our American Government (Compare & contrast different forms of government, Our American system and structure of government, Constitution/Bill of Rights, voting and civil rights, participation in the system.</p>
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Adopted Textbooks

1st Grade: “My World”, Adventures in Time and Place,
Macmillan/McGraw-Hill, ©1997

2nd Grade: “People and Places”, Scott-Foresman, ©2003

3rd Grade: “Communities”, Scott-Foresman, ©2003 &
“Discovering Denver: Brick by Brick” Historic Denver Inc. ©2012

4th Grade: “The Colorado Story”
Gibbs Smith Education. ©2011
“Social Studies: States and Regions”
Houghton Mifflin, ©2005

5th Grade: “Social Studies: United States History”
Houghton Mifflin, ©2008

6th Grade: “World History”, Ancient Civilizations,
McDougal Littell (Houghton Mifflin), ©2006

7th Grade: “World Geography-Building a Global Perspective”
Pearson-Prentice Hall, ©2005

8th Grade: “Creating America”, McDougal Littell (Houghton
Mifflin), ©2005

St. John's Social Studies **Curriculum Standards**

(Adapted from the Colorado Model Content Standards)

These St. John's curriculum standards in the social studies are the topical organization of the concepts and skills every St. John's student should know and be able to do throughout their Kindergarten through eighth-grade experience.

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.

5. Students will be able to understand the role (hand) of God in their lives and in the history of human experience.

Social Studies Curriculum Guide

Organization and Format

The standards are presented in a format which follows each standard from one grade level to the next starting from Kindergarten and working up to eighth-grade. Included in each grade levels standards and curriculum are sections which 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 elements of the revised standards are:

Prepared Graduate Competencies: The Kindergarten through eighth-grade concepts and skills that all students who complete their education at St. John’s must master to ensure their success in a secondary, postsecondary, and workforce setting.

Standard: The topical organization of an academic content area.

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 Kindergarten 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.

Prepared Graduate Competencies in Social Studies

The prepared graduate competencies are the Kindergarten through eighth-grade concepts and skills that all students who complete their education at St. John's must master to ensure their success in a secondary, postsecondary, and workforce setting.

Prepared graduates in Social Studies:

- 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
- Understand the role (hand) of God in their lives and in the history of human experience

Prepared graduates in history:

- 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

Prepared graduates in geography:

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

Prepared graduates in economics:

- 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 (PFL)/Personal Financial Literacy

Prepared graduates in civics:

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

21st Century Skills and Readiness Competencies In the Social Studies

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 St. John's 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.

Social Studies Curriculum Framework

Standard 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 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

Standard: 1 History

<p>Prepared Graduates: Develop an understanding of how people view, construct, and interpret history</p>	
<p>Grade Level Expectation: Kindergarten</p>	
<p>Concepts and skills students master: 1. Ask questions, share information and discuss ideas about the past</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Ask questions about the past using question starters, rather than tell stories about self. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did? - Identify information from narrative stories that answer questions about the past and add to our collective memory and history - Use correctly the word "because" in the context of personal experience or stories of the past using words. Words to include but not limited to past, present, future, change, first, next, last - Use "show and tell" to share a part of personal history. - Identify examples of connections between past and present in their own lives - Begin to recognize how scientific and technological developments affect their daily lives. - Identify and discuss different family celebrations and religious traditions - Discuss common holidays and celebrations - Discuss freedom of religion - WWJD (What would Jesus Do?), How can we use that approach in our world today - Describe and discuss various cultural groups from around the world based on students' ancestry (when we do our clothespin dolls) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How are lives of people from the past similar and different from our lives today? 2. Why is it important to ask questions about the past? 3. What is history? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Individuals identify historical information in stories, photographs, buildings, and documents in their immediate surroundings such as movies, books, poems, paintings and other forms of art. 2. The asking of questions about the past helps to understand the present and plan for the future. For example, newspaper reporters investigate the history of a topic in order to write a well-rounded piece. <p>Nature of History:</p> <ol style="list-style-type: none"> 1. Historical thinkers ask questions to guide investigations of people, places, and events in the past.

Standard: 1 History

Prepared Graduates:

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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. The first component in the concept of chronology is to place information in sequential order

Evidence Outcomes

Students can:

- Order sequence information using words. Words to include but not limited to past, present, future, days, weeks, months, years, first, next, last, before, and after
- Explore differences and similarities in the lives of children and families of long ago and today
- Explain why knowing the order of events is important
- Understand sequenced pictures in a story
- Identify cause and effect relationships in a sequence of events and discuss
- Understand the basic sequence of events relating to the pilgrims and Thanksgiving
- Discuss presidents and the ways they have helped America today and in the past

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to know the order of events?
2. Why do individuals use calendars and clocks?
3. What happened yesterday and today, and what might happen tomorrow?
4. How have you grown and changed over time?

Relevance and Application:

1. The recording of events in sequential order helps to create understanding and see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people.
2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner. For example, timelines use standard information such as date, time, month, and year for ease of communication.

Nature of History:

1. Historical thinkers use chronology to order information sequentially.

Standard: 1 History

Prepared Graduates:

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

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Describe patterns and chronological order of events of the recent past

Evidence Outcomes

Students can:

- Arrange life events in chronological order
- Identify the components of a calendar. Topics to include but not limited to days of the week, months, and notable events
- Identify past events using a calendar
- Use words related to time, sequence, and change
- Understand the difference between historical events that occurred long ago and more recent times
- Understand how to prepare a timeline of events
- Become aware that news magazines can be used to learn about current events as well as historic facts
- Understand the difference technology makes in their lives and are introduced to how technology changes over the years in different ways and mediums.
- Understand how resources were traded in the past and how we use money to exchange resources

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to know the order of events?
2. How are current patterns similar to and different from those experienced by people who lived in a community in the past?

Relevance and Application:

1. Events are recorded in sequential order to increase understanding, see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people or solve crimes.
2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner.

Nature of History:

1. Historical thinkers understand the importance of comparing and contrasting in identifying patterns and trends.
2. Historical thinkers use chronology to sequence events.

Standard: 1 History

<p>Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures</p>	
<p>Grade Level Expectation: First Grade</p>	
<p>Concepts and skills students master: 2. Family and cultural traditions in the United States in the past</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Identify similarities and differences between themselves and others - Discuss common and unique characteristics of different cultures using multiple sources of information - Identify some examples of famous Americans from the past who have shown courageous leadership (Lincoln, Washington, MLK, Rosa Parks) - Identify and explain the meaning of American national symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House - Identify holidays important to our countries past - Understand the importance of God in our lives and the various roles of family members - Understand how life in other countries is similar and different from his/her own life - Understand that there are different religious beliefs and different cultures - Identify different celebrations and traditions in our family and community 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What are national symbols and their relationship to traditions in the United States? 2. What are family and cultural traditions and how have they changed over time? 3. How have individuals made a difference in their community?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. The understanding of family and cultural traditions informs decisions and creates knowledge that is used throughout life. For example, Uncle Sam is used by political cartoonists to represent the United States. 2. Knowledge of cultural traditions of various groups helps to gain insight, have new experiences, and collaboratively interact with society. For example, bowing is a sign of respect that American businesspersons would use when working in Japan.
	<p>Nature of History:</p> <ol style="list-style-type: none"> 1. Historical thinkers understand the importance of comparing and contrasting in identifying patterns and trends. 2. Historical thinkers use chronology to sequence events.

Standard: 1 History

Prepared Graduates:

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

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Identify historical sources and utilize the tools of a historian

Evidence Outcomes

Students can:

- Identify community and regional historical artifacts and generate questions about their function and significance
- Explain the past through oral or written firsthand accounts of history
- Explain the information conveyed by historical timelines
- Identify history as the story of the past preserved in various sources
- Create timelines to understand the development of important community traditions and events
- Identify the main idea in a source of historical information

21st Century Skills and Readiness Competencies

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?

Relevance and Application:

1. The ability to identify reliable historical sources is essential to searching for and communicating information. For example, individuals searching on the Internet must find reliable sources for information; reporters must find reliable information for news stories; and historians must use scholarly sources when writing nonfiction pieces.
2. The tools of historians are used to share thoughts and ideas about the past such as selecting a historical name for a building, school, park, or playground; recounting a news event in the neighborhood; and using a timeline to gauge progress toward the completion of a project.

Nature of History:

1. Historical thinkers gather firsthand accounts of history through oral histories.
2. Historical thinkers use artifacts and documents to investigate the past.

Standard: 1 History

<p>Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures</p>	
<p>Grade Level Expectation: Second Grade</p>	
<p>Concepts and skills students master: 2. People have influenced the history of neighborhoods and communities</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Organize the historical events of neighborhoods and communities chronologically - Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation - Give examples of people and events, and developments that brought important changes to the community - Compare how communities and neighborhoods are alike and different - Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities - Create historical narratives of their own about their family, their school, or community describing, in sequence, a past event and how it affected people they know. - Pose and answer questions about the lives of children and families in the past - Explain the meaning of citizenship and the responsibilities of a citizen in our school, neighborhood, and country. - List important personal rights; e.g., freedom of speech, right to own property, right to be safe 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How can understanding the past impact decision-making today? 2. How have events and ideas from the past shaped the identity of communities and neighborhoods today? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues. For example, the history of a city determines how it might advertise for tourism purposes. 2. Philosophies and ideas from history continue to inform and impact the present. For example, the independent Western philosophy affects how local government works. 3. Technological developments continue to evolve and affect the present. An example of this would be the way communication is now almost instantaneous and thus, speeds up the nature of events. <p>Nature of History:</p> <ol style="list-style-type: none"> 1. Historical thinkers investigate relationships between the past and present. 2. Historical thinkers organize findings in chronological order as one way to examine and describe the past.

Standard: 1 History

<p>Prepared Graduates: Develop an understanding of how people view, construct, and interpret history</p>	
<p>Grade Level Expectation: Third Grade</p>	
<p>Concepts and skills students master: 1. Use a variety of sources to distinguish historical fact from fiction</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Compare factual historical sources with works of fiction about the same topic - Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence - Compare information from multiple sources recounting the same event - Find historical resources on the internet - Explain the purposes of important documents in our history 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 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?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. The ability to distinguish fact from fiction is used to make informed decisions. For example, consumers must critically analyze advertisements for facts, and nonfiction writers must verify historical accuracy. 2. The ability to distinguish historical fact from fiction allows local museums and other tourist attractions to relate truthful accounts of the past.
	<p>Nature of History:</p> <ol style="list-style-type: none"> 1. Historical thinkers evaluate historical sources for purpose and context. 2. Historical thinkers use sources to distinguish fact from fiction.

Standard: 1 History

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- Compare past and present situations and events
- Chronologically sequence important events in a community or region*
- Give examples of people and events, and developments that brought important changes to a community or region*
- Identify specific reasons why groups of people were so influential
- Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region*
- Discuss the impact of various technological developments and improvements and how they have affected the history of our community
- Explain the need for balance between individual rights and mutual cooperation for people to live and work together in communities
- Identify ways in which cultural beliefs are displayed in the community

*** With primary focus on the Colorado region and the local Denver area/community**

21st Century Skills and Readiness Competencies

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?

Relevance and Application:

1. The context and information from the past is used 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 make-up of a community.
2. Technological developments continue to evolve and affect the present and permit innovation in a region. For example, Hispanics influence the culture in Pueblo; the military affects the culture in the Pikes Peak region; and the ski industry and mining affect the mountains.

Nature 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.

Standard: 1 History

<p>Prepared Graduates: Develop an understanding of how people view, construct, and interpret history</p>	
<p>Grade Level Expectation: Fourth Grade</p>	
<p>Concepts and skills students master: 1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado</p>	
<p>Evidence Outcomes</p> <p>Students can:</p> <ul style="list-style-type: none"> - Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history - Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships - Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado - Identify and describe how major political and cultural groups have affected the development of the region - Explain physical, human, and demographic changes in Colorado through its history 	<p>21st Century Skills and Readiness Competencies</p> <p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How have past events influenced present day Colorado and the Rocky Mountain region? 2. Why is it important to know the sequence of events and people in Colorado history? 3. How can primary sources help us learn about the past or create more questions about our state's history? 4. What social and economic decisions caused people to locate in various regions of Colorado? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Individuals recognize important events and can put them in chronological in order to understand cause and effect such as migration west and clashes with Native Americans; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and prohibition of slavery. <p>Nature of History:</p> <ol style="list-style-type: none"> 1. Historical thinkers analyze patterns and themes throughout time. 2. Historical thinkers use chronology to organize time and to study cause-and-effect relationships. 3. Historical thinkers use primary sources as references for research.

Standard: 1 History

Prepared Graduates:

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

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of History:

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

Standard: 1 History

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Analyze historical sources from multiple points of view to develop an understanding of historical context

Evidence Outcomes

Students can:

- Identify different ways of dating historical sources to understand historical context
- Examine significant historical documents. Topics to include but not limited to the Stamp Act, the Declaration of Independence, and the Constitution
- Create timelines of eras and themes in North America from 1491 through the Revolutionary War
- Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from 1491 through the Revolutionary War
- Ask historical questions based on primary and secondary sources and evaluate if information is sufficient to answer the questions

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

1. Historical information from multiple perspectives is used 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.
2. The historical method of inquiry allows individuals to continue to interpret and refine history. For example, political cartoonists portray multiple perspectives of events, and newspapers may be biased in coverage of events throughout time.

Nature of History:

1. Historical thinkers analyze and interpret primary and secondary sources to make inferences about various time periods and show cause-and-effect relationships.
2. Historical thinkers seek people, places, and events that tell the story of history from multiple perspectives.
3. Historical thinkers examine data for point of view, historical context, distortion, or propaganda.

Standard: 1 History

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the Civil War Era

Evidence Outcomes

Students can:

- Identify and explain cultural interactions between 1491 and the Revolutionary War. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans.
- Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution.
- Explain the development of political, social and economic institutions in the British American colonies
- Explain important political, social, economic, and military developments leading to and during the American Revolution
- Identify how specific scientific or technological developments influenced the movement of people and goods in pre-colonial, colonial, and post-colonial America.
- Explain how economic factors influenced exploration of North America and the development of the United States; e.g. , land, natural resources, etc.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What if Thomas Paine had not written Common Sense?
2. How did historical events and individuals contribute to 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 foundation of the United States government?

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 on topics to include but not limited to 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 affect the present in areas such as communication, transportation, and science.

Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
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.

Standard: 1 History

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Analyze and interpret historical sources to ask and research historical questions

Evidence Outcomes

Students can:

- Identify ways different cultures record history
- Interpret documents and data from multiple primary and secondary sources 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
- Critique information to determine if it is sufficient to answer historical questions
- Determine cause and effect relationships by interpreting historical events
- Explain themes and patterns in related events in ancient civilizations over time
- Identify ways that different ancient cultures record their histories
- Examine data from point of view, historical context, bias, distortion, or propaganda

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What questions help us understand the development and interaction of peoples in the Western Hemisphere?
2. How can different sources on the same topic vary and how can we determine which sources are most helpful in interpreting the past?
3. What are the key primary sources that help to understand the history of the Western Hemisphere?
4. How does the author or creator of a source influence the interpretation?

Relevance and Application:

1. Individuals identify points of view, seek multiple sources, and develop and defend a thesis with evidence throughout life.
2. Technology is used to explore and evaluate for accuracy of information.
3. The context and content from the past is used to make connections to the present.

Nature of History:

1. Historical thinkers evaluate historical sources for purpose, audience, point of view, context, reliability and authenticity.
2. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and interpretations of historical events and figures that are supported by evidence.

Standard: 1 History

<p>Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures</p>	
<p>Grade Level Expectation: Sixth Grade</p>	
<p>Concepts and skills students master: 2. The historical eras, individuals, groups, ideas and themes in regions of the world and their relationships with one another</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere - 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 - Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere - Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere - Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved - 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 - Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcomes - 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 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 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? 4. To what extent are ideas from ancient Greece, Rome, China, and Africa important in today's world? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 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. <p>Nature of History:</p> <ol style="list-style-type: none"> 1. Historical thinkers analyze patterns and themes throughout time. 2. Historical thinkers study people places, ideas, and events to construct the story of history from multiple perspectives. 3. Historical thinkers use chronology to organize time. 4. Historical thinkers examine data for point of view, historical context, or propaganda.

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:

- Determine and explain the interdependence of people around the world during significant eras or events
- 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
- Pose and answer questions about regions of the world
- Use technological tools to obtain historical information
- Identify different ways that different cultures record their histories
- Examine current concepts, issues, events, and themes from multiple historical perspectives in regions of the world

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.

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 in regions of the world and their relationships with one another

Evidence Outcomes

Students can:

- Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere
- Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved
- Describe the history, interactions, and contributions of various peoples and cultures that have lived in various world regions
- Describe important components of cultural heritage of world regions
- Describe the characteristics of political relationships among nations of the world

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 from around the world?
3. What are the factors that influenced the development of civilizations and nations?

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.

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:

- Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives
- Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history
- Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry
- Construct a written historical argument on the use or understanding of primary and secondary sources
- Determine cause and effect relationships by interpreting historical events in United States history
- Examine current concepts, issues, events, and themes from multiple historical perspectives in United States history

21st 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?"
5. 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.

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 the Cold War 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 the Cold War including the examination of different perspectives
- Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise
- Examine factors that motivated the military and economic expansion from the American Revolution through the Cold War
- 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
- Analyze causes and effects of major conflicts from the origins of the American Revolution through the Cold War
- 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, isolationism, nationalism

21st 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 continue 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
5. propaganda.

Standard 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 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

Standard: 2 Geography

Prepared Graduates:

Examine places and regions and the connections among them

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. People belong to different groups and live in different places around the world that can be found on a map or globe

Evidence Outcomes

Students can:

- Compare and contrast how people live in different settings around the world
- Give examples of food, clothing, and shelter and how they change in different environments
- Distinguish between a map and a globe as ways to show places people live
- Identify land and water on a globe or map
- Begin to understand why some regions are populated and some are not
- Understand the need to take care of God's earth, and how human actions affect the earth

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What would it be like to live in another city, state, or country?
2. Why do people belong to different groups?
3. What makes a place special to the people who live there?

Relevance and Application:

1. People live in different settings and interact with their environment based on location. For example, people living in colder climates wear more clothes, and people in areas where there are floods live on higher ground or in houses on stilts.
2. People belong to different groups throughout their lives including sports teams, hobby clubs, political, or religious groups.

Nature of Geography:

1. Spatial thinkers investigate other cultures and how they have been influenced by the climate, physical geography, and cultures of an area.

Standard: 2 Geography

<p>Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world</p>	
<p>Grade Level Expectation: First Grade</p>	
<p>Concepts and skills students master: 1. Geographic tools such as maps and globes represent places</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Explain that maps and globes are different representations of Earth - Use terms related to directions - forward and backward, left and right - and distance - near and far - when describing locations - Recite address including city, state, and country and explain how those labels help find places on a map - Distinguish between land and water on a map or globe - Create simple maps showing both human and natural features - Identify North, South, East, and West - Begin to use symbols on maps or globes - Recognize the relationship/distance of two places - Identify the difference between something God has made and what man has made from what God created - Understand that we are living in God's creation and are impacted by it 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How would an individual describe how to get somewhere without an address? 2. What if we had no geographic tools? 3. How could a flat map truly represent a round globe? 4. Why do people not carry globes to help find their way? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. People use geographic terms, tools, and technology in work and play to describe and find places. For example, pilots use maps to make flight plans, hikers use compasses to determine directions, and vacationers use maps to find unfamiliar places. 2. Individuals create and memorize addresses to help locate places. For example, knowing an address is necessary for an ambulance to find it or for an individual to receive mail. <p>Nature of Geography:</p> <ol style="list-style-type: none"> 1. Spatial thinkers use geographic tools to study and represent places.

Standard: 2 Geography

<p>Prepared Graduates: Examine places and regions and the connections among them</p>	
<p>Grade Level Expectation: First Grade</p>	
<p>Concepts and skills students master: 2. People in different groups and communities interact with each other and with the environment</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Identify examples of boundaries/rules that affect family and friends - Give examples of how people use and interrelate with Earth's resources - Understand that we are living in God's creation and are impacted by it - Identify how community activities differ due to physical and cultural characteristics - Give examples of how schools and neighborhoods in different places are alike and different - Identify cultural and family traditions and their connections to other groups and the environment - Understand that the world is made up of many cultures - Understand that our country has changed since it was discovered and that we can expect changes in the future 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How are places like communities similar to and different from where you live? 2. How do people celebrate traditions? 3. What celebration or tradition would you create? 4. How do people use resources in the local community? 5. How do individuals in the community use the environment?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Maps change over time. 2. People from various cultures are both similar and different and these differences are reflected in clothing, language, culture influencing social interactions. 3. Boundaries and the need for boundaries affect everyday life. For example, boundary lines determine who owns a piece of property.
	<p>Nature of Geography:</p> <ol style="list-style-type: none"> 1. Spatial thinkers study resources, their availability, and use as a key to understanding human interactions with their environment and each other. 2. Spatial thinkers study human and environmental interactions and consequences of those interactions.

Standard: 2 Geography

Prepared Graduates:

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

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Geographic terms and tools are used to describe space and place

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Use map keys ,legends, symbols, intermediate directions, and compass rose to derive information from various maps - Identify and locate various physical features on a map - Identify the hemispheres, equator, and poles on a globe - Answer questions regarding where something would be found using a map - Identify all four oceans; i.e., Pacific, Atlantic, Indian, and Arctic - Locate major mountain ranges and rivers in the United States - Distinguish the difference between coast, valley, prairie, and oasis - Demonstrate an understanding of the concept of region - Understand the differences between urban and rural regions 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How do you define, organize, and think about the space around you? 2. What is a human feature versus a physical feature? 3. Why do we use geographical tools such as maps, globes, grids, symbols, and keys? 4. How would you describe a setting without using geographic words? 5. How can using the wrong geographic tool or term cause problems? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Individuals use geographic tools and technology such as observations, maps, globes, photos, satellite images, and geospatial software to describe space and uses of space. 2. Individuals and businesses use maps to give directions. <p>Nature of Geography:</p> <ol style="list-style-type: none"> 1. Spatial thinkers use visual representations of the environment. 2. Spatial thinkers identify data and reference points to understand space and place.

Standard: 2 Geography

Prepared Graduates:

Examine places and regions and the connections among them

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. People in communities manage, modify and depend on their environment

Evidence Outcomes

Students can:

- Identify how communities manage and use nonrenewable and renewable resources
- Identify local boundaries in the community
- Explain why people settle in certain areas
- Identify examples of physical features that affect human activity
- Describe how the size and the character of a community change over time for geographic reasons
- List the natural characteristics of their neighborhood including landforms, bodies of water, vegetation, animal life, climate, weather, and seasonal patterns
- Demonstrate an understanding of human characteristics in the environment including natural resources, land use, housing, roads, and human adaptations to and modifications of their environments
- Understand the need for conservation and wildlife protection

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do available resources and their uses create change in a community?
2. Are renewable and nonrenewable resources managed well? How do you know?
3. Why are physical features often used as boundaries?
4. What are the various groups in a community and how are they alike and different?
5. How do you choose if you should recycle, reduce, reuse, or throw something away?

Relevance and Application:

1. Individuals and businesses understand that they must manage resources in the environment such as conserving water, safeguarding clean air, managing electricity needs, and reducing the amount of waste.
2. Communities collaborate to modify, manage, and depend on the environment. For example, elected officials decide how to manage resources, and communities may limit hunting, water usage, or other activities.
3. Geographic technology is used to gather, track, and communicate how resources might be managed or modified. For example, ski areas track snowfall rates, analyze data for avalanche danger and even create snow.

Nature of Geography:

1. Spatial thinkers compare information and data, and recognize that environmental factors influence change in communities.
2. Spatial thinkers study the uneven distribution and management of resources.

Standard: 2 Geography

<p>Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world</p>	
<p>Grade Level Expectation: Third Grade</p>	
<p>Concepts and skills students master: 1. Use various types of geographic tools to develop spatial thinking</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Read and interpret information from geographic tools and formulate geographic questions - Find oceans and continents, major countries, bodies of water, mountains, and urban areas, states, the state of Colorado, and neighboring states on maps - Locate the community on a map and describe its natural and human features - Identify geography-based problems and examine the ways that people have tried to solve them - Begin to understand the geography of Colorado and North America as it relates to the earliest American and European exploration - Understand that latitude affects climate in relationship to the equator and the northern and southern poles - Understand the meaning of country boundaries and why they are created 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What questions do geographers ask? 2. How does the geography of where we live influence how we live? 3. How do physical features provide opportunities and challenges to regions? 4. How have the cultural experiences of groups in different regions influenced practices regarding the local environment?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Individuals and businesses use geographic tools to answer questions about places and locations such as where to locate a business or park, and how to landscape a yard. 2. Spatial thinking involves analysis, problem-solving, and pattern prediction. 3. Individuals develop spatial thinking to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination.
	<p>Nature of Geography:</p> <ol style="list-style-type: none"> 1. Spatial thinkers use and interpret information from geography tools to investigate geographic questions. 2. Spatial thinkers analyze connections among places.

Standard: 2 Geography

Prepared Graduates:

Examine places and regions and the connections among them

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. The concept of regions is developed through an understanding of similarities and differences in places

Evidence Outcomes

Students can:

- Observe and describe the physical characteristics and the cultural and human features of a region
- Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms
- Give examples of places that are similar and different from a local region
- Characterize regions using different types of features such as physical, political, cultural, urban and rural
- Identify characteristics of the lifestyles of peoples who live in particular regions
- Generalize why people like living in places that others find inhospitable and adjustments that must be made to live in each place
- Explain the reasons for the location of certain cities/settlements in relation to the resources available in the area

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Are regions in the world more similar or different?
2. Why do people describe regions using human or physical characteristics?
3. What are geographic characteristics of a region?
4. How do cultures lead to similarities and differences between regions?

Relevance and Application:

1. Individuals compare and contrast characteristics of regions when making decisions and choices such as where to send children to school, what part of town to live in, what type of climate suits personal needs, and what region of a country to visit.
2. Individuals and businesses make economic, political, and personal decisions such as where to farm, where to locate industry, and where to plant a garden based on geographic characteristics of a region.
3. Individuals and business understand how geography influences the development of rural, urban, and suburban areas.

Nature of Geography:

1. Spatial thinkers create and use spatial representations of Earth.
2. Spatial thinkers evaluate geographic data and represent it visually.

Standard: 2 Geography

<p>Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world</p>	
<p>Grade Level Expectation: Fourth Grade</p>	
<p>Concepts and skills students master: 1. Use several types of geographic tools to answer questions about the geography of Colorado</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Answer questions about Colorado regions using maps and other geographic tools - Use geographic grids to locate places on maps and images to answer questions - Create and investigate geographic questions about Colorado in relation to other places - Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity - Describe similarities and differences between the physical geography of Colorado and its neighboring states - Examine and defend locational decisions for human activity in Colorado (state parks, forts. etc.) - Describe how different groups of people use a place or region within Colorado (e.g. trappers, traders, farmers, tourists) - Examine characteristics of and reasons for population distribution in Colorado - Predict how growth and human activities impact the natural environment in Colorado 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Which geographic tools are best to locate information about a place? 2. Why did settlements and large cities develop where they did in Colorado? 3. How are the regions of Colorado defined by geography? 4. How does the physical location of Colorado affect its relationship with other regions of the United States and the world? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter. 2. Individuals and businesses use geographic tools to collect and analyze data regarding the area where they live. <p>Nature of Geography:</p> <ol style="list-style-type: none"> 1. Spatial thinkers gather appropriate tools to formulate and answer questions related to space and place. 2. Spatial thinkers use tools to compare and contrast geographic locations.

Standard: 2 Geography

<p>Prepared Graduates: Examine places and regions and the connections among them</p>	
<p>Grade Level Expectation: Fourth Grade</p>	
<p>Concepts and skills students master: 2. Connections within and across human and physical systems are developed</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Describe how the physical environment provides opportunities for and places constraints on human activities - Explain how physical environments influenced and limited immigration into the state - Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment - Describe how places in Colorado are connected by movement of goods and services and technology - Describe economic networks (communication, transportation, etc.) and their interdependence in Colorado - Discuss how Colorado's expanding role in the world economy might affect the future of the state (ex. Denver International Airport and the ease of transportation to and from other lands) - Explain how conflict and cooperation affected Colorado (ex. Urban vs. Rural, Native American vs. Pioneer, farmers vs. ranchers) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? 2. How did Colorado settlers alter their environment to facilitate communication and transportation? 3. How does the physical environment affect human activity? 4. How does human activity affect the environment? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Individuals and businesses consider geographic factors in making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains. 2. Individuals and businesses adapt to and modify the environment. For example, businesses and resorts have been created near hot springs throughout the state. <p>Nature of Geography:</p> <ol style="list-style-type: none"> 1. Spatial thinkers evaluate how physical features affect the development of a sense of place.

Standard: 2 Geography

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Use various geographic tools and sources to answer questions about the geography of the United States

Evidence Outcomes

Students can:

- Answer questions about regions of the United States using various types of maps
- Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location
- Locate resources in the United States and describe the influence of access on the development of local and regional communities
- Locate places on earth using latitude and longitude coordinates
- Compare characteristics and purposes of maps, globes, and other geographic tools
- Describe how the physical geography of the United States influenced its people and events

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can various types of maps and other geographic tools communicate geographic information incorrectly?
2. How do you think differently about data when it is displayed spatially?
3. How and why do we label places?
4. How have places and regions in the United States been influenced by the physical geography of North America over time?

Relevance and Application:

1. Geographic tools are used to locate places and identify resources, physical features, regions, and populations.
2. People and organizations decided on specific locations for operations based on geographic information.
3. Technologies enhance the ability to locate and analyze maps to answer questions. For example, historians use maps to help recreate settings of historical events, and individuals use maps to learn about different geographic areas.

Nature of Geography:

1. Spatial thinkers recognize that information can be extrapolated from geographic tools.
2. Spatial thinkers evaluate what data and geographic tools are needed to answer specific questions.

Standard: 2 Geography

Prepared Graduates:

Examine places and regions and the connections among them

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Causes and consequences of movement

Evidence Outcomes

Students can:

- Identify variables associated with discovery, exploration, and migration
- Explain migration, trade, and cultural patterns that result from interactions
- Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment
- Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States
- Give examples of the influence of geography on the history of the United States
- Describe the patterns and reasons for people moving across the United States

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time?
2. How can migration and immigration be represented geographically?
3. How has the movement of people and their belongings affected the environment both positively and negatively?

Relevance and Application:

1. Individuals understand the consequences and causes of movement to make connections to current personal or international events such as hurricane victims moving from storms, refugees fleeing from war, and economic hardship causing relocation for better jobs.
2. Technology has influenced movement to, colonization of, and the settlement of North America. For example, the West was promoted as the place for economic prosperity. Transportation systems have influenced movement.
3. Migration of individuals has multiple effects on society including economic and environmental impacts.

Nature of Geography:

1. Spatial thinkers study patterns of human movement.
2. Spatial thinkers analyze the push and pull components of movement.

Standard: 2 Geography

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Use geographic tools to solve problems

Evidence Outcomes

Students can:

- Use longitude, latitude, and scale on maps and globes to solve problems
- Collect and analyze data to interpret regions in the Western and Eastern Hemispheres
- Ask multiple types of questions after examining geographic sources
- Interpret and communicate geographic data to justify potential solutions to problems
- Distinguish different types of maps and use them in analyzing an issue
- Compare and contrast the characteristics of various civilizations
- Analyze the causes and types of human migration and its effects of civilizations

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can geographic tools be used to solve problems in the future?
2. How does where we live influence how we live?
3. How do populations, physical features, resources, and perceptions of places and regions change over time?
4. How has land been acquired by countries?
5. How have geographic factors influenced human settlement and economic activity?

Relevance and Application:

1. Technology is used by individuals and businesses to answer geographic problems such as the spread of disease, migration patterns, and distribution and loss of resources like water supplies.
2. Geographic tools help to solve problems in daily life. For example, a car GPS is used to find a location, maps are used by tourists, and directions are found on the Internet.

Nature of Geography:

1. Spatial thinkers use geographic tools to develop spatial thinking and awareness.
2. Spatial thinkers evaluate patterns that connect people and their problems to the world.

Standard: 2 Geography

Prepared Graduates:

Examine places and regions and the connections among them

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Human and physical systems vary and interact

Evidence Outcomes

Students can:

- Classify and analyze the types of connections between places
- Identify physical features and explain their effects on people in the Western and Eastern Hemispheres
- Give examples of how people have adapted to their physical environment
- Analyze positive and negative interactions of human and physical systems in the Western and Eastern Hemispheres
- Identify the factors that affect why and where people settle in the world
- Explain that God has His hand in the lives of the people of the world throughout history and has preserved the world to this day.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are different ways to define the Western and Eastern Hemispheres based on human and physical systems?
2. How have people interacted with the environment over time in a positive or negative way?
3. How has globalization affected people and places?
4. In what ways are places on Earth interdependent?

Relevance and Application:

1. The study of how human and physical systems vary and interact helps to make better choices, decisions, and predictions. For example, resource distribution or trade is based on geographic features and environmental changes over time effect a business.
2. Businesses analyze data regarding physical and human systems to make informed choices regarding production, trade, and resource acquisition.
3. Nations use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls.

Nature of Geography:

1. Spatial thinkers examine places and regions and the connections among them.

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:

- Interpret maps and other geographic tools to find patterns in human and physical systems
- 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
- Collect and analyze data to make geographic inferences and predictions regarding the Western and Eastern Hemispheres
- Ask and answer questions after examining geographic sources

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.

Standard: 2 Geography

<p>Prepared Graduates: Examine places and regions and the connections among them</p>	
<p>Grade Level Expectation: Seventh Grade</p>	
<p>Concepts and skills students master: 2. Regions have different issues and perspectives</p>	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> - Classify data to construct thematic maps and make inferences - Analyze and interpret data using geographic tools and create maps - Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Western and Eastern Hemisphere - Explain how the physical environment of a place influences its economy, culture, and trade patterns - Explain why people settled in the different regions in the world - Describe the patterns and processes of diffusion - Compare and contrast the characteristics of the world regions - Describe various cultural and experiential perspectives associated with places and regions - Discuss the forces and processes of cooperation that unite people in the world (UN) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why do geographers use a variety of maps to represent the world? 2. How can a location be in different regions at the same time? 3. How do regional issues affect larger areas? 4. Do regions with similar issues around the world have similar geographic characteristics? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. 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. 2. Regional access to resources affects individual perceptions, what they value, and how they react. For example, water consumption may be based on availability. <p>Nature of Geography:</p> <ol style="list-style-type: none"> 1. Spatial thinkers study cultural groups in order to explain how they view a region. 2. Spatial thinkers evaluate the use of resources in a region to predict and propose future uses. 3. Spatial thinkers study the various definitions of regions.

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:

- Interpret maps and other geographic tools as a primary source to analyze a historic issue
- Describe the nature and spatial distribution of cultural patterns
- Recognize the patterns and networks of economic interdependence
- Explain the establishment of human settlements in relationship to physical attributes and important regional connections
- Calculate and analyze population trends
- Describe climate and its effect on the regions of the United States, and understand uses of climate maps
- Predict and discuss how the growth of population will impact the natural environment of the United States

21st 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.

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. Conflict and cooperation occur over space and resources

Evidence Outcomes

Students can:

- Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict
- Compare how differing geographic perspectives apply to a historic issue
- Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty
- Compare and contrast the European and Native American views of the land and resources
- Explain how culture and technology affect perceptions

21st 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.

Standard 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 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

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: Kindergarten

Concepts and skills students master:

1. Ownership as a component of economics

Evidence Outcomes

Students can:

- Give examples of ownership of different items
- Recognize and give examples one person may want to use another's object and that this requires asking permission and sharing
- Identify examples of private and public goods and services (police department, grocery store, etc.)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Can you show me who owns this (any item)?
2. If you want to use someone else's item what must you do?
3. What happens when someone wants to use something that belongs to you?
4. What do we do if there is not enough of something we all want? (scarcity)
5. What are things that everyone collectively owns?

Relevance and Application:

1. Individuals interact with each other and the concept of ownership on a daily basis. For example, people purchase items for their use, donate items for others to use, and ask for permission to use someone else's item.
2. Technology is used to indicate and keep track of ownership. For example, pets may have microchips implanted and libraries use bar codes to keep track of their books.

Nature of Economics:

1. Economic thinkers study ownership as a key principle of economics.
2. Economic thinkers understand that some items are more desired than others and are more in demand.

Standard: 3 Economics

Prepared Graduates:

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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Discuss how purchases can be made to meet wants and needs (PFL)

Evidence Outcomes

Students can:

- Identify the difference between personal wants and needs
- Give examples of the difference between spending income on something you want versus something you need
- Identify different businesses or services that meet the wants and needs of people
- Understand that families will make choices depending on their wants and needs

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are wants and needs?
2. How do people balance between wants and needs?
3. What is the difference between a want and a need?
4. How can money help people to meet their wants and needs?

Relevance and Application:

1. Individuals make choices about purchasing to serve wants and needs. For example, parents pay bills prior to purchasing movie tickets or toys.

Nature of Economics:

1. Financially responsible individuals differentiate between needs and wants.

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: First Grade

Concepts and skills students master:

1. People work at different types of jobs and in different types of organizations to produce goods and services and receive an income

Evidence Outcomes

Students can:

- Give examples of different types of business and the goods and services they produce for the community
- Give examples of types of jobs people in your family have
- Recognize that people have a choice about what kinds of jobs they do
- Understand that the government requires tax revenue to operate
- Give examples of public good provided by national, state, and local government

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What kinds of jobs do people that you know perform?
2. Where do they go to do those jobs?
3. Why do people choose different jobs?
4. What do workers receive for their work?
5. What types of businesses are in the community?
6. What is the difference between income and money?

Relevance and Application:

1. Different forms of technology are used to perform jobs such as scanners for the market checkers, GPS for geographers, machines for industrial work, and computers in offices.
2. Individuals make decisions about careers or jobs based on factors such as education, skills, and interests.

Nature of Economics:

1. Economic thinkers investigate the influence of different jobs and businesses in their community.
2. Economic thinkers study the choices about what kinds of jobs people perform.

Standard: 3 Economics

Prepared Graduates:

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

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Identify short-term financial goals (PFL)

Evidence Outcomes

Students can:

- Define a short-term financial goal
- Identify examples of short-term financial goals
- Discuss sources of income needed to meet short-term goals such as but not limited to gifts, borrowing, allowances, and income
- Discuss how to allocate money between choices
- Understand that time and money are limited
- Understand that if one spends money now on resources they will not have that money to spend in the future

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does an individual earn money to meet a goal?
2. Why do people donate to charity?
3. How does an individual know a good short-term goal?
4. Why is personal financial goal setting important?

Relevance and Application:

1. Short-term financial goals can be met through planning. For example, an individual divides income between current expenses, saving for the future, and philanthropic donations.
2. Individuals and organizations track their progress toward meeting short-term financial goals. For example, the food bank creates a chart tracking how much food has been donated toward reaching its goal.

Nature of Economics:

1. Financially responsible individuals create goals and work toward meeting them.
2. Financially responsible individuals understand the cost and the accountability associated with borrowing.

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: Second Grade

Concepts and skills students master:

1. The scarcity of resources affects the choices of individuals and communities

Evidence Outcomes

Students can:

- Explain scarcity
- Identify goods and services and recognize examples of each
- Give examples of choices people make when resources are scarce
- Identify possible solutions when there are limited resources and unlimited demands
- Demonstrate an understanding of imports, exports, and trade
- Give examples of supply and demand

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does scarcity affect purchasing decisions?
2. What goods and services do you use?
3. How are resources used in various communities?
4. What are some ways to find out about the goods and services used in other communities?

Relevance and Application:

1. Comparison of prices of goods and services in relationship to limited income helps to make informed and financially sound decisions.
2. Decisions must be made if there is a limited amount of income and the need for a costly good or service. For example, you may borrow, save, or get a new job to make the purchase. (PFL)
3. Scarcity of resources affects decisions such as where to buy resources based on cost or where to locate a business.

Nature of Economics:

1. Economic thinkers analyze how goods and services are produced and priced.
2. Economic thinkers analyze scarcity of resources and its impact on cost of goods and services.

Standard: 3 Economics

Prepared Graduates:

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

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Apply decision-making processes to financial decisions (PFL)

Evidence Outcomes

Students can:

- Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision
- Differentiate between a long-term and a short-term goal
- Explain the need for food, clothing, and shelter and how a monetary system (and the choices that are made that come along with this system) help meet those needs through money earned for work

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do individuals make and analyze the consequences of financial decisions?
2. How do individuals meet their short- and long-term goals?

Relevance and Application:

1. Personal financial decisions are based on responsible evaluation of the consequences.
2. Purchase decisions are based on such things as quality, price, and personal goals. For example, you decide whether to spend money on candy or the movies.

Nature of Economics:

1. Financially responsible individuals use good decision-making tools in planning their spending and saving.

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: Third Grade

Concepts and skills students master:

1. Describe producers and consumers and how goods and services are exchanged

Evidence Outcomes

Students can:

- Describe the difference between producers and consumers and explain how they need each other
- Describe and give examples of forms of exchange topics to include but not limited to trade and barter
- Describe how the exchange of goods and services between businesses and consumers affects all parties
- Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value
- Give examples of how trade benefits individuals and communities and increases interdependency
- Discuss natural resources, capital resources, and human resources and how our decisions affect them
- Gain a basic understanding of our free enterprise system
- Create a product and understand how pricing decisions affect sales
- Create a marketing and advertising plan for their product

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does an individual know when an exchange benefits both parties?
2. What would happen if there was no such item as money?
3. Would you rather be a producer, consumer, or a mix of both?
4. What happens when a producer cannot make enough to meet consumer demand?
5. What would happen if consumers did not want what a producer made?
6. What would the world look like if there were no transportation that could move goods more than 50 miles?

Relevance and Application:

1. Production and consumption are essential components of markets and affect everyday life. For example, not enough high-demand toys are produced during Christmas meaning the prices will be higher. Not enough clean drinking water causes higher prices for bottled water.
2. Goods and services are exchanged in multiple ways and are a part of everyday life such as purchasing or trading items.
3. Production, consumption, and the exchange of goods and services are interconnected in the world. For example, vegetables from California are sold at a Colorado markets and an ice storm in Florida affects orange juice supplies for the world, ingredients from different areas of the United States are shipped to one area for a business to create a candy bar which is then shipped throughout the world.

Nature of Economics:

1. Economic thinkers analyze trade and the use of money.
2. Economic thinkers describe and study the importance of exchange in a community.

Standard: 3 Economics

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Describe how to meet short term financial goals (PFL)

Evidence Outcomes

Students can:

- Identify sources of income including gifts, allowances, and earnings
- Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal
- Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals
- Create a plan for a short-term financial goal
- Describe the steps necessary to reach short-term financial goals

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What would happen if an individual spent all earning on entertainment?
2. Why do individuals give away money?
3. How would an individual decide between purchasing a want or a need?

Relevance and Application:

1. Personal financial goal setting is a lifelong activity and short-term goal setting is essential to that process. For example, students save for a fish aquarium or skateboard.
2. Analysis of various options and creating short- and long-term goals for borrowing is a lifelong skill. For example, adults borrow to buy a car or a vacation.

Nature of Economics:

1. Financially responsible individuals create goals and work toward meeting them.
2. Financially responsible individuals understand the cost and the accountability associated with borrowing.

Standard: 3 Economics

Prepared Graduates:

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

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. People respond to positive and negative incentives

Evidence Outcomes

Students can:

- Define positive and negative economic incentives
- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives
- Explain how the productive resources – natural, human, and capital – of Colorado have influenced the types of goods produced and services provided
- Identify the different economic systems (command, market, and traditional)
- Understand the role of the Stock Market in our economic system

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Economics:

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

Standard: 3 Economics

Prepared Graduates:

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

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- Define choice and opportunity cost
- Analyze different choices and their opportunity costs
- Give examples of the opportunity costs for individual decisions
- Identify risks that individuals face (PFL)
- Analyze methods of limiting financial risk (PFL)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Economics:

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

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: Fifth Grade

Concepts and skills students master:

1. Government and market structures influence financial institutions

Evidence Outcomes

Students can:

- Define a capitalist market economy
- Identify governmental activities that affect financial institutions and the economy at the local, state, and national level
- Role play the use of the stock market and its changing values

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are there different types of financial institutions?
2. In a market economy, who has the most power?
3. What influence should government have on the economy and financial institutions?

Relevance and Application:

1. Knowledge about the role of financial institutions in a market economy allows individuals and businesses to better prepare for financial security. For example, financial analysts monitor the banking industry; individuals can evaluate the services and costs of banking with various institutions; and businesses can borrow money to expand.
2. Government actions affect the services and policies of financial institutions, thereby affecting financial options for individuals.

Nature of Economics:

1. Economic thinkers analyze the actions of financial institutions in a market economy.

Standard: 3 Economics

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Use of financial institutions to manage personal finances (PFL)

Evidence Outcomes

Students can:

- Identify different financial institutions
- Identify the products and services of financial institutions to include but not limited to: checking accounts, savings accounts, investments, and loans
- Compare and contrast financial institutions, their products, and services

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What factors are important when establishing savings or investments goals?
2. What risks and benefits are associated with spending versus saving and investing?
3. How can a checking account help to decide how to spend and save?
4. Why do people use financial institutions and not self-banking?
5. How do people choose a financial institution?
6. Why do people need income?

Relevance and Application:

1. Analysis of the benefits and risks of investing and saving with "virtual" and "brick and mortar" financial institutions helps to make informed financial decisions.
2. Evaluation of the opportunity costs help to make financial decisions.
3. Technology is used to track and graph the interest accrued on a "virtual" investments, checking and savings accounts, investments, and loans.

Nature of Economics:

1. Financially responsible individuals make informed decisions about saving and investing for short- and long-term goals.
2. Financially responsible individuals research, analyze, and make choices regarding their needs when using financial institutions.

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: Sixth Grade

Concepts and skills students master:

1. Identify and analyze different economic systems

Evidence Outcomes

Students can:

- Describe the characteristic of traditional, command, market, and mixed economic systems
- Explore how different economic systems affect job and career options and the population's standards of living
- Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do different systems address the production of goods?
2. How are scarce resources distributed in different types of economic systems?
3. How do different economies control the means of production and distribution of goods and services?

Relevance and Application:

1. Economic development varies and can be compared across countries in the Western Hemisphere including levels of education and average income.
2. Governments and the private sector in the Western Hemisphere cooperate to distribute goods and services, specialize, and are interdependent in the global economy.
3. Career opportunities are influenced by the type of economic system.

Nature of Economics:

1. Economic thinkers study how and why individuals make decisions about purchases.
2. Economic thinkers analyze why different markets develop in different locations.
3. Economic thinkers study the effects of different types of economies on global interdependence.

Standard: 3 Economics

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Saving and investing are key contributors to financial well-being (PFL)

Evidence Outcomes

Students can:

- Differentiate between saving and investing
- Give examples of how saving and investing can improve financial well-being
- Describe the advantages and disadvantages of saving for short- and medium-term goals
- Explain the importance of an emergency fund
- Explain why saving is a prerequisite to investing
- Explain how saving and investing income can improve financial well-being

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to save and invest?
2. What types of items would an individual save for to purchase?
3. What are risky investments and why would someone make that type of investment?
4. Why is it important to research and analyze information prior to making financial decisions?

Relevance and Application:

1. It's important to understand why to save and invest for the future.
2. Technology allows individuals and businesses to track investment earnings.
3. The creation of criteria for use of emergency funds helps to save responsibly.
4. The comparison of returns of various savings and investment options and an adjustment of the investments for good financial decision-making.

Nature of Economics:

1. Financially responsible individuals manage savings and investments for their financial well-being.
2. Financially responsible individuals understand the risks and rewards associated with investing and saving.

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:

- Define supply and demand
- Identify factors that cause changes in supply and demand
- Define and identify factors that impact price
- Identify examples to illustrate that consumers ultimately determine what is produced in a market economy
- Explain the function of profit in a market economy
- Demonstrate how supply and demand determine equilibrium price and quantity

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.

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:

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

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.

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:

- Give examples of international differences in resources, productivity, and prices that provide a basis for international trade
- Describe the factors that lead to a nation having a comparative and absolute advantage in trade
- Explain effects of domestic policies on international trade
- Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers
- Describe ways in which citizens can influence the formation of foreign policy

21st 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.

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:

- Identify and differentiate between purposes and reasons for debt
- Analyze benefits and costs of credit and debt
- Compare sources of credit
- Describe the components of a credit history
- Recognize that the use of credit involves someone else's money at a certain interest rate

21st 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.

Standard 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 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

Standard: 4 Civics

Prepared Graduates:

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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Participate in making decisions using democratic traditions

Evidence Outcomes

Students can:

- Explain why rules are needed
- Create and follow classroom rules
- Explain how a class rule promotes fairness and resolves conflict
- Contribute to making and maintaining class community decisions
- Give examples of the difference between democratic voting and decisions made by authorities including but not limited to the parent, teacher, or principal
- Discuss the freedoms we have in the United States

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

1. Rules help to ensure a safe society. For example, everyone wears seat belts in the car and games have rules to create fairness.
2. Decisions are made cooperatively. For example, families vote on which movie to see and classes vote to see what project they will do.

Nature of Civics:

1. Responsible community members take an active role in their communities.
2. Responsible community members know the importance of participation in democratic societies.
3. Responsible community members know the importance of fairness and conflict resolution.

Standard: 4 Civics

Prepared Graduates:

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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Civic participation takes place in multiple groups

Evidence Outcomes

Students can:

- Categorize examples of people and events that relate to civic participation
- Identify great leaders of the past like George Washington, Abraham Lincoln, Martin Luther King Jr., and Johnny Appleseed
- Explain what citizenship is and give examples of qualities of a good citizen
- Practice citizenship skills including courtesy, honesty, and fairness in working with others
- Identify people and groups of people who apply rules (e.g., police, judges, legislators, Governor, United States President)
- Discuss how neighboring countries cooperate

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What qualities make people good citizens?
2. Why would people want to have friends from different groups?
3. What can you do to be an active and helpful member of your class and school?

Relevance and Application:

1. The ability for civic participation differs with age and place. For example, children can volunteer and adults can run for elected office.
2. Individual actions can make the community better. For example, people clean up the highways or volunteer in shelters.

Nature of Civics:

1. Responsible community members exist across the globe and participation is influenced by cultural norms.
2. Responsible community members study citizen participation and structures that bring security and stability to community life.

Standard: 4 Civics

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Effective groups have responsible leaders and team members

Evidence Outcomes

Students can:

- Describe the characteristics of responsible leaders
- Identify the attributes of a responsible team member
- Demonstrate the ability to be both a leader and team member
- Understand how rules and laws help people get along and how these relate to the Ten Commandments
- Understand that they are responsible for self and to respect the property of others
- Understand the importance of fulfilling responsibilities to self, family, and community, and the importance of keeping promises

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you know if you are a responsible team member?
2. How do you know if you are a responsible leader?
3. What qualities make a responsible leader and can they change?
4. How do you know when you are working with an effective team?

Relevance and Application:

1. Groups work as a team toward a collective goal that honors the views of its members. For example, a family decides to save money toward a vacation or a student cleans the house to help the family.
2. Good leadership skills involve being able to plan, collaborate, investigate, listen, and problem solve. For example, teachers listen to the needs of students when trying to make a decision about what is best for the class and a student is able to help mediate a conflict between two friends.

Nature of Civics:

1. Responsible community members know how to be a good leader and good team member.

Standard: 4 Civics

Prepared Graduates:

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

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Notable people, places, holidays and patriotic symbols

Evidence Outcomes

Students can:

- Give examples of notable leaders of different communities leaders to include but not limited to the president, mayor, governor, and law enforcement
- Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, and the national anthem
- Identify significant places. Places to include but not limited to the Statue of Liberty, Capitol, White House, and important community sites
- Identify significant civic holidays
- Identify the American flag and the Colorado flag

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do we have national, community, and local celebrations and holidays?
2. Who are important people in the development of our country?
3. How are new national symbols, songs, or holidays created?

Relevance and Application:

1. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation. For example, the Pledge of Allegiance is said on various occasions, individuals may salute the flag of their country, and patriotic songs are sung at sporting events and July 4th parades celebrate our nation's independence.

Nature of Civics:

1. Responsible community members understand the responsibilities of being a member of a community.
2. Responsible community members see communities as multi-dimensional entities.
3. Responsible community members investigate responsibility as a central part of group membership.

Standard: 4 Civics

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Responsible community members advocate for their ideas

Evidence Outcomes

Students can:

- List ways that people express their ideas respectfully
- Identify how people monitor and influence decisions in their community
- Describe ways in which you can take an active part in improving your school or community
- Identify and give examples of civic responsibilities that are important to individuals, families, and communities
- Describe important characteristics of a responsible community member
- Demonstrate an understanding of freedoms including individual, economic, and political rights including free speech, voting, freedom of religion, and responsibilities including participating, voting, and keeping informed; which are all part of being a United States citizen
- Understand how decisions made by our leaders can impact other nations

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

1. Ideas are promoted through the use of various media such as blogs, websites, flyers, and newsletters.
2. Individuals collaborate to responsibly advocate for the ideas they think will improve society. For example, a group lobbies the city council to create a new park or employ more firefighters.

Nature of Civics:

1. Responsible community members influence the rules, policies, and law in their communities.

Standard: 4 Civics

Prepared Graduates:

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

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. People use multiple ways to resolve conflicts or differences

Evidence Outcomes

Students can:

- Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility
- Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority
- Identify and give examples of appropriate and inappropriate uses of power and the consequences
- Demonstrate skills to resolve conflicts or differences
- Demonstrate an understanding of believing in truth and justice
- Explain what it means to treat all people equally

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What happens when someone uses power unwisely?
2. What are good ways to solve differences?
3. What would it be like if everyone was friends?
4. What do equality, justice, and responsibility look like in the world?

Relevance and Application:

1. Conflict can arise for many reasons, including lack of information, or value or personality differences, and conflict may be resolved through compromise, competition, collaboration or avoidance. For example, parents may compromise about where to live.
2. Various forms of conflict resolution are used to solve conflicts and differences. For example, city councils may call for a public hearing to learn what the community thinks about a new jail or library.

Nature of Civics:

1. Responsible community members know democratic and undemocratic principles and practices and how they are used in diverse communities.
2. Responsible community members examine how culture influences the disposition of rules, laws, rights, and responsibilities.
3. Responsible community members understand that power and authority shape individual participation.

Standard: 4 Civics

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Respecting the views and rights of others is a key component of a democratic society

Evidence Outcomes

Students can:

- Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner
- Identify important economic and personal rights and how they relate to others
- Give examples of the relationship between rights and responsibilities
- Describe how we create good laws including discussing, debating, and voting on what is fair, reasonable, and enforceable

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why might an individual make a choice to participate in the community?
2. What are the essential elements of compromise that enable conflict to be transformed into agreement?
3. Why is personal advocacy important in a community with diverse views?
4. What would a community be like if individuals from various groups did not respect each other's rights and views?

Relevance and Application:

1. Respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures. For example, environmentalists, industry, and government work together to solve issues around energy and other resources.
2. Technology provides the opportunity to research multiple views on issues to better understand the evolution of rights. For example, lawyers research court findings and individuals engage in civic discourse regarding issues of the day through the Internet.

Nature of Civics:

1. Responsible community members take the opportunity to make positive changes in their community.
2. Responsible community members recognize the value of respecting the rights and views of others..

Standard: 4 Civics

Prepared Graduates:

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

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. The origins, structure, and functions of local government

Evidence Outcomes

Students can:

- Identify the origins, structure, and functions of local government
- Identify and explain the services local governments provide and how those services are funded
- Identify and explain a variety of roles leaders, citizens, and others play in local government
- Discuss the consequences of a government without rules and laws
- Understand how our laws and the Ten Commandments relate
- Identify ways that students can be involved in their school and local community
- Take part in electing a class leaders for town project

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are local governments and citizens interdependent?
2. How do individuals get involved in their local government?
3. How do local governments and citizens help each other?
4. Why do people create governments?
5. How do people, places, and events help us understand the ideals of democratic government?

Relevance and Application:

1. Knowledge of the origins, structure, and functions of local government enables participation in the democratic process. For example, groups and governments work together to create a safe environment in the community.

Nature of Civics:

1. Responsible community members are involved in their local government.
2. Responsible community members know how personal advocacy and involvement can lead to change in communities.
3. Responsible community members use negotiation as an inherent part of decision-making.

Standard: 4 Civics

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Analyze and debate multiple perspectives on an issue

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Civics:

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

Standard: 4 Civics

Prepared Graduates:

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

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- Explain the origins, structure, and functions of the three branches of the state government and the relationships among them
- Identify and explain a variety of roles leaders, citizens, and others play in state government
- Identify and explain the services state government provides and how those services are funded
- Explain the historical foundation and the events that led to the formation of the Colorado government
- Describe how the decisions of the state government affect local government and interact with federal law
- Identify local, state, and national symbols with a focus on state symbols (flag, seal, songs, pledges, etc.)
- Make comparisons (looking at similarities and differences) between the United States and Colorado Constitutions

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Civics:

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

Standard: 4 Civics

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. The foundations of citizenship in the United States

Evidence Outcomes

Students can:

- Describe and provide sources and examples of individual rights
- Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. Ideals to include but not limited to freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation
- Explain the reasons for the settlement of the American colonies

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How might citizens view an issue differently because of their backgrounds?
2. What is the most important right of a citizen?
3. What is the most important responsibility of a citizen?
4. How does government meet its responsibility to citizens?
5. Who is government?

Relevance and Application:

1. Actions illustrate civic virtues such as civility, cooperation, respect, and responsible participation and are foundational components of our society. Examples include peaceful assembly by groups and respectful behavior during a performance or speech.
2. Knowledge of the foundations of citizenship in the United States ensures that citizens' rights are being protected. For example, the rule of law applies to everyone in society and all individuals and groups are treated with respect.

Nature of Civics:

1. Responsible community members analyze critical historical documents to investigate the development of the national government.
2. Responsible community members understand the responsibilities of the national government to its citizens.

Standard: 4 Civics

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles
- Explain the historical foundation and the events that led to the formation of the United States constitutional government. Topics to include but not limited to the colonial experience, the Declaration of Independence, and the Articles of Confederation
- Explain the origins, structure, and functions of the three branches of the United States government and the relationships among them
- Describe how the decisions of the national government affect local and state government
- Explain the rationale and purpose of taxation historically and today

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are democratic ideals and practices and their historic origins?
2. Were the founding fathers correct in keeping the Constitution open for flexibility and interpretation? Why?
3. How have historical documents defined and distributed power?

Relevance and Application:

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

Nature of Civics:

1. Responsible community members understand the concept of individual rights as a cornerstone to American democracy.
2. Responsible community members understand the relationships between individual rights and personal responsibility.

Standard: 4 Civics

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Analyze the interconnectedness of the United States and other nations

Evidence Outcomes

Students can:

- Discuss advantages and disadvantages of living in an interconnected world
- Examine changes and connections in ideas about citizenship in different times and places
- Describe how groups and individuals influence the government and other nations
- Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations
- Analyze political issues from both a national and global perspective over time
- Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

1. Nations are interconnected and affect each other on a daily basis. For example, businesses are affected by the laws, regulations, nations and markets are damaged by drought, earthquakes and other natural disasters throughout the world.
2. Technology provides daily information regarding the interaction between the United States government and other nations.

Nature of Civics:

1. Responsible community members discuss and analyze how various government decisions impact people, places, and history.
2. Responsible community members analyze how the actions of individuals and groups can have a local, nation, and international impact.
3. Responsible community members analyze the relationship between rights and responsibility in national and global contexts.

Standard: 4 Civics

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Compare multiple systems of government

Evidence Outcomes

Students can:

- Describe different forms of government
- Identify how different forms of government relate to their citizens. Topics to include but limited to democracy and authoritarian government
- Compare the economic components of different forms of government
- Compare various governments' and the liberties of their citizens

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

1. The ability to understand the different forms of government affects daily life. For example, employees work in international corporations and tourists visit countries with different laws, rules, and regulations.
2. Knowledge of government is essential for understanding the implications of events around the world.

Nature of Civics:

1. Responsible community members discuss personal and national actions and their global consequences.
2. Responsible community members identify ways in which lives are enriched and challenged because of the interconnected nature of a global society.

Standard: 4 Civics

Prepared Graduates:

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

- Compare the definition of citizen in various governments
- List the responsibilities of citizens in various governments
- Define the roles of citizens in various governments
- Give national and international examples of ethics and quality in government policies and practices
- Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time
- Discuss public opinion, and how it is gauged and used by various governments around the world

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.

Standard: 4 Civics

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of 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

Students can:

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

21st Century Skills and Readiness Competencies

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.

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:

- Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes
- Analyze the changing definition of citizenship and give examples of the expansion of rights
- Describe examples of citizens and groups who have influenced change in United States government and politics
- Evaluate the result of various strategies for political change over time
- 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
- Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally
- Explain the essential principles of government stated in the United States Constitution (e.g., the purposes of government as stated in the preamble, limited government, separation of powers, checks and balances of legislative, executive and judicial branches, federalism and rule of law)

21st 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.

Standard: 4 Civics

Prepared Graduates:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

1. 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.
2. 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:

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

Standard 5: Students will be able to understand the role (hand) of God in their lives and in the history of human experience

**** As students in grades K-4 extend their knowledge, they will***

<i>Kindergarten</i>	<i>First Grade</i>	<i>Second Grade</i>	<i>Third Grade</i>	<i>Fourth Grade</i>
<i>7.1 See the hand of God in the history of the human experience and acquire better understanding of God's loving relationship seen in the death and resurrection of Jesus Christ</i>				
<ul style="list-style-type: none"> - Understand creation and God's hand in all things. - Understand how God loves us and sent Jesus to be our Savior. 	<ul style="list-style-type: none"> - Understand that the Old Testament of the Bible talks about creation and the flood, and the exodus of God's people to the promised land and God's promise to send a Savior. - Understand that the New Testament starts when Jesus was born and tells about the life of Jesus and his salvation, resurrection, and ascension. 	<ul style="list-style-type: none"> - Understand that the Old Testament describes historical times and events before the birth of Jesus. - Understand that the New Testament gives a historical account of the life and death of our Savior Jesus Christ. - Understand God's creation of our world and the fact that God creator of what is reality. 	<ul style="list-style-type: none"> - Discuss historical connections with the history and timeline of the Bible. - Identify examples of God's physical impact on our world including creation, the Flood, etc. and how they shaped human activity on the Earth. 	<ul style="list-style-type: none"> - Understand that one of the many uses of the Bible is that of a history book dealing with biblical time periods. - Understand that God created our planet and everything on it, thus His hand has had an impact on every part of human history.
<i>7.2 Improve human relations skills including empathy, cooperation, and understanding of others as God commands us to do</i>				
<ul style="list-style-type: none"> - Discuss the need for WWJD? (What would Jesus do?) in dealing with others. 	<ul style="list-style-type: none"> - Identify playground scenarios, family life situations where children can show Jesus' love to others and tell others about Jesus' amazing love. - Understand the Ten Commandments tell us how Jesus wants us to live, but that we are all sinners and need Jesus' love and forgiveness. - Understand that Jesus forgives us and wants us to forgive others. - Recognize families come in different sizes and compositions, but God gave us families to care for each other and help each other. 	<ul style="list-style-type: none"> - Identify ways that we can be Christian role models to others in our home, school, and community. - Understand the importance of sharing the Gospel message with those we come in contact with. 	<ul style="list-style-type: none"> - Discuss how we are examples in our community of God's love. - Identify ways that we can share the Gospel and love with others. 	<ul style="list-style-type: none"> - Continually strive to improve our human relation skills with each other and with those we interact with in the world so that we may act according to what God asks and expects of us. - Through our 4th grade studies gain a better understanding of human relations in the past and the impact of God/faith in these relations.

Standard 5: Students will be able to understand the role (hand) of God in their lives and in the history of human experience

*** As students in grades 5-8 extend their knowledge, they will**

<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<i>7.1 See the hand of God in the history of the human experience and acquire better understanding of God's loving relationship seen in the death and resurrection of Jesus Christ</i>			
<ul style="list-style-type: none"> - Understand and share the belief that God has placed believers in the United States to share faith and be a force in the world for change. - Identify how God has led the country in the past through problems and continues to lead believers today through other difficulties in life. 	<ul style="list-style-type: none"> - Understand that history is God's story and that government is ordained by God. Therefore citizens must obey the duly established government. Christians will "render unto Caesar the things that are Caesar's and to God the things that are God's," (Matthew 22:21) and will "submit to every ordinance of man for the Lord's sake." I Peter 2:13-14. 	<ul style="list-style-type: none"> - Understand that history is God's story and that government is ordained by God. Therefore citizens must obey the duly established government. Christians will "render unto Caesar the things that are Caesar's and to God the things that are God's," (Matthew 22:21) and will "submit to every ordinance of man for the Lord's sake." I Peter 2:13-14. 	<ul style="list-style-type: none"> - Understand that history is God's story and that government is ordained by God. Therefore citizens must obey the duly established government. Christians will "render unto Caesar the things that are Caesar's and to God the things that are God's," (Matthew 22:21) and will "submit to every ordinance of man for the Lord's sake." I Peter 2:13-14.
<i>7.2 Improve human relations skills including empathy, cooperation, and understanding of others</i>			
<ul style="list-style-type: none"> - Able to understand the role that believers have in the United States to share their beliefs with each other and lead the country in promoting Christian values and life styles. - Develop an empathy and concern for others in the world and assist them in surviving through tragedies and difficulties so that they can find the truth in Jesus and be saved. 	<ul style="list-style-type: none"> - Understand and practice a Christian lifestyle, in order to witness to others. 	<ul style="list-style-type: none"> - Understand and practice a Christian lifestyle, in order to witness to others. 	<ul style="list-style-type: none"> - Understand and practice a Christian lifestyle, in order to witness to others.