

# 4<sup>th</sup> Grade Social Studies Curriculum Essentials Document



## Introduction

The Social Studies curriculum council began meeting in the Fall of 2007. This curriculum is a result of their focused attention and ability to examine and incorporate research about best practices in education. The work that follows incorporates the ideas of many researchers-including Robert Marzano, Joseph Kahne, Virginia Gay, Christine Sleeter, and Randall Lindsey. Each of whom addressed one or more of our goals:

- Viability
- Culturally Proficiency
- Currency
- Incorporates New Century Graduate
- Characteristics
- Addresses the Democracy Divide

### Viability

In order to create a curriculum that can be taught using the teaching learning cycle, each content area was trimmed, in order to emphasize depth in our instruction. Creating a viable curriculum will help us in our efforts to close the achievement gap.

### Cultural Proficiency

Just as the goals of BVSD embrace increasing the cultural proficiency of the district, this curriculum is designed to do so for the learner. Lindsey identifies 5 strategies for moving toward cultural proficiency: Know your differences, value difference, manage conflict, adapt to diversity and teach about culture. These skills are built into every grade level curricula. By introducing cultures not previously emphasized in our curriculum, allowing for cultural relevancy by bringing the students' culture into the classroom, and by incorporating a variety of perspectives on essential issues, this curriculum will be a step in moving our system forward in embracing difference, and narrowing our achievement gap.

### Currency

What does a current curriculum look like? Our current students will face a world very unlike our own. We addressed five issues to bring currency into the curriculum:

1. Change- In the fast paced world our students encounter there is one theme that they will need the skills to address in their lives: Change. The theme of change: observing change, predicting change, adapting to change and creating change are imbedded ideas at every level.
2. Regional Focus- Additionally, the content focus has shifted to increase attention on Asia.
3. Current Events- Each grade level will be responsible for bringing in grade appropriate discussion of current events.
4. Technology- An up-to-date social studies curriculum will embrace the technological tools that not only enhance the social studies but make new learning possible. The US department of Labor states that careers involving the use of Geospatial technologies are one of the top 14 careers of the future. These careers will be as diverse as remote sensing, data collection, environment and urban planning, and digital cartography. The opening of Geospatial technologies to students as young as kindergarten will open new avenues to understanding and analyzing our world.
5. Economics- As a final update, we have increased the amount and frequency of economic content at every level. As our students enter a world of complex economics, we responded to the needs shown in our society.

## 4<sup>th</sup> Grade Overview

Course Description		Topics at a Glance
<p>In fourth grade, students continue their study of social studies using the State of Colorado as a point of comparison to investigate change. The context for investigation is reflected in the inquiry cycle: discover difference, manage difference, examine the impact of science and technology, explore spatially, economically and through civic engagement. Students will examine the people and cultures of Colorado and its geography. Students will chronologically organize events examining cause and effect. Students analyze the structure of Colorado government and the roles of responsible citizens.</p>		<ul style="list-style-type: none"> <li>• Colorado historical events in relationship to key events in the United States</li> <li>• Timeline of Colorado history (cause and effect)</li> <li>• Relationship between choice and opportunity costs</li> <li>• Geographic connections</li> <li>• Geographic Tools</li> <li>• Cultural development and diversity in state settlement</li> <li>• Economic history of Colorado</li> <li>• Function and structure of Colorado government</li> <li>• Responsible citizenship</li> </ul>
Assessments		4 <sup>th</sup> Grade Notes
<ul style="list-style-type: none"> <li>• Teacher Made</li> <li>• Formative and Summative Assessments</li> </ul>		<ol style="list-style-type: none"> <li>1. Social Studies provide an opportunity to celebrate and explore the diversity of language, culture, ability, family structures, class, ethnicity, and gender. Every opportunity should be made to infuse the uniqueness of individuals, families, communities and regions. Critical thinking skills are inherent when exploring, describing, and comparing and contrasting people then and now.</li> <li>2. Field trips to consider: Local history museums (Boulder, Louisville, etc.)The Littleton History Museum, Argo Gold Mine (Idaho Springs) Henderson Mine (Nederland)</li> <li>3. Trapper, Mountain Man, Pioneer Lady, Denver Museum of Nature and Science (historical artifact boxes)</li> </ol>
Grade Level Expectations		
Standard	Big Ideas for Fourth Grade (Grade Level Expectations)	
1. History	<ol style="list-style-type: none"> <li>1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado</li> <li>2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States</li> </ol>	
2. Geography	<ol style="list-style-type: none"> <li>1. Use several types of geographic tools to answer questions about the geography of Colorado</li> <li>2. Connections within and across human and physical systems are developed</li> </ol>	
3. Economics	<ol style="list-style-type: none"> <li>1. People responded to positive and negative incentives</li> <li>2. The relationship between choice and opportunity cost (PFL)</li> </ol>	
4. Civics	<ol style="list-style-type: none"> <li>1. Analyze and debate multiple perspectives on an issue</li> <li>2. The origins, structure, and functions of the Colorado government</li> </ol>	

## 1. History

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

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

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

### Prepared Graduates

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

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

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

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> Develop an understanding of how people view, construct, and interpret history	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history</li> <li>Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships</li> <li>Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado</li> <li>Identify and describe how major political and cultural groups have affected the development of the region</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>How have past events influenced present day Colorado and the Rocky Mountain region?</li> <li>Why is it important to know the sequence of events and people in Colorado history?</li> <li>How can primary sources help us learn about the past or create more questions about our state's history?</li> <li>What social and economic decisions caused people to locate in various regions of Colorado?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>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.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>Historical thinkers analyze patterns and themes throughout time.</li> <li>Historical thinkers use chronology to organize time and to study cause-and-effect relationships.</li> <li>Historical thinkers use primary sources as references for research.</li> </ol>

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> Analyze key historical periods and patterns of change over time within and across nations and cultures	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. 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</li> <li>b. Describe interactions among people and cultures that have lived and currently live in Colorado</li> <li>c. 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</li> <li>d. 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</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. In what ways have geographic, economic, cultural, and technological changes influenced Colorado today?</li> <li>2. Why did people of various cultures migrate to and settle in Colorado?</li> <li>3. To what extent; how have unity and diversity shaped Colorado?</li> <li>4. How have various individuals, groups, and ideas affected the development of Colorado?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Historical thinkers analyze patterns and themes across time periods.</li> <li>2. Historical thinkers seek accounts of history from multiple perspectives and from multiple sources.</li> </ol>

## 2. Geography

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

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

### **Prepared Graduates**

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

#### **Prepared Graduate Competencies in the Geography standard are:**

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

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> Develop spatial understanding, perspectives, and personal connections to the world	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 1. Use several types of geographic tools to answer questions about the geography of Colorado	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Answer questions about Colorado regions using maps and other geographic tools</li> <li>b. Use geographic grids to locate places on maps and images to answer questions</li> <li>c. Create and investigate geographic questions about Colorado in relation to other places</li> <li>d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity</li> <li>e. Describe similarities and differences between the physical geography of Colorado and its neighboring states</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Which geographic tools are best to locate information about a place?</li> <li>2. Why did settlements and large cities develop where they did in Colorado?</li> <li>3. How are the regions of Colorado defined by geography?</li> <li>4. How does the physical location of Colorado affect its relationship with other regions of the United States and the world?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Individuals and businesses use geographic tools to collect and analyze data regarding the area where they live.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Spatial thinkers gather appropriate tools to formulate and answer questions related to space and place.</li> <li>2. Spatial thinkers use tools to compare and contrast geographic locations.</li> </ol>



<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> Examine places and regions and the connections among them	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Connections within and across human and physical systems are developed	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Describe how the physical environment provides opportunities for and places constraints on human activities</li> <li>b. Explain how physical environments influenced and limited immigration into the state</li> <li>c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment</li> <li>d. Describe how places in Colorado are connected by movement of goods and services and technology</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? (example: water)</li> <li>2. How did Colorado settlers alter their environment to facilitate communication and transportation? (example: water)</li> <li>3. How does the physical environment affect human activity?</li> <li>4. How does human activity affect the environment? (example: deforestation &amp; reforestation)</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Individuals and businesses adapt to and modify the environment. For example, businesses and resorts have been created near hot springs throughout the state.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Spatial thinkers evaluate how physical features affect the development of a sense of place.</li> </ol>

### 3. Economics

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

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

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

#### **Prepared Graduates**

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

#### **Prepared Graduate Competencies in the Economics Standard are:**

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

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b> Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 1. People respond to positive and negative incentives	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Define positive and negative economic incentives</li> <li>b. Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives</li> <li>c. Explain how the productive resources – natural, human, and capital – of Colorado have influenced the types of goods produced and services provided</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why are different goods and services important at different times in Colorado’s history?</li> <li>2. How have science and technology changed the economy of Colorado?</li> <li>3. How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado?</li> <li>4. How does settlement impact water availability and water rights?</li> <li>5. How does the availability of water impact settlement?(example: environmental impact)</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities.</li> <li>2. Negative incentives influence behavior predictably over time. For example, people move or refuse to relocate due to poor climate or resource shortages.</li> <li>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</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Economic thinkers consider the influence of changing resources and demand on the productivity of a state economy.</li> <li>2. Economic thinkers study changes in the relationship between the availability of resources and the production of goods and services.</li> </ol>

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b> Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 2. The relationship between choice and opportunity cost (PFL)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Define choice and opportunity cost</li> <li>b. Analyze different choices and their opportunity costs</li> <li>c. Give examples of the opportunity costs for individual decisions</li> <li>d. Identify risks that individuals face (PFL)</li> <li>e. Analyze methods of limiting financial risk (PFL)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. In what ways can information be obtained to make a decision?</li> <li>2. How do you know when you've made a good decision?</li> <li>3. How do you know when you've made a bad decision?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Businesses make choices about risk. For example, a company locates in a country that has an unstable government or extends credit to individuals.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Economic thinkers analyze opportunity costs associated with making decisions.</li> <li>2. Economic thinkers analyze data to forecast possible outcomes.</li> <li>3. Financially responsible individuals understand and categorize the components of risk.</li> <li>4. Financially responsible individuals mitigate and analyze potential risk.</li> </ol>

#### 4. Civics

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

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

#### **Prepared Graduates**

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

#### **Prepared Graduate Competencies in the Civics standard are:**

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

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> Analyze and practice rights, roles, and responsibilities of citizens	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 1. Analyze and debate multiple perspectives on an issue	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Give examples of issues faced by the state and develop possible solutions</li> <li>b. Provide supportive arguments for both sides of a current public policy debate</li> <li>c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How can government answer questions about issues in a state in various ways?</li> <li>2. How do diverse opinions enrich a community?</li> <li>3. How does an individual’s experience and background influence perception of an issue?</li> <li>4. Why is it important to research issues and engage in civil debates?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Responsible community members understand the relationships between state government and citizens.</li> </ol>

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 2. The origins, structure, and functions of the Colorado government	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Explain the origins, structure, and functions of the three branches of the state government and the relationships among them</li> <li>b. Identify and explain a variety of roles leaders, citizens, and others play in state government</li> <li>c. Identify and explain the services state government provides and how those services are funded</li> <li>d. Explain the historical foundation and the events that led to the formation of the Colorado government</li> <li>e. Describe how the decisions of the state government affect local government and interact with federal law</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why is Colorado’s Constitution important to individuals?</li> <li>2. What would state government look like if one of the branches had more power than the others?</li> <li>3. What would Colorado be like without a state government?</li> <li>4. To what extent were various individuals and organizations in the state important in the development of Colorado’s government?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Responsible community members understand the structure, function, and origin of the state government.</li> </ol>

## Prepared Graduate Competencies in Social Studies

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

Prepared graduates in social studies:

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

Prepared graduates in history:

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

Prepared graduates in geography:

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

Prepared graduates in economics:

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

Prepared graduates in civics:

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



**Social Studies**  
**Grade Level Expectations at a Glance**  
**Grade Level Expectation**

<b>Standard</b>	
<b>High School</b>	
1. History	<ol style="list-style-type: none"> <li>1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources</li> <li>2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</li> <li>3. The significance of ideas as powerful forces throughout history</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</li> <li>2. Explain and interpret geographic variables that influence the interaction of people, places, and environments</li> <li>3. The interconnected nature of the world, its people and places</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources</li> <li>2. Economic policies impact markets</li> <li>3. Government and competition impact markets</li> <li>4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)</li> <li>5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)</li> <li>6. The components of personal credit to manage credit and debt (PFL)</li> <li>7. Identify, develop, and evaluate risk-management strategies (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies</li> <li>2. Purposes of and limitations on the foundations, structures and functions of government</li> <li>3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government</li> </ol>
<b>Eighth Grade</b>	
1. History	<ol style="list-style-type: none"> <li>1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives</li> <li>2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use geographic tools to analyze patterns in human and physical systems</li> <li>2. Conflict and cooperation occur over space and resources</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Economic freedom, including free trade, is important for economic growth</li> <li>2. Manage personal credit and debt(PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Analyze elements of continuity and change in the United States government and the role of citizens over time</li> <li>2. The place of law in a constitutional system</li> </ol>

**Social Studies**  
**Grade Level Expectations at a Glance**

<b>Standard</b>	<b>Grade Level Expectation</b>
<b>Seventh Grade</b>	
1. History	<ol style="list-style-type: none"> <li>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</li> <li>2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use geographic tools to gather data and make geographic inferences and predictions</li> <li>2. Regions have different issues and perspectives</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Supply and demand influence price and profit in a market economy</li> <li>2. The distribution of resources influences economic production and individual choices (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. The different forms of government and international organizations and their influence in the world community</li> <li>2. Compare how various nations define the rights, responsibilities and roles of citizens</li> </ol>
<b>Sixth Grade</b>	
1. History	<ol style="list-style-type: none"> <li>1. Analyze and interpret historical sources to ask and research historical questions</li> <li>2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use geographic tools to solve problems</li> <li>2. Human and physical systems vary and interact</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Identify and analyze different economic systems</li> <li>2. Saving and investing are key contributors to financial well being (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Analyze the interconnected nature of the United States to other nations</li> <li>2. Compare multiple systems of governments</li> </ol>
<b>Fifth Grade</b>	
1. History	<ol style="list-style-type: none"> <li>1. Analyze historical sources from multiple points of view to develop an understanding of historical context</li> <li>2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use various geographic tools and sources to answer questions about the geography of the United States</li> <li>2. Causes and consequences of movement</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Government and market structures influence financial institutions</li> <li>2. Utilizing financial institutions to manage personal finances (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. The foundations of citizenship in the United States</li> <li>2. The origins, structure, and functions of the United States government</li> </ol>

**Social Studies**  
**Grade Level Expectations at a Glance**

<b>Standard</b>	<b>Grade Level Expectation</b>
<b>Fourth Grade</b>	
1. History	<ol style="list-style-type: none"> <li>1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado</li> <li>2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use several types of geographic tools to answer questions about the geography of Colorado</li> <li>2. Connections within and across human and physical systems are developed</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. People responded to positive and negative incentives</li> <li>2. The relationship between choice and opportunity cost (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Analyze and debate multiple perspectives on an issue</li> <li>2. The origins, structure, and functions of the Colorado government</li> </ol>
<b>Third Grade</b>	
1. History	<ol style="list-style-type: none"> <li>1. Use a variety of sources to distinguish historical fact from fiction</li> <li>2. People in the past influenced the development and interaction of different communities and regions</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use various types of geographic tools to develop spatial thinking</li> <li>2. The concept of regions is developed through an understanding of similarities and differences in places</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Describe producers and consumers and how goods and services are exchanged</li> <li>2. Describe how to meet short-term financial goals (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Respecting the views and rights of others as components of a democratic society</li> <li>2. The origin, structure and function of local government</li> </ol>
<b>Second Grade</b>	
1. History	<ol style="list-style-type: none"> <li>1. Identify historical sources and utilize the tools of a historian</li> <li>2. People in the past influenced the history of neighborhoods and communities</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use geographic terms and tools to describe space and place</li> <li>2. People in communities manage, modify, and depend on their environment</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. The scarcity of resources affects the choices of individuals and communities</li> <li>2. Apply decision-making processes to financial decision making(PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Responsible community members advocate for their ideas</li> <li>2. People use multiple ways to resolve conflicts or differences</li> </ol>

**Social Studies**  
**Grade Level Expectations at a Glance**

<b>Standard</b>	<b>Grade Level Expectation</b>
<b>First Grade</b>	
1. History	<ol style="list-style-type: none"> <li>1. Describe patterns and chronological order of events of the recent past</li> <li>2. Family and cultural traditions in the United States in the past</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Geographic tools such as maps and globes to represent places</li> <li>2. People in different groups and communities interact with each other and the environment</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income</li> <li>2. Identify short term financial goals (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Effective groups have responsible leaders and team members</li> <li>2. Notable people, places, holidays and patriotic symbols</li> </ol>
<b>Kindergarten</b>	
1. History	<ol style="list-style-type: none"> <li>1. Ask questions, share information and discuss ideas about the past</li> <li>2. The first component in the concept of chronology is to place information in sequential order</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. People belong to different groups and live in different settings around the world that can be found on a map or globe</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Ownership as a component of economics</li> <li>2. Discuss how purchases can be made to meet wants and needs (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Participate in making decisions using democratic traditions</li> <li>2. Civic participation takes place in multiple groups</li> </ol>
<b>Preschool</b>	
1. History	<ol style="list-style-type: none"> <li>1. Change and sequence over time</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Develop spatial understanding, perspectives, and connections to the world</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. People work to meet wants</li> <li>2. Recognize money and identify its purpose (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Individuals have unique talents but also work with others in groups</li> <li>2. Rules and their purpose in allowing groups to work effectively</li> </ol>

## Glossary of Terms

<b>Academic Vocabulary</b>
<b>Standard 1:</b> History
<b>Standard 2:</b> Geography
<b>Standard 3:</b> Economics
<b>Standard 4:</b> Civics

<b>History</b>	
<b>Word</b>	<b>Definition</b>
Cause and effect	Interaction between what happens and what makes it happen
Chronology	Events arranged in order by time
Constitution/	Written document defining how a government is organized, rights and laws for the people. A written or unwritten plan for government.
Culture	Learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods – food, clothing, buildings, tools, and machines. Ancestors of Colorado, the people and the way they live, relationships, what they believe and value.
Era	Segment of a Timeline in history
Federal government	National government
Gold Rush	Time period when people came to find gold in Colorado
Government	Decision / political structure The system or form by which a community or other political unit is ruled.
Immigration	People coming from other countries
Migration	People moving from place to place (state to state)
Mining	Digging into the ground and panning the water to find rare resources such as gold and silver.
Native Americans	First inhabitants of the North American continent. Colorado Tribes: Arapahoe, Cheyenne, Ute, Anasazi, etc.)
Perspectives	Seeing issues or situations through the eyes of others. Building relationship by understanding other views.
Settlement	People coming together to create a community, town, or city.
Technology	Invention to simplify and improve life.

<b>Geography</b>	
<b>Word</b>	<b>Definition</b>
Climate	Long-term trends in weather elements and atmospheric conditions
Community	A place where people live, work, and play, such as a town or city
Environment	Everything around you at all times. Physical parts of your world. Everything in and on Earth's surface and its atmosphere within which organisms, communities, or objects exist. The natural or physical environment refers to those aspects of the environment produced by natural or physical processes; the human or cultural environment refers to those aspects of the environment produced by human or cultural processes.

Geographic tools	Items used to investigate and record information about geography. A device used to compile, organize, manipulate, store, report, or display geographic information, including maps, globes, graphs, diagrams, aerial and other photographs, satellite-produced images, geographic information systems, and computer databases as well as other software.
Influence	To have an effect on a decision or action
Settlement	Locations in Colorado where people gather to stay.

<b>Civics</b>	
<b>Word</b>	<b>Definition</b>
Branches of government	Legislative – law making body (General Assembly or Congress) Executive – governor or president Judicial – court system
Community	People living in a given area with something in common (such as: history, religion, interests)
<b>Constitution*</b>	Written document defining how a government is organized, rights and laws for the people. A written or unwritten plan for government.
<b>Culture*</b>	Ancestors of Colorado, the people and the way they live, relationships, what they believe and value. Learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods – food, clothing, buildings, tools, and machines.
Federal	National government
<b>Influence*</b>	To have an effect on a decision or action
<b>Perspectives*</b>	Seeing issues or situations through the eyes of others. Building relationship by understanding other views.
Political structure	How the decision making system is organized and executed.
Taxes	Money collected by the government to provide for the community. A non-voluntary payment to a government for which no good or service is directly received in turn.

\*Also defined in prior sections

<b>Economics</b>	
<b>Word</b>	<b>Definition</b>
Boom and Bust cycle	Economic success and decline repeated overtime during different eras
Business	Company that focuses on services or products.
Economic	Social science concerned chiefly with the way society chooses to employ its limited resources, which have alternative uses, to produce goods and services for present and future consumption.
Finances	To do with money
Goods	objects that can satisfy people's wants.
Incentive	something that incites
Industry	Manufacturing to mass produce and organize labor
Opportunity cost	the highest valued alternative that must be given up when another option is chosen.
Resources	resources Capital - (man-made resources). resources Human - workers or labor resources. resources Natural - things in a natural state that are used to produce goods and services. For example: land, minerals, and trees. inputs or factors used in the production of goods and services. Resources are generally categorized as land (natural resources), labor, and capital man-made resources).

Risk	Chance of a negative outcome.
Services	Activities that can satisfy human wants; something that one person does for someone else, usually for a wage.