



# *World History Curriculum Essentials Document*



*Boulder Valley School District  
Department of Curriculum and Instruction  
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### World History Curriculum Essentials

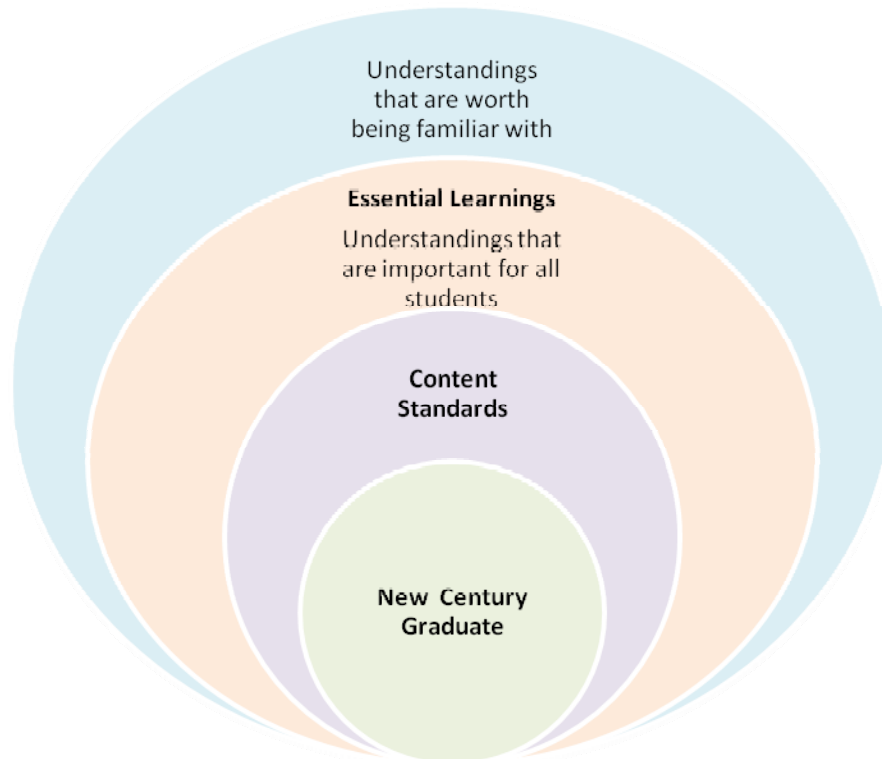
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# *General Introduction*



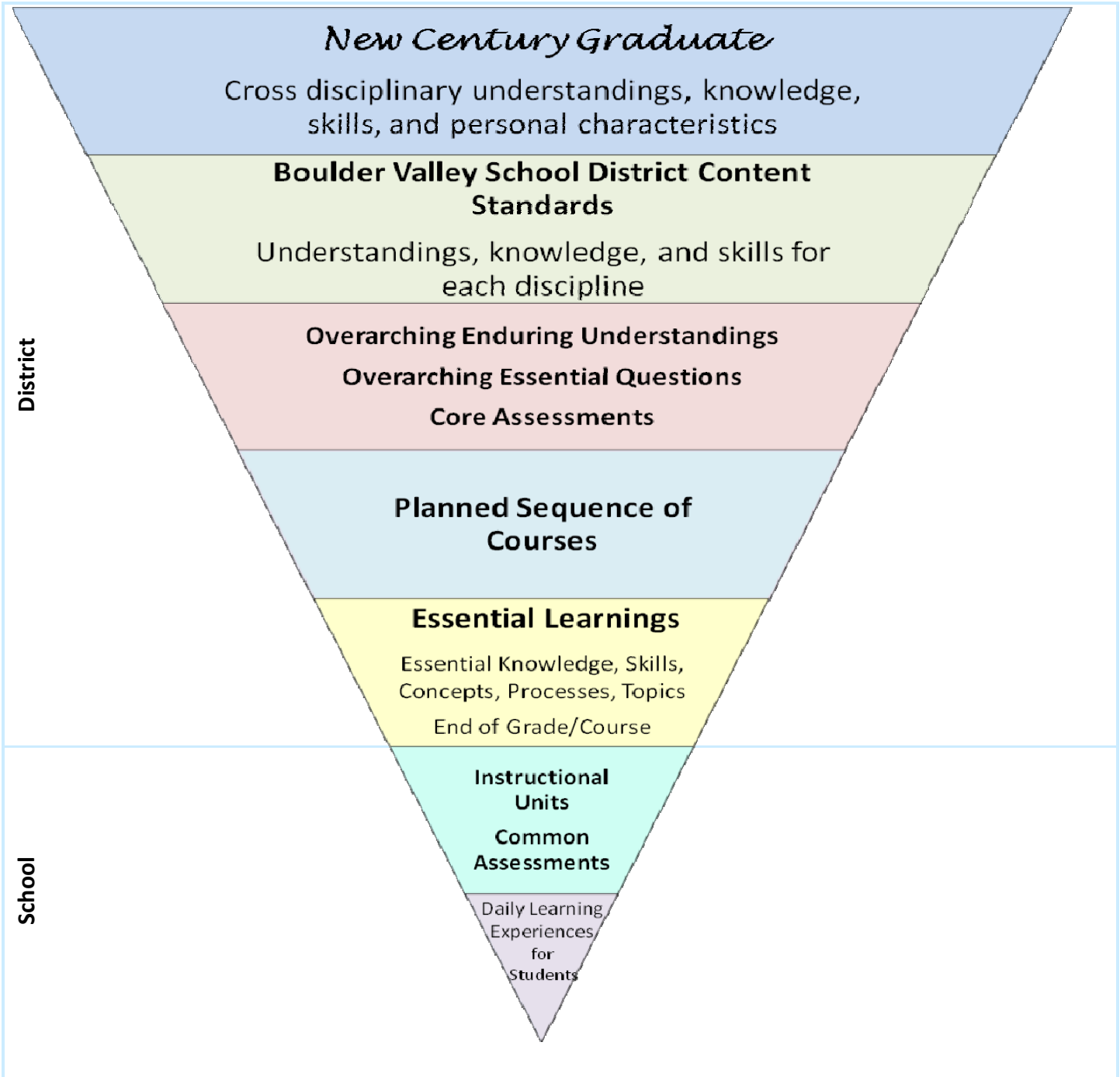
## What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

## Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

## *New Century Graduate* Knowledge and Skills

### **Life Competencies**

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

### **Communication: Speaking and Writing**

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

### **Multicultural/Global Perspective**

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

### **Literacy: Reading**

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

### **Mathematics**

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

### **History**

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

### **Science**

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

### **Arts**

Experiences and appreciates music, visual arts, dance and theater.

## *New Century Graduate* Personal Characteristics



### **Respect for Others (Values Others)**

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

### **Initiative and Courage**

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

### **Citizenship**

Understands his or her role and responsibilities and contributes to the community, nation, and world.

### **Responsibility**

Takes responsibility for own thoughts and actions, accepting the consequences.

### **Ethical Behavior**

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

### **Flexibility and Open Mindedness**

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

### **Self-respect**

Possesses self-respect and confidence, while recognizing one's own limitations.

## What are Enduring Understandings and Essential Questions?

**Enduring understandings** are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

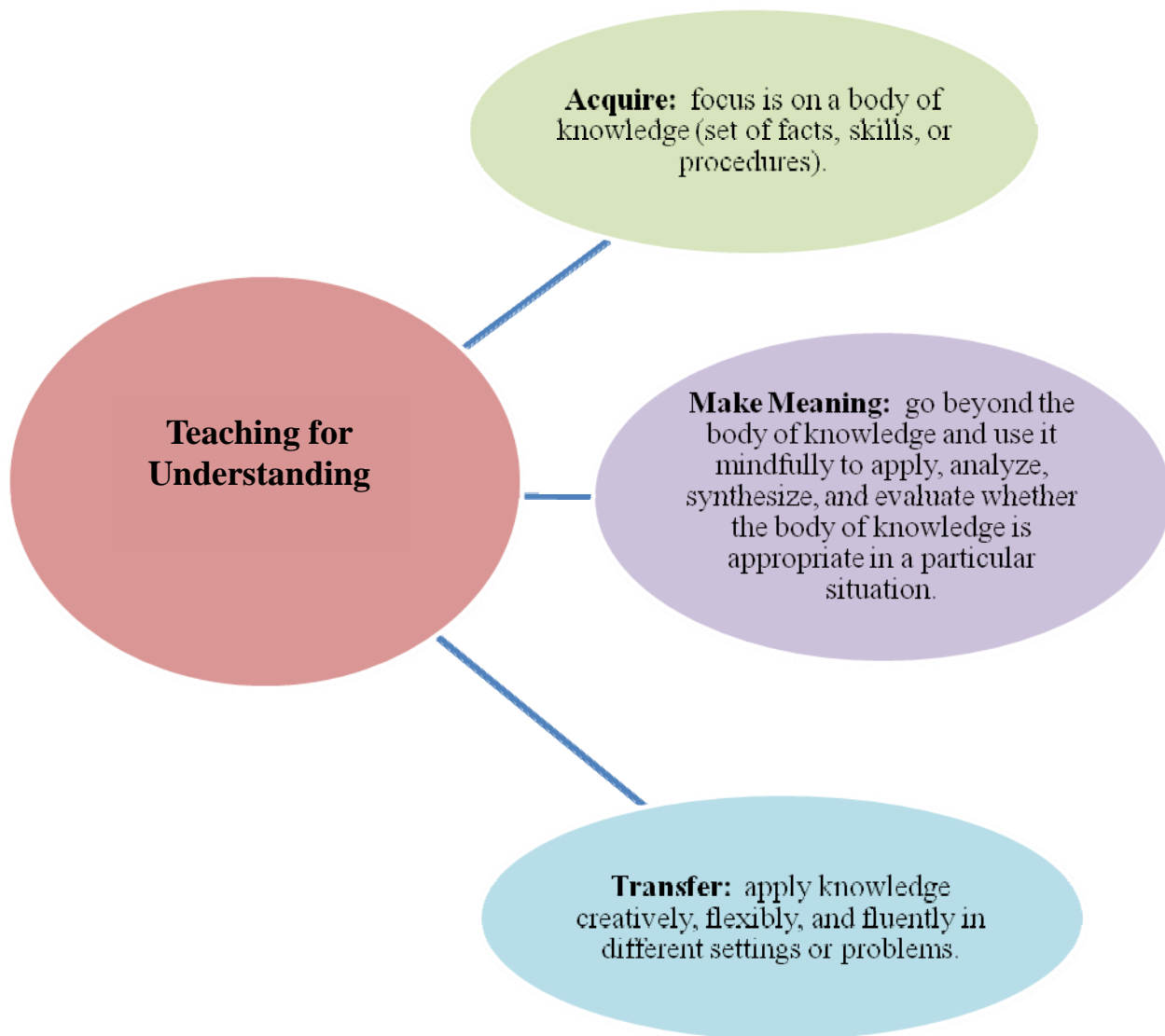
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

**Essential questions** provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

## Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



## What Does it Mean to Understand?

### Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

### Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

### Explanation

- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

### Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

## What Does it Mean to Understand? (continued)

### Application

- use information, methods, concepts, theories in new situations and diverse, realistic contexts
- *Question Cues:* apply, demonstrate, calculate, complete, show, solve, change, create, translate, employ, interpret, illustrate, adapt, debug, invent, perform, solve, test

### Perspective

- critical and insightful points of view making assumptions and implications explicit
- create new theories, stories, or applications
- *Question Cues:* analyze, argue, compare, contrast, criticize, infer

### Empathy

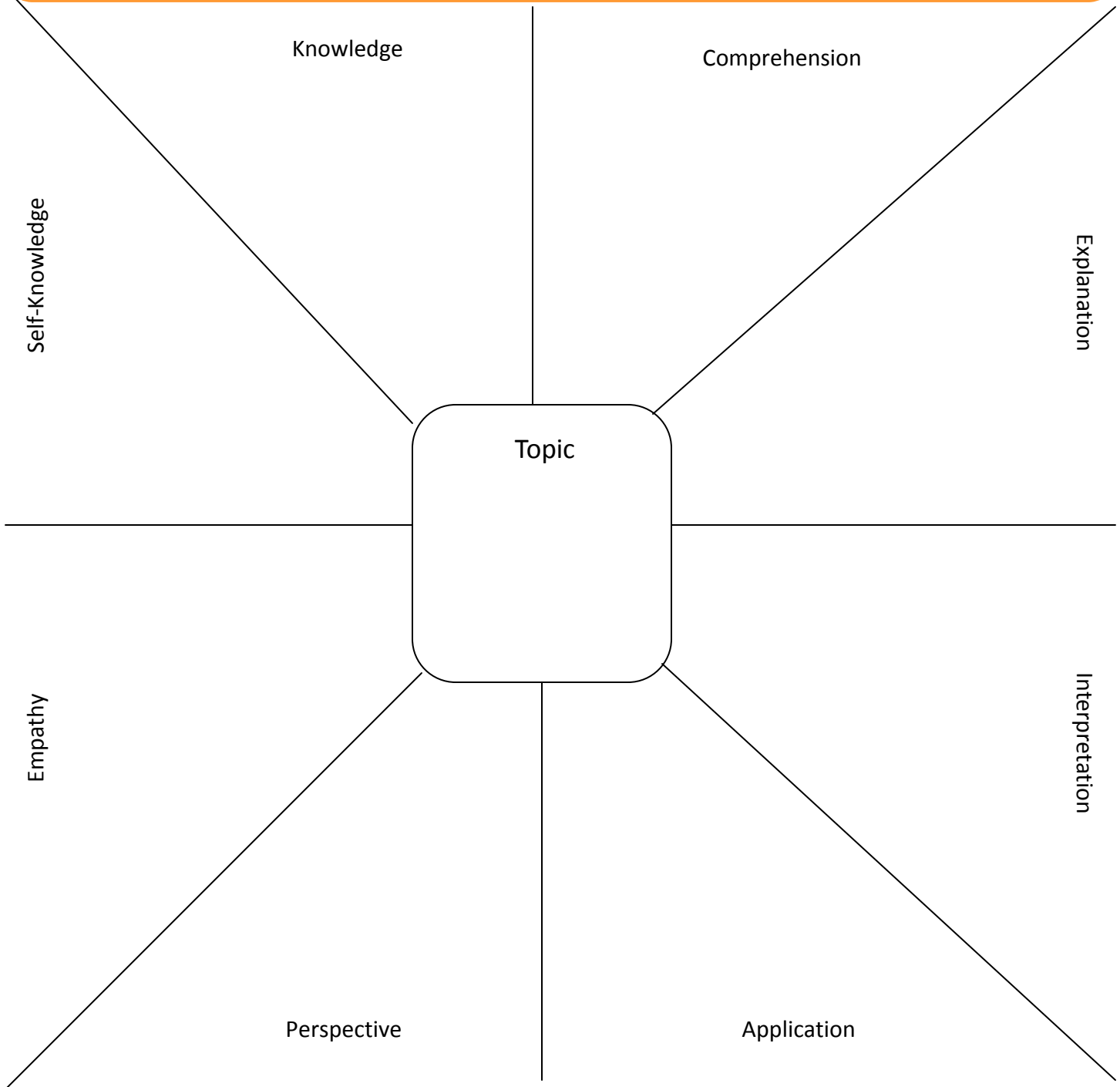
- view a situation from another's point of view or feelings
- find meaning in the experiences or ideas of others
- *Question Cues:* assume the role of, believe, be like, consider, be open to, imagine, relate, role-play

### Self-Knowledge

- self-consciously question our ways of seeing the world beyond ourselves
- look beyond simplistic categories to see unexpected differences, idiosyncrasies, or surprises in people and ideas
- *Question Cues:* be aware of, realize, recognize, reflect, self-assess

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

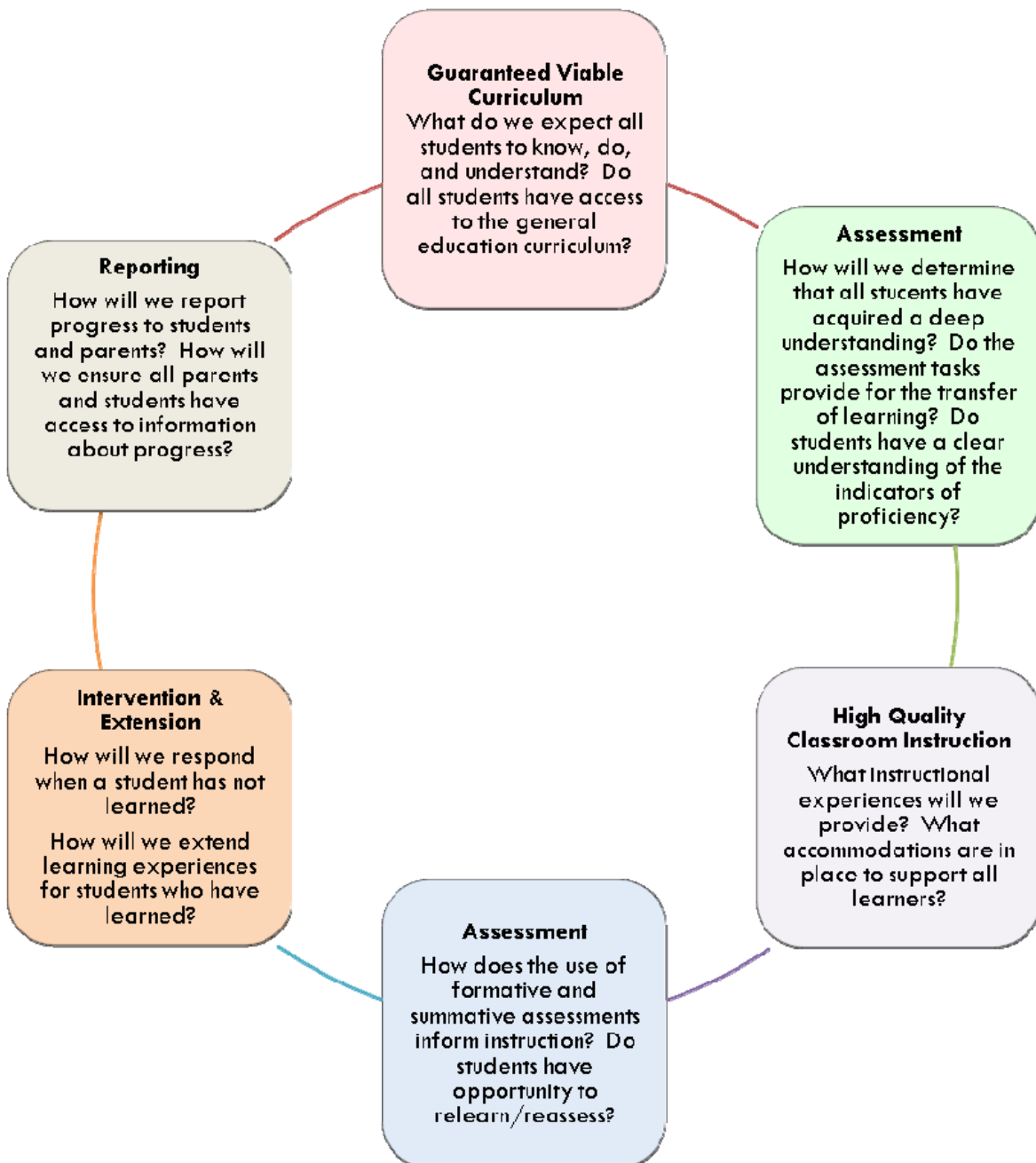
## Levels of Understanding Essential Questions



Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

## Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



## Characteristics of a Boulder Valley School District Standards-based Classroom

### Curriculum

*All Students Have Access to the General Education Curriculum*

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

### Instruction

*Quality Instruction Demands Student-Teacher Collaboration in the Learning Process*

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

## Characteristics of a Boulder Valley School District Standards-based Classroom

### Assessment

*Assessments are Tightly Aligned to the Standards*

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

### Learning Environment

*A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members*

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

## High School Social Studies Essential Learnings

### United States Government

- 🌐 Traces the origins of American democracy to classical civilizations, Enlightenment philosophy, and British political traditions
- 🌐 Explains the rights and responsibilities of United States citizens
- 🌐 Describes the unique characteristics of United States government
- 🌐 Explains the content, structure, and underlying principles of the federal constitution
- 🌐 Analyzes the powers and functions of the executive branch
- 🌐 Analyzes the powers and functions of the judicial branch
- 🌐 Analyzes the powers and functions of the legislative branch
- 🌐 Evaluates the roles of voters, association, lobbyists, and groups in local, state, and national parties
- 🌐 Connects current issues to long standing debates in American politics (e.g., federalism, individual rights v. public rights, privacy, service)
- 🌐 Explains why states have their own constitutions and the relationship of state constitutions to the federal constitution
- 🌐 Discusses the importance of community engagement in fostering responsible citizens
- 🌐 Applies reading and writing skills to inquire, think critically, and apply civic concepts to new situations

## High School Social Studies Essential Learnings

### World Geography

- 🌐 Demonstrates the importance of understanding culture to solve problems
- 🌐 Discusses the meaning of changes in political boundaries
- 🌐 Selects appropriate geographic tools in order to analyze changes in population and demographics to predict future challenges
- 🌐 Analyzes the impact of movement of goods, ideas, and people over time
- 🌐 Analyzes the complexity of urban geography
- 🌐 Describes the various layers (local to international) of influence on the rate of economic development
- 🌐 Participates in a case study of the local community to analyze the interaction of human systems
- 🌐 Applies geographic skills, questions, and problem solving to understand emerging and ongoing world events
- 🌐 Analyzes the complex interactions between humans and their physical geography
- 🌐 Gathers information from a variety of data sets in order to draw conclusions about the characteristics of place
- 🌐 Applies reading and writing skills to inquire, think critically, and apply geography concepts to new situations

### Economics

- 🌐 Explains how economic choices are influenced by complex interactions of market conditions and individual priorities
- 🌐 Analyzes how governments organize to influence the distribution and control of capital, goods, and services
- 🌐 Identifies how the system of trade has local, national, and international influences
- 🌐 Explains the roles, rights, processes, and responsibilities of individuals in interacting with the system of trade and exchange
- 🌐 Analyzes the impact of scientific and technological development on individuals and society (i.e., computers, fiber optics, and the internet)
- 🌐 Applies reading and writing skills to inquire, think critically, and apply economic concepts to new situations

## High School Social Studies Essential Learnings

### World History

- 🌐 Evaluates the major sources of social tension, conflict, and economic disparity in the contemporary world
- 🌐 Applies reading and writing skills to inquire, think critically, and apply history concepts to new situations
- 🌐 Describes the encounters between peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries
- 🌐 Describes the origins and consequences of the slave trade in Africa and the Americas
- 🌐 Analyzes the causes and effects of European, American and Japanese imperial expansion
- 🌐 Gives examples of the varying responses of African peoples to world economic developments and European Imperialism
- 🌐 Describes major shifts in world geopolitics from 1900 to the present in international affairs and explains the changing role of world powers in international affairs
- 🌐 Analyzes how population, economic, and technological change accelerated from 1450 to 1770
- 🌐 Explains the causes and consequences of the agricultural and industrial revolutions, 1700-1850
- 🌐 Evaluates the impact of new social movements and cultural, intellectual, and educational trends
- 🌐 Recognizes how modern nationalism affected European politics and society
- 🌐 Identifies the successes and failures in the search for peace and stability in the post world wars
- 🌐 Identifies the economic, social, and political transformations in Africa, Asia, and Latin America as a result of war and independence
- 🌐 Analyzes the extent and limits of Chinese regional power under the Ming Dynasty
- 🌐 Compares how Asian societies were transformed in the era of increased global contacts
- 🌐 Identifies major cultural trends in Asia between the 16th and 18th centuries
- 🌐 Describes how the French Revolution contributed to transformations in Europe and the world
- 🌐 Compares and contrasts the process and impact of independence for Latin American countries in the early 19th century
- 🌐 Assesses the impact of global trade on Eurasian societies 1750-1870
- 🌐 Creates a theory of the causes and global consequences of international conflict in the 20th century
- 🌐 Examines social trends in Europe within the framework of the Renaissance and Reformation
- 🌐 Describes the significance of the Renaissance, Reformation, and Catholic Reformation
- 🌐 Describes the effects of the rising military and economic power of European states between the 16th and 18th centuries
- 🌐 Evaluates how the Scientific Revolution and Enlightenment contributed to transformations in European society

## High School Social Studies Essential Learnings

### American History II: 1890 to Present

- 🌐 Assesses the role of industrialization on the establishment of the United States as a world commercial power
- 🌐 Analyzes the causes and consequences of imperialism, including expansion and intervention in Asia, the Pacific, and Western Hemisphere
- 🌐 Analyzes how the beliefs of the Progressive Era are reflected in debates about current events
- 🌐 Evaluates the causes and consequences of the Great Depression on citizens, businesses, and the government
- 🌐 Compares and contrasts the causes and consequences of World War I and World War II on the United States
- 🌐 Analyzes the establishment of the United States as a global superpower
- 🌐 Debates the effectiveness of conservatives and liberals in affecting change in the late 20th century
- 🌐 Traces the challenges of the 21st century to previous actions, ideas, and beliefs
- 🌐 Critically examines history through different perspectives and then draws conclusions based on interpretation of facts
- 🌐 Applies reading and writing skills to inquire, think critically, and apply historical concepts to new situations
- 🌐 Traces the patterns of thought and roots of conflict to previous events in United States history

# *Design Templates*



## Unit Design Template

<b>Desired Results</b>	
<b>BVSD Standard(s)/Essential Learnings</b>	
<b>Unit Enduring Understandings</b>	<b>Unit Essential Questions</b>
<b>Students will know.....</b>	<b>Students will be able to.....</b>
<b>Assessment Evidence</b>	
<b>Performance/Transfer Tasks</b>	<b>Other Evidence</b>
<b>Rubric</b>	<b>Student Self-Assessment and Reflection</b>

## Unit Design Template (continued)

### Learning Plans

#### Learning Activities

#### Materials

#### Accommodations

#### Technology Integration

# Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			



## Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

## Curriculum Map

	August	September	October	November	December
<b>Standards/ Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

## Curriculum Map

	January	February	March	April	May
<b>Standards/ Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

# Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

## Curriculum Map

### Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

## Curriculum Map

Unit:

Timing:

**Essential Questions**

**Standards/Essential Learnings**

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

# Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
Enduring Understandings	Assessment
Essential Questions	Knowledge and Skills
	Learning Activities
	Accommodations
	Materials



## Curriculum Glossary of Terms

<b>Anchor</b>	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
<b>Assessment</b>	Assessment refers to the act of determining a value or degree.
<b>Authentic assessment</b>	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
<b>Backward Design</b>	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
<b>Benchmark</b>	Clearly demarcated progress points that serve as concrete indicators for a standard.
<b>Big Idea</b>	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
<b>Concept</b>	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
<b>Content Standard</b>	A content standard answers the question, “What a student should know, do or understand?”
<b>Curriculum</b>	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
<b>Curriculum Implementation</b>	Curriculum implementation is putting the curriculum into place.
<b>Curriculum Mapping</b>	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
<b>Enduring Understanding</b>	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

## Curriculum Glossary of Terms

<b>Essential Learnings</b>	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
<b>Essential Question</b>	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and uncoverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
<b>Essential Topics, Skills, Processes, Concepts</b>	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
<b>Formative assessment</b>	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
<b>Guaranteed Viable Curriculum</b>	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
<b>Learning Activities</b>	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
<b>Performance Task</b>	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
<b>Prerequisite knowledge and skill</b>	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

## Curriculum Glossary of Terms

<b>Processes</b>	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
<b>Product</b>	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
<b>Rubric</b>	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
<b>Scope and Sequence</b>	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
<b>Strategies</b>	Strategies are procedures, methods, or techniques to accomplish an essential learning.
<b>Summative assessment</b>	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.



# World History Curriculum Essentials





## Boulder Valley School District Social Studies Background

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.

### New Century Graduate

The New Century Graduate characteristics that involve the social studies incorporate 10 of the categories designated in this document.

## Boulder Valley School District Social Studies Background

These include *Life Competency: Money Management, Communication with diverse audiences, Multicultural Perspectives, Literacy, Mathematics and Spatial understanding, Thinking and Reasoning, applied Technology, Interpersonal Competency, Government and Civics, and History*. The essential understandings of each grade level are a reflection of these goals.

### Democracy Divide

Finally, the curriculum focuses on what Joseph Kahne has labeled the Democracy Divide. The Democracy Divide is created after high school, but is reflected in the achievement gap and the types of activities that are encountered as part of a civics education. This research shows that the patterns created in school create a divide in the participation of adults in democratic institutions. Our curriculum incorporated the notion that our students should be involved in simulating and participating in government from the earliest ages.

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**Boulder Valley School District Social Studies Content Standards****History Standard 1**

*Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

**History Standard 2**

*Students know how to use the processes and resources of historical inquiry.*

**History Standard 3**

*Students understand that societies are diverse and have changed over time.*

**History Standard 5**

*Students understand political institutions and theories that have developed and changed over time.*

**History Standard 4**

*Students understand the impact of economic activity and scientific and technological developments on individuals and societies.*

**History Standard 6**

*Students know that religious and philosophical ideas have been powerful forces throughout history.*



## Boulder Valley School District Social Studies Content Standards

### Geography Standard 1

*Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.*

### Geography Standard 2

*Students know the physical and human characteristics of places, and use this knowledge to define and study regions and interpret their patterns of change.*

### Geography Standard 3

*Students understand how physical processes shape Earth's surface patterns and systems.*

### Geography Standard 4

*Students understand how economic, political, cultural, and social processes interact to shape diverse patterns of human populations, movement, and interdependence, cooperation, and conflict.*

### Geography Standard 5

*Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.*

### Geography Standard 6

*Students apply knowledge of people, places, and environments to understand and interpret the past and present and to plan for the future.*

### Civics Standard 1

*Students understand the purposes of government and the basic constitutional principles of the United States republican form of government.*

### Civics Standard 2

*Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.*

## Boulder Valley School District Social Studies Content Standards

### **Civics Standard 3**

*Students know the political relationship of the United States and its citizens to other nations and to world affairs.*

### **Civics Standard 4**

*Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels—local, state and national.*

### **Economics Standard 1**

*Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.*

### **Economics Standard 2**

*Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.*

### **Economics Standard 3**

*Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.*

## World History Overarching Enduring Understanding and Essential Questions

### Overarching Enduring Understandings

- The interrelations among people of the world occurred with much greater frequency and impact.
- Large Eurasian empires were possible due to the military power and surplus of money provided by the military and fiscal revolution.
- The encounters between Africans, Asians, the Americas and Europeans were not equally beneficial.
- Europe was transformed through changes in religious theory, increasing military power, and scientific thinking.
- The agricultural and industrial revolutions changed the distribution of wealth and poverty in the world.
- The political revolutions of the Atlantic basin reshaped human ideas about government.
- Eurasian societies transformed through Imperial expansion and increased global contact.
- New political and social ideas emerged from the challenges of demographic and economic changes of the industrial revolution.
- Domination of Western military and economic power over many regions brought technological, social, and governmental changes and created the seeds of globalization.
- Twentieth century conflicts were caused by the complicated interaction of economics, alliances, nationalism and imperialism.
- Since World War II, a system of international justice and a stable organization of international communication has been established.
- Political, economic and military relationships have adjusted to changing dynamics in power and resources.
- The contemporary world has struggled to balance the interests and needs of cultural minorities and majorities.

### Overarching Essential Questions

- What was the significance of the economic, political, and cultural interrelations among peoples of Africa, Europe, Asia and the Americas, 1500-1750?
- How did large territorial empires dominate much of Eurasia between the 16th and 18th centuries?
- What were the characteristics of the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries?
- What were the social, political, economic, and cultural transformations in Europe, 1450-1750?
- What were the causes and consequences of the agricultural and industrial revolutions, 1700-1850?
- What were the causes and consequences of political revolutions in the late 18th and early 19th centuries?
- What were the causes and consequences of the agricultural and industrial revolutions, 1700-1850?
- How were Eurasian societies transformed in an era of global trade and rising European power, 1750-1870?
- What were the patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914?
- Why did global change occur in the era of Western military and economic domination, 1800-1914?
- How has social and political reform, and revolution in the 20th century changed the world?
- What were the causes and global consequences of international conflict in the 20th century?
- What have been the successes and failures in the search for peace and stability in the post war worlds?
- What are the new international political, economic and military relationships that developed in the 20th century?
- What are the major sources of economic disparity, tension, and conflict in the contemporary world?

## Boulder Valley School District Social Studies Content Standards and World History Essential Learnings

**History 1:** *Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

**In order to meet this standard, a World History student:**

- √ Evaluates the major sources of social tension, conflict, and economic disparity in the contemporary world

**History 2:** *Students know how to use the processes and resources of historical inquiry.*

**In order to meet this standard, a World History student:**

- √ Applies reading and writing skills to inquire, think critically, and apply historical concepts to new situations

**History 3:** *Students understand that societies are diverse and have changed over time.*

**In order to meet this standard, a World History student:**

- √ Describes the encounters between peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries
- √ Describes the origins and consequences of slave trade in Africa and the Americas
- √ Analyzes the causes and effects of European, American, and Japanese imperial expansion
- √ Gives examples of the varying responses of African peoples to world economic developments and European Imperialism
- √ Describes major shifts in world geopolitics from 1900 to the present and explains the changing role of world powers in international affairs

**History 4:** *Students understand the impact of economic activity and scientific or technological developments on individuals and societies.*

**In order to meet this standard, a World History student:**

- √ Analyzes how population, economic, and technological change accelerated from 1450 to 1770
- √ Explains the causes and consequences of the agricultural and industrial revolutions, 1700-1850
- √ Evaluates the impact of new social movements, and cultural, intellectual, and educational trends
- √ Recognizes how modern nationalism affected European politics and society
- √ Identifies the successes and failures in the search for peace and stability in the post war worlds
- √ Identifies the economic, social, and political transformations in Africa, Asia, and Latin America as a result of war and independence

**Boulder Valley School District Social Studies  
Content Standards and World History Essential Learnings**

**History 5:** *Students understand political institutions and theories that have developed and changed over time.*

***In order to meet this standard, a World History student:***

- √ Analyzes the extent and limits of Chinese regional power under the Ming Dynasty
- √ Compares the rise and expansion of the Ottoman, Safavid, and Mughal Empires
- √ Compares how Asian societies were transformed in the era of increased global contacts
- √ Identifies major cultural trends in Asia between the 16th and 18th centuries
- √ Describes how the French Revolution contributed to transformations in Europe and the world
- √ Compares and contrasts the process and impact of independence for Latin American countries in the early 19th century
- √ Assesses the impact of global trade on Eurasian societies 1750-1870
- √ Creates a theory of the causes and global consequences of international conflict in the 20th century

**History 6:** *Students know that religious beliefs and philosophical ideas have been powerful forces throughout history.*

***In order to meet this standard, a World History student:***

- √ Examines social trends in Europe within the framework of the Renaissance and Reformation
- √ Describes the significance of the Renaissance, Reformation, and Catholic Reformation
- √ Describes the effects of the rising military and economic power of European states between the 16th and 18th centuries
- √ Evaluates how the Scientific Revolution and Enlightenment contributed to transformations in European society

## BVSD World History Overview

### Course Description

World History is a chronological, thematic, and comparative study of the world from 1450 to the present. Students will examine themes that span regions and will focus on the interaction of world citizens and ideas from the First Global Age through the 20th century. Students will be engaged in an in-depth study of a some eras and will be asked to complete independent research, apply critical thinking and examine multiple perspectives on world issues.

### Effective Components of a World History Program

- Uses broad themes and imbed the details
- Provides opportunities for simulation
- Utilizes collaborative strategies
- Supports inquiry and independent research
- Invites problem solving
- Addresses critical issues and current realities
- Teaches from many perspectives
- Uses direct instruction with visuals and graphic organizers
- Encourages involvement in the community and civic action

#### First Global Age 1450—1770

Acceleration of Change  
Empires of Eurasia  
Encounters in Africa and the Americas  
Europe as a Power

#### Age of Revolutions 1750-1914

Nationalism and Social Reform  
Political Revolutions  
Industrial Revolution  
Economic Change in Eurasia  
New Imperialism

### World History

#### A Century of Crises, War, Peace and Achievement 1900-2000

Global Trends  
Democracy and Tyranny  
War and Peace  
Global Links and Communal Identity

### Assessment

- √ Renaissance
- √ New Imperialism
- √ Genocide in the 20th Century

### Essential Questions

- What was the significance of the economic, political, and cultural interrelations among peoples of Africa, Europe, Asia and the Americas, 1500-1750?
- How did large territorial empires dominate much of Eurasia between the 16th and 18th centuries?
- What were the characteristics of the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries?
- What were the social, political, economic, and cultural transformations in Europe, 1450-1750?
- What were the causes and consequences of the agricultural and industrial revolutions, 1700-1850?
- What were the causes and consequences of political revolutions in the late 18th and early 19th centuries?
- What were the causes and consequences of the agricultural and industrial revolutions, 1700-1850?
- How were Eurasian societies transformed in an era of global trade and rising European power, 1750-1870 ?
- What were the patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914?
- Why did global change occur in the era of Western military and economic domination, 1800-1914?
- How has social and political reform, and revolution in the 20th century changed the world?
- What were the causes and global consequences of international conflict in the 20th century?
- What have been the successes and failures in the search for peace and stability in the post war worlds
- What are the new international political, economic and military relationships that developed in the 20th century?
- What are the major sources of economic disparity, tension and conflict in the contemporary world?

### Technology Integration & Information Literacy

- ① Generates meaningful questions
- ① Develops a search strategy
- ① Finds relevant information from a variety of resources
- ① Interprets, analyzes and applies information to respond to questions
- ① Analyzes the ethical and legal issues around technology use
- ① Critiques the role of the media in government

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 4

*Students understand the impact of economic activity and scientific or technological developments on individuals and societies.*

#### Enduring Understanding

The interrelations among people of the world occurred with much greater frequency and impact from 1450-1750.

#### Essential Question

What was the significance of the economic, political, and cultural interrelations among peoples of Africa, Europe, Asia and the Americas, 1450-1750?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH1</b>	<b>Analyzes how population, economic and technological change accelerated from 1450 to 1770</b>
		a Analyzes reasons for major shifts in world demography and urbanization
		b Analyzes ways in which expanding enterprise contributed to changing class and race relations
		c Discusses the impact of gunpowder weaponry and other innovations in military technology on empire-building in Africa, Asia and the Americas
		d Assesses how the acceleration of scientific and technological innovations in this era affected social, economic, and cultural life in various parts of the world

**Key Academic Vocabulary:** demography, urbanization, class, race, relations, gunpowder, empire-building

## Essential Learnings

### Essential Knowledge, Skills, topics, Processes, and Concepts

#### History 5

*Students understand political institutions and theories that have developed and changed over time.*

#### Enduring Understanding

Large Eurasian empires were possible because of the military power and surplus of money provided by the military and fiscal revolution.

#### Essential Question

Why did large territorial empires dominated much of Eurasia between the 16th and 18th centuries?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH2</b>	<b>Analyzes the extent and limits of Chinese regional power under the Ming Dynasty</b>
	a	Analyzes the power and limits of imperial absolutism under the Ming dynasty
	b	Describes the effects of commercialization on social relations among gentry elites, urban merchants, and peasants.
	c	Examines China’s changing attitudes toward external political and commercial relations following the Zheng He voyages from 1405 to 1433
	d	Compares the role of Neo-Confucianism, Buddhism, and Taoism in Chinese government and society
	<b>WH3</b>	<b>Compares the rise and expansion of the Ottoman, Safavid, and Mughal Empires</b>
	a	Determines how the capture of Constantinople and the destruction of the Byzantine empire contributed to the expansion of Ottoman power
	b	Describes how Muslim, Orthodox, Catholic, and Jewish peoples interacted in southeastern Europe under Ottoman rule
	c	Explains the relationship between Muslims and Hindus in the empire and compares Akbar’s governing methods and religious ideas with those of other Mughal emperors

Continued on next page

## Essential Learnings

### Essential Knowledge, Skills, topics, Processes, and Concepts

#### History 5 (continued)

*Students understand political institutions and theories that have developed and changed over time.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH4</b>	<b>Compares how Asian societies were transformed in the era of increased global contacts</b>
	a	Assesses the impact of British and French commercial and military initiatives on politics, economy, and society in India
	b	Analyzes the character and significance of contacts between Christian missionaries and peoples of India, Vietnam, and the Philippines
	c	Explains how the Manchus overthrew the Ming dynasty, established the multi-ethnic Qing, and doubled the size of the Chinese empire
	d	Describes the character of centralized feudalism in Japan under the Tokugawa Shogunate and the reasons for Japan’s political stability, economic growth, and cultural dynamism
	<b>WH5</b>	<b>Identifies major cultural trends in Asia between the 16th and 18th centuries</b>
	a	Assesses the influence of Confucianism, Chinese art, and literary styles on cultural life in Korea, Vietnam, and Japan
	b	Describes Buddhist and Hindu teaching and practice in Asia and compare their influence on social and cultural life
	c	Analyzes how and why Islam continued to expand in India or Southeast Asia

**Key Academic Vocabulary:** imperial absolutism, Ming, commercialization, gentry elites, urban, merchants, peasants, Zheng He, Neo-Confucianism, Buddhism, Taoism, Constantinople, Byzantine empire, Muslim, Orthodox, Catholic, Jewish, Muslims, Hindu, Akbar, Mughal, missionaries, Manchu, Qing, feudalism, Tokugawa shogunate

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 3

*Students understand that societies are diverse and have changed over time.*

#### Enduring Understanding

The encounters between Africans, Asians, the Americas and Europeans were not equally beneficial.

#### Essential Question

What was the nature of the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries? What were the consequences?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH6</b>	<b>Describes the encounters between peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries</b>
	a	Analyzes the major social, economic, political, and cultural features of European society that stimulated exploration and conquest overseas
	b	Describes the political and military collision between the Spanish and the Aztec and Inca Empires and analyze why these empires collapsed
	c	Explains the social, political and economic consequences of the Columbian Exchange (plant and animal exchange disease, demographic changes, geographic knowledge, economic power, distribution of wealth)
	d	Defines and compares types of European activity and control in the Americas
	e	Assesses the moral, political, and cultural role of Catholic and Protestant Christianity in the European colonies in the Americas

Continued on next page

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 3 (continued)

*Students understand that societies are diverse and have changed over time.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH7</b>	<b>Describes the origins and consequences of the slave trade in Africa and the Americas</b>
	a	Analyzes the ways in which entrepreneurs and colonial governments exploited American Indian labor and why commercial agriculture came to rely overwhelmingly on African slave labor
	b	Explains the organization of long-distance trade in West and Central Africa and analyze the circumstances under which African governments, elites, merchants, and other groups participated in the sale of slaves to Europeans
	c	Explains how European governments and firms organized and financed the trans-Atlantic slave trade; and describe the conditions under which slaves made the “middle passage” from Africa to the Americas
	d	Explains the differences between the slave trade in Africa and that outside of Africa

**Key Academic Vocabulary:** Spanish, Aztec, Inca, Columbian Exchange, Catholic, Protestant Christianity, trans-Atlantic slave trade, middle passage

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 6

*Students know that religious beliefs and philosophical ideas have been powerful forces throughout history.*

#### Enduring Understanding

Europe was transformed through changes in religious theory, increasing military power, and scientific thinking.

#### Essential Question

What were the social, political, economic, and cultural transformations in Europe, 1450-1750?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH8</b>	<b>Examines social trends in Europe within the framework of the Renaissance and Reformation</b>
	a	Describes characteristics of the family and peasant society in early modern Europe and explain changes in institutions of serfdom in eastern and Western Europe
	b	Analyzes the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries
	c	Describes major institutions of capitalism and analyze how the emerging capitalist economy transformed agricultural production, manufacturing, and ways in which women and men worked
	<b>WH9</b>	<b>Describes the significance of the Renaissance, Reformation, and Catholic Reformation</b>
	a	Analyzes the social and intellectual significance of the technological innovation of printing with movable type
	b	Explains connections between the Italian Renaissance and the development of Humanist ideas in Europe north of the Alps
	c	Evaluates major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe
	d	Explains discontent among Europeans with the late medieval Church and analyze the beliefs and ideas of the leading Protestant reformers

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## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 6 (continued)

*Students know that religious beliefs and philosophical ideas have been powerful forces throughout history.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH10</b>	<b>Describes the effects of the rising military and economic power of European states between the 16th and 18th centuries</b>
	a	Analyzes the character, development, and sources of wealth of strong bureaucratic monarchies in the 16th century
	b	Explains the impact of the English Revolution on political institutions and attitudes in the North American colonies and on the outbreak of the American Revolution
	c	Accounts for the growth of bureaucratic monarchy in Russia and analyze the significance of Peter the Great’s westernizing reforms
	<b>WH11</b>	<b>Evaluates how the Scientific Revolution and Enlightenment contributed to transformations in European society</b>
	a	Explains the cultural, religious, and scientific impact of astronomical discoveries and innovations from Copernicus to Newton
	b	Analyzes the importance of discoveries in mathematics, physics, biology, and chemistry for European society
	c	Explains the development and significance of the scientific method
	d	Explains principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education
	e	Assesses the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions
f	Explains how academies, salons, and popular publishing contributed to the dissemination of Enlightenment ideas	

**Key Academic Vocabulary:** peasant, serfdom, capitalism, agricultural production, manufacturing, printing, Italian Renaissance, humanist, reformation, bureaucratic monarchies, English Revolution, Peter the Great, Copernicus, Newton, Enlightenment, rationalism, secularism, progress, empiricism, natural rights, contractual government, nationalism, academies, salons

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 4

*Students understand the impact of economic activity and scientific or technological developments on individuals and societies.*

#### Enduring Understanding

The agricultural and industrial revolutions changed the distribution of wealth and poverty in the world.

#### Essential Question

What were the causes and consequences of the agricultural and industrial revolutions, 1700-1850?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH12</b>	<b>Explains the causes and consequences of the agricultural and industrial revolutions, 1700-1850</b>
	a	Describes the characteristics of the agricultural revolution that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of land-holding
	b	Identifies the major characteristics of the industrial revolution and compare industrial economies with other forms of economic organization
	c	Explains connections among population growth, industrialization, and urbanization and evaluates the quality of life in early 19th-century cities
	d	Analyzes connections between industrialization and movements for political and social reform in England, Western Europe, and the United States
	e	Assesses the social significance of the work of scientists, including Maxwell, Darwin, and Pasteur
	f	Explains how new inventions, including the railroad, steamship, telegraph, photography, and internal combustion engine, transformed patterns of global communication, trade, and state power
	g	Analyzes how new machines, fertilizers, transport systems, commercialization, and other developments affected agricultural production in various parts of the world

**Key Academic Vocabulary:** Agricultural revolution, industrial revolution, population growth, urbanization, social reform, Maxwell, Darwin, Pasteur, railroad, steamship, telegraph, photography, internal combustion engine, fertilizers

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 5

*Students understand political institutions and theories that have developed and changed over time.*

#### Enduring Understanding

The political revolutions of the Atlantic basin reshaped human ideas about government.

#### Essential Question

What were the causes and consequences of political revolutions in the late 18th and early 19th centuries?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH13</b>	<b>Describes how the French Revolution contributed to transformations in Europe and the world</b>
		a Analyzes leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism
		b Explains how the French Revolution developed from constitutional monarchy to democratic despotism to the Napoleonic Empire
		c Explains how the revolution affected French society (e.g. religious institutions, social relations, education, marriage, family life, and the legal and political position of women)
		d Analyzes connections between the French and Haitian revolutions and assess the impact of the Haitian movement on race relations and slavery in the Americas and the French empire
	<b>WH14</b>	<b>Compares and contrasts the process and impact of independence for Latin American countries in the early 19th century</b>
	a Analyzes the development of independence movements in Latin America	
	b Compares the political roles of Creole elites, the Catholic Church, and mestizo, mulatto, and Indian populations in the independence movements	

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 5 (continued)

*Students understand political institutions and theories that have developed and changed over time.*

#### Enduring Understanding

Eurasian societies were transformed through Imperial expansion and increased global contact.

#### Essential Question

How were Eurasian societies transformed in an era of global trade and rising European power, 1750-1870?

### Essential Learnings

WH15 Assesses the impact of global trade on Eurasian societies 1750-1870	
Essential Knowledge, Skills, Topics, Processes, and Concepts	a Assesses the effects of population growth and European commercial penetration on Ottoman society and government
	b Analyzes why the empire was forced to retreat from the Balkans and the Black Sea region
	c Describes Russian absolutism, reform, and imperial expansion in the late 18th and 19th centuries
	d Analyzes relations between the Russian peasantry and land-owning aristocracy and explain the persistence of serfdom in the 19th century
	e Assesses the significance of imperial reforms and popular opposition movements in the later 19th century
	f Describes how China’s Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries
	g Describes how Japan was transformed from feudal shogunate to modern nation-state in the 19th century

**Key Academic Vocabulary:** constitutionalism, constitutionalism monarchy, democratic despotism, Napoleonic empire, Haitian revolutions, Creole, Catholic Church, mestizo mulatto, peasantry, land-owning aristocracy, feudal shogunate

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 4

*Students understand the impact of economic activity and scientific or technological developments on individuals and societies.*

#### Enduring Understanding

New political and social ideas emerged from the challenges of demographic and economic changes of the industrial revolution.

#### Essential Question

What were the patterns of nationalism, state-building and social reform in Europe 1830-1914?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH16</b>	<b>Evaluates the impact of new social movements and cultural, intellectual, and educational trends</b>
	a	Explains the leading ideas of Karl Marx and analyze the impact of Marxist beliefs and programs on politics, industry, and labor relations in later 19th-century Europe
	b	Explains the origins of women’s suffrage and other movements in Europe and North America and assess their successes up to World War I
	c	Describes the changing legal and social status of European Jews and the rise of new forms of anti-Semitism
	d	Explains how expanded educational opportunities and literacy contributed to changes in European society and cultural life
	e	Evaluates major movements in literature, music, and the visual arts and ways in which they expressed or shaped social and cultural values of industrial society
	f	Analyzes ways in which trends in philosophy and the new social sciences challenged and shaped dominant social values
	g	Assesses the successes and failures of democracy in Latin American countries in the decades following independence (distribution of wealth, immigration)
	h	Assesses the effects of foreign intervention and liberal government policies on social and economic change in Mexico

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 4 (continued)

*Students understand the impact of economic activity and scientific or technological developments on individuals and societies.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH17</b>	<b>Recognizes how modern nationalism affected European politics and society</b>	
		a	Identifies major characteristics of 19th-century European nationalism
		b	Analyzes causes of the revolutions of 1848 and why these revolutions failed to achieve nationalist and democratic objectives
		c	Describes the unification of Germany and Italy and analyze why these movements succeeded
		d	Assesses the importance of nationalism as a source tension and conflict in the Austro-Hungarian and Ottoman empires

**Key Academic Vocabulary:** Karl Marx, women’s suffrage, anti-Semitism, literacy, social sciences, foreign intervention, nationalism, unification, Austro-Hungarian

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 3

*Students understand that societies are diverse and have changed over time.*

#### Enduring Understanding

Domination of Western military and economic power over many regions brought technological, social and governmental changes and created the seeds of globalization.

#### Essential Question

In what ways did global change occur in the era of Western military and economic domination, 1800-1914?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH18</b>	<b>Analyzes the causes and effects of European, American, and Japanese Imperial expansion</b>
	a	Explains leading ideas of Social Darwinism and scientific racism in 19th-century Europe and assess the importance of these ideas in activating European imperial expansion in Africa and Asia
	b	Describes advances in transportation, medicine, and weapons technology in and assess the importance in the success of imperial expansion
	c	Assesses the effects of the Sino-Japanese and Russo-Japanese wars and colonization of Korea on the world-power status of Japan
	d	Analyzes changes in Indian society and economy under British rule and the social, economic, and intellectual sources of Indian nationalism
	e	Analyzes how Chinese began to reform government and society after 1895 and why revolution broke out in 1911
	f	Analyzes Japan’s rapid industrialization, technological advancement, and national integration in the late 19th and early 20th centuries

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## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 3 (continued)

*Students understand that societies are diverse and have changed over time.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH19</b>	<b>Gives examples of the varying responses of African peoples to world economic developments and European Imperialism</b>
	a	Explains the impact of religious and political revolutions in the West African Sudan on state-building, Islamization, and European imperial conquest
	b	Explains the rise of Zanzibar and other commercial empires in East Africa in the context of international trade in ivory, cloves, and slaves.
	c	Describes the rise of the Zulu empire and analyze its effects on African societies and European colonial settlement
	d	Assesses the effects of the discovery of diamonds and gold in South Africa on political and race relations
	e	Analyzes the sources and effectiveness of military, political, and religious resistance movements against European conquest in such regions as Algeria, Morocco, West Africa, the Sudan, Ethiopia, and South Africa
	f	Explains major changes in the political geography of northern and Sub-Saharan Africa between 1880 and 1914

**Key Academic Vocabulary:** Social Darwinism, scientific racism, imperial expansion, Sino-Japanese, Russo-Japanese wars, Indian nationalism, West African, Sudan, Zanzibar, Zulu empire, resistance movements

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 5

*Students understand political institutions and theories that have developed and changed over time.*

#### Enduring Understanding

Twentieth century conflicts were caused by the complicated interaction of economics, alliances, nationalism and imperialism.

#### Essential Question

What were the causes of international conflict in the 20th century?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH20</b>	<b>Creates a theory of the causes and global consequences of international conflict in the 20th century</b>
		a Examines the possible causes of World War I and II
		b Analyzes the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of the wars
		c Evaluates ways in which technology affected attitudes toward war among European countries
		d Hypothesizes about the role of the depression in moving the world into renewed conflict
		e Analyzes the role of charismatic leadership on world events
		f Evaluates the global scope, outcome, and human costs of wars
		g Describes the impacts of the wars in the principal theaters of conflict in Europe, the Middle East, Africa, East Asia, and the South Pacific
		h Analyzes the role of nationalism and propaganda in mobilizing civilian populations in support of wars
		i Explains how massive industrial production and innovations in military technology affected strategy, tactics, scale and duration of the wars
		j Assesses the short-term demographic, social, economic, and environmental consequences (combat desertification) of the war

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## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 5 (continued)

*Students understand political institutions and theories that have developed and changed over time.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH21</b>	<b>Creates a theory of the causes and global consequences of international conflict in the 20th century (continued)</b>
	k	Analyzes how political, diplomatic, and economic conflict and competition between the United States and the Soviet Union affected developments in such countries as Egypt, Iran, the Congo, Vietnam, Chile, and Guatemala, Armenia
	l	Explains concepts such as arms race, military expansion, ethnic and cultural difference, territorial claims, economic issues and nationalism as they relate to the outbreak of war
	m	Compares wars in terms of the impact of industrial production, political goals, national mobilization, technological innovations, tactics, and levels of destruction. (6 Days War, Pakistan, Balkans, Soviet Breakup, Cold War, ( Vietnam, Korea, Afghanistan) Argentina, Congo)
	n	Explains the causes of the communist revolutions from 1917 thru the present
	o	Explains the intellectual origins of Communism and how Communism is adapted
	p	Describes the rise of the communist dictators and analyze ways in which their policies transform their societies
	q	Evaluates the relationships between the Communist governments and the West
	r	Assesses the impact of the fall of the Soviet Union on other communist countries and the West
s	Assesses the successes and failures of communist movements and revolutions	

**Key Academic Vocabulary:** World War I and II, depression, charismatic leadership, nationalism, propaganda, industrial production, demographic, environmental consequences, combat desertification, arms race, military expansion, territorial claims, 6 days war, Communism, Soviet Union

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 4

*Students understand the impact of economic activity and scientific or technological developments on individuals and societies.*

#### Enduring Understanding

Since WWII, a system of international justice and a stable organization of international communication has been established.

#### Essential Question

What have been the successes and failures in the search for peace and stability in the post war worlds?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH22</b>	<b>Identifies the successes and failures in the search for peace and stability in the post war worlds</b>
	a	Describes the conflicting aims and aspirations of delegates at various peace conferences (e.g. Versailles, Potsdam, Panmunjom, Camp David, Helsinki Accords) and analyze the responses to the terms of those settlements
	b	Explains how the collapse of the old empires and the creation of new states affected international relations
	c	Examines the formation of peace organizations and assess their promise and limitations as vehicles for achieving lasting peace. (League of Nations, UN)
	d	Analyzes the objectives and achievements of women’s political movements in the context of wars and their aftermaths
	e	Identifies the importance of Nuremberg, War Crimes Tribunals, Truth and Reconciliation
	f	Examines the long-term effects of attempts at establishing international justice

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## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 4 (continued)

*Students understand the impact of economic activity and scientific or technological developments on individuals and societies.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH23</b>	<b>Identifies the economic, social, and political transformations in Africa, Asia, and Latin America as a result of war and independence</b>
		a Analyzes the reasons for the rise of nationalist movements in Africa and Asia
		b Explains how the Mandate System contributed to the rise of pan-Arabism
		c Assesses challenges to democratic governments in Latin America in the context of class divisions and economic dependency
		d Evaluates the successes and failures of the South African government in establishing a representative democracy
		e Describes the methods by which African and Asian countries achieved independence throughout the 20 <sup>th</sup> century
		f Explains the interference of Western nations in the independence process

**Key Academic Vocabulary:** Versailles, Potsdam, Panmunjom, Camp David, Helsinki Accords, League of Nations, UN, Nuremberg, War Crimes Tribunals, Truth and Reconciliation, international justice, Mandate system, pan-Arabism, economic dependency, independence

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 3

*Students understand that societies are diverse and have changed over time.*

#### Enduring Understanding

Political, economic and military relationships have adjusted to changing dynamics in power and resources.

#### Essential Question

What are the new international political, economic and military relationships that developed in the 20th century?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH24</b>	<b>Describes major shifts in world geopolitics from 1900 to the present and explains the changing role of world powers in international affairs</b>
	a	Understands the change in power from European states to other nations of the world throughout the 20 <sup>th</sup> century
	b	Describes the collapse of the communist bloc and explain the global consequences
	c	Assesses the success or failure of international organizations (e.g. League of Nations, UN, OPEC, African Union, NATO, Warsaw Pact, World Bank, Arab League)
	d	Analyzes why mass industrial and consumer economies developed in some countries of the world but not in others

**Key Academic Vocabulary:** communist bloc, League of Nations, UN, OPEC, African Union, NATO, Warsaw Pact, World Bank, Arab League

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History 1

*Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

#### History 2

*Students know how to use the processes and resources of historical inquiry.*

#### Enduring Understanding

The contemporary world has struggled to balance the interests and needs of cultural minorities and majorities.

#### Essential Question

What are the major sources of economic disparity, tension and conflict in the contemporary world?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH25</b>	<b>Evaluates the major sources of social tension, conflict, and economic disparity in the contemporary world</b>
	a	Analyzes how and why the regimes perpetrate “crimes against humanity” and describe the devastation suffered by Jews, blacks and other minority groups.
	b	Analyzes ways ethnic, political and religious groups sought to separate themselves within political boundaries
	c	Analyzes why terrorist movements and extremism have proliferated and the extent of their impact on politics and society in various countries
	d	Explains how new technologies and scientific breakthroughs both benefited and imperiled humankind
	e	Assesses the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide
	f	Examines the causes and consequences of genocide in Rwanda, Darfur, Somalia, Serbia
	g	Assesses the impact of global patterns of migration on the future

**Key Academic Vocabulary:** regimes, terrorist movement, extremism, diffusion, genocide, Rwanda, Darfur, Somalia, Serbia, migration

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

**History 1 (continued)**

*Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

**History 2 (continued)**

*Students know how to use the processes and resources of historical inquiry.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WH26</b>	<b>Applies reading and writing skills to inquire, think critically, and apply historical concepts to new situations</b>
	a	Develops and extends a thesis, argument, or exploration of a topic by analyzing different perspectives, identifying inconsistency, and addressing counterclaims
	b	Organizes increasingly complex ideas to achieve cohesion in writing
	c	Cites all sources and accurately document quotations and paraphrased information using a standard and consistent style
	d	Analyzes, infers and evaluates the content of a variety of print and non-print materials for accuracy, reasoning, and bias

## Suggested Timelines

Topic	Suggested Timeframe
Current Events	3 weeks (Integrated Throughout)
First Global Age (1450-1770)	8 weeks
Age of Revolution (1750—1915)	8 weeks
A Century of War Peace and Achievement (1900—2000)	10 weeks
Research	3 weeks



## Social Studies Scope & Sequence K-5

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>History</b>	Cultural Identity	Families	Community  Community Holidays	Native Peoples  Explorers and Encounters  State Holidays	Colonization  Revolution  Sovereignty	Civil War  Immigration
<b>Civics</b>	My School and Classroom	Neighborhood	Community Government	Colorado Government	Democratic Ideas	Federal Government  Bill of Rights Constitution
<b>Economics</b>	Needs and Wants	Producers and Consumers	Goods and Services	Scarcity	Entrepreneurship  Mercantilism  Free market economy Barter system  Monetary system  Currency	International Trade  Industrialization
<b>Geography</b>	Maps and Globes  Map Features	Continents,  Communities  Mexico  Japan	Culture  India  Alaska  China  Natural Resources  Population  Thematic Maps  Satellite imagery	Colorado Map  Topography  Indigenous Lands  Exploration Routes  Natural Resource maps	Map the colonial Americans  South, East and Western Colonies  13 Colonies  Interdependence  Region	Resource Distribution  Expansion  Human Population  Movement  Regional Development

## Social Studies Scope & Sequence Middle Level

	<b>6 Western Hemisphere</b>	<b>7 Eastern Hemisphere</b>	<b>8 United States History</b>
<b>History</b>	Aztec, Inca, Maya	Ancient Greece and Rome  Origin of World Religions	U.S. History to 1890
<b>Geography</b>	Map Skills  Physical Processes  Regions and Change  Cooperation and Conflict  Resource Distributions  Geographic Problem Solving	Regions and Change    Cooperation and Conflict  Resource Distributions  Geographic Problem Solving	Regional Development of the United States
<b>Economics</b>	Interdependence  Resource Distribution		Development of Market Economy
<b>Civics</b>	US Foreign Policy  Issues analysis and decision making	Origin of Democratic Ideas  Issues analysis and decision making	US Constitution  Changes to the Constitution

## Social Studies Scope & Sequence High School

Topic	9	10	11	12
<b>History</b>		World History 1450 to the Present	US History 1890 to the Present	
<b>Geography</b>	Human Systems  Geographic Tools  Human- Environmental Interaction  Current Events			
<b>Economics (elective)</b>				Macro Economic Concepts  Financial Literacy  Current Economic Events
<b>Civics</b>	Civic Engagement  Origin of US Government  Structure and Function of Government  Parties, Interest Groups and Lobbyists  State and Local Government  Current Events			



## World History Glossary of Terms

### HISTORY

<b>Culture</b>	Refers to learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organization, and their material goods -- food, clothing, buildings, tools, and machines.
<b>Culture Region</b>	Refers to an area with one or more common cultural characteristics which gives it a measure of homogeneity and that distinguishes it from surrounding areas.
<b>Diverse</b>	Refers to having a variety of forms or lands; various kinds of forms.
<b>Ethnic Groups</b>	Refers to a group of people of the same race or nationality who share a common and distinctive culture.
<b>Groups</b>	Refers to any collection of persons considered together as being related in some way. This would include ethnic groups and occupational groups (for example, miners, ranchers, farmers).
<b>Historical Inquiry</b>	Refers to the process of studying history to find out what, who, why, when, etc., in a logical, problem- solving manner.
<b>Historical Narrative</b>	Refers to written histories that "tell the story," from the simple to the complex.
<b>Primary Sources</b>	Refers to historical documents such as reports, maps, photographs, letters, drawing, diaries, and court records and other legal documents, created by those who participated in or witnessed the events of the past.
<b>Secondary Sources</b>	Refers to written accounts of events of the past that reflect the author's interpretation of these events based on the author's analysis of primary and/or secondary sources of information.
<b>Social Organization</b>	Refers to the structure of social relations within a group.
<b>Society, Societies</b>	Refers to a group of human beings living as and/or viewed as members of a community; a structure system of human organization for large-scale community living that furnishes protection, continuity, security, and identity for its members.

## Colorado State Statutes Specific to Social Studies Instruction Education Statutes 2009

- 22-1-104. Teaching of history, culture, and civil government.** (1) The history and civil government of the state of Colorado shall be taught in all the public schools of this state. (2) In addition, the history and civil government of the United States, which includes the history, culture, and contributions of minorities, including, but not limited to, the American Indians, the Hispanic Americans, and the African Americans, shall be taught in all the public schools of the state.
- 22-1-106. Information as to honor and use of flag.** The commissioner of education shall provide the necessary instruction and information so that all teachers in the grade and high schools in the state of Colorado may teach the pupils therein the proper respect of the flag of the United States, to honor and properly salute the flag when passing in parade, and to properly use the flag in decorating and displaying.
- 22-1-108. Federal constitution to be taught.** In all public and private schools located within the state of Colorado, there shall be given regular courses of instruction in the Constitution of the United States.
- 22-1-109. Taught at what stages.** Such instruction in the constitution of the United States shall begin not later than the opening of the junior high schools or seventh grade and shall continue in the high school course and in courses in state colleges, universities, and the educational department of state and municipal institutions to an extent to be determined by the commissioner of education.
- 22-32-135. Financial literacy curriculum.** Each school district board of education is strongly encouraged to adopt as part of its district curriculum courses pertaining to financial literacy to be taught in grade-appropriate courses at the elementary, middle, junior high, and high school grade levels. When selecting mathematics and economics textbooks, each school district is strongly encouraged to select those texts that include substantive provisions on personal finance, including personal budgeting, credit, debt management, and similar personal finance topics. (4) Each school district board of education is further encouraged to adopt successful completion of a course in financial literacy as a graduation requirement.
- 22-7-406. Adoption of state model content standards, state assessments, and timelines - resource bank.**  
...(c) In the process of revising and adopting the state content standards pursuant to section 22-7-1005, the board shall adopt standards for financial literacy that address, at a minimum, the financial literacy topics specified in section 22-2-127 (1). Following adoption of the financial literacy standards, the board shall identify the financial literacy standards that are appropriately assessed within a mathematics assessment and shall ensure that the identified standards are assessed within the mathematics assessments administered as part of the system of assessments adopted pursuant to section 22-7-1006. Inclusion of one or more financial literacy standards within a mathematics assessment shall not prevent the board from assessing the remaining financial literacy standards within one or more other assessments. May 14, 2008