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.
## World Cultures II Overview

### Course Description

World Cultures class is a one semester course. World Cultures II is a people-centered study involving an in-depth look at the world's major cultures such as Latin America and Africa. The examination of each of these cultures will focus upon historical and present-day culture, history, geography, family life and structure, social and community organizations, approach on education, religious beliefs and institutions, political movements, economic trends, and the intellectual and artistic achievements of men and women within their culture. The study of each of the cultures will be enhanced by the development of reading, writing, research, geography, critical thinking, and analysis of chronological time periods, technological use and presentation skills.

### Topics at a Glance

- History of World Cultures
- Religion
- Geography
- Community and Family Life
- Political Movements
- Economic Trends
- Artistic Achievement’s/Styles

### Assessments

- Formative and Summative Assessments
- Checks for understanding.
- Student presentations, response groups
- Student questions/comments
- Social Studies skill builders-mapping, spoke diagrams, writing for understanding, examining diagrams.
- Unit tests.

### Effective Components of BVSD World Cultures Course

- Actively engages and motivates students in the process of learning World Cultures.
- Provides learning activities that are appropriate in complexity and pacing.
- Introduces and expects appropriate use of history vocabulary.
- Provides opportunities for varied learning types.
- Differentiates history instruction to meet wide range of student needs.
- Reinforces effort and provides recognition.
- Integrates the study of history with other content areas with an emphasis on cultural literacy.

### Grade Level Expectations

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History</td>
<td>1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data.</td>
</tr>
<tr>
<td>2. History</td>
<td>1. Recognize the significance of ideas as powerful throughout history.</td>
</tr>
<tr>
<td>3. History</td>
<td>1. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.</td>
</tr>
</tbody>
</table>
### Content Area: World Cultures – High School

**Standard: History**

**Prepared Graduates:**
Analyze key historical periods and patterns of change over time within and across nations and cultures.

---

**GRADE LEVEL EXPECTATION**

**Concepts and skills students master:**
Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>a. World Cultures: Africa, Asia, and Latin America</td>
<td>1. What impact have individuals had on history?</td>
</tr>
<tr>
<td>b. Evaluate continuity and change over the course of world history in the above regions.</td>
<td>2. How have the cultures of Africa, Asia and Latin America defined civilization?</td>
</tr>
<tr>
<td>c. Investigate causes and effects of significant events in Africa, Asia, and Latin America.</td>
<td>3. How does society decide what is important in history?</td>
</tr>
<tr>
<td>d. Examine and evaluate issues of unity and diversity in Africa, Asia, and Latin America.</td>
<td>4. What ancient traditions have impacted modern China today?</td>
</tr>
<tr>
<td></td>
<td>5. What ideas have united people over time?</td>
</tr>
<tr>
<td></td>
<td>6. How has diversity impacted the concepts of change over time?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**
1. The complex relationships among change, diversity and unity have long lasting impacts on the cultural, political, and ideological components of society. For example, there is a need to understand cultural and history in the international world of business.
2. Governments and individuals use history to solve conflicts and create new business markets.

**Nature of Discipline:**
1. Historical thinkers analyze the significance of interactions among eras, ideas, individuals, and groups.
2. Historical thinkers organize events into chronological eras and periods.
3. Historical thinkers study cause and effect, patterns, themes, and interdependence of events.
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
<table>
<thead>
<tr>
<th>Standard</th>
<th>High School</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
</table>
| 1. History | 1. Use 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  
2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time  
3. Recognize the significance of ideas as powerful forces throughout history |
| 2. Geography | 1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions  
2. Explain and interpret geographic variables that influence the interaction of people, places, and environments  
3. Describe the interconnected nature of the world, its people and places |
| 3. Economics | 1. Recognize that productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources  
2. Demonstrate how economic policies impact markets  
3. Analyze how government and competition impact markets  
4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)  
5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)  
6. Identify the components of personal credit to manage credit and debt (PFL)  
7. Identify, develop, and evaluate risk-management strategies (PFL) |
| 4. Civics | 1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies  
2. Identify the purposes of and limitations on the foundations, structures and functions of government  
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 |

<table>
<thead>
<tr>
<th>Eighth Grade</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
</table>
| 1. History | 1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives  
2. Be familiar with the historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another |
| 2. Geography | 1. Use geographic tools to analyze patterns in human and physical systems  
2. Understand that conflict and cooperation occur over space and resources |
| 3. Economics | 1. Recognize that economic freedom, including free trade, is important for economic growth  
2. Understand how to manage personal credit and debt(PFL) |
| 4. Civics | 1. Analyze elements of continuity and change in the United States government and the role of citizens over time  
2. Recognize the place of law in a constitutional system |
### Social Studies

#### Grade Level Expectations at a Glance

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Standard</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
</table>
| **Seventh Grade** | **History** | 1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence  
2. Be familiar with the historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another |
| | **Geography** | 1. Use geographic tools to gather data and make geographic inferences and predictions  
2. Understand that regions have different issues and perspectives |
| | **Economics** | 1. Understand that supply and demand influence price and profit in a market economy  
2. Recognize that the distribution of resources influences economic production and individual choices (PFL) |
| | **Civics** | 1. Analyze the different forms of government and international organizations and their influence in the world community  
2. Compare how various nations define the rights, responsibilities and roles of citizens |
| **Sixth Grade** | **History** | 1. Analyze and interpret historical sources to ask and research historical questions  
2. Analyze the historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another |
| | **Geography** | 1. Use geographic tools to solve problems  
2. Recognize that human and physical systems vary and interact |
| | **Economics** | 1. Identify and analyze different economic systems  
2. Recognize that saving and investing are key contributors to financial well being (PFL) |
| | **Civics** | 1. Analyze the interconnected nature of the United States to other nations  
2. Compare multiple systems of governments |
| **Fifth Grade** | **History** | 1. Analyze historical sources from multiple points of view to develop an understanding of historical context  
2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government |
| | **Geography** | 1. Use various geographic tools and sources to answer questions about the geography of the United States  
2. Causes and consequences of movement |
| | **Economics** | 1. Government and market structures influence financial institutions  
2. Utilizing financial institutions to manage personal finances (PFL) |
| | **Civics** | 1. The foundations of citizenship in the United States  
2. The origins, structure, and functions of the United States government |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations at a Glance</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. History</td>
<td>1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado 2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States</td>
<td></td>
</tr>
<tr>
<td>2. Geography</td>
<td>1. Use several types of geographic tools to answer questions about the geography of Colorado 2. Connections within and across human and physical systems are developed</td>
<td></td>
</tr>
<tr>
<td>3. Economics</td>
<td>1. People responded to positive and negative incentives 2. The relationship between choice and opportunity cost (PFL)</td>
<td></td>
</tr>
<tr>
<td>4. Civics</td>
<td>1. Analyze and debate multiple perspectives on an issue 2. The origins, structure, and functions of the Colorado government</td>
<td></td>
</tr>
<tr>
<td><strong>Third Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. History</td>
<td>1. Use a variety of sources to distinguish historical fact from fiction 2. People in the past influenced the development and interaction of different communities and regions</td>
<td></td>
</tr>
<tr>
<td>2. Geography</td>
<td>1. Use various types of geographic tools to develop spatial thinking 2. The concept of regions is developed through an understanding of similarities and differences in places</td>
<td></td>
</tr>
<tr>
<td>3. Economics</td>
<td>1. Describe producers and consumers and how goods and services are exchanged 2. Describe how to meet short-term financial goals (PFL)</td>
<td></td>
</tr>
<tr>
<td>4. Civics</td>
<td>1. Respecting the views and rights of others as components of a democratic society 2. The origin, structure and function of local government</td>
<td></td>
</tr>
<tr>
<td><strong>Second Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. History</td>
<td>1. Identify historical sources and utilize the tools of a historian 2. People in the past influenced the history of neighborhoods and communities</td>
<td></td>
</tr>
<tr>
<td>2. Geography</td>
<td>1. Use geographic terms and tools to describe space and place 2. People in communities manage, modify, and depend on their environment</td>
<td></td>
</tr>
<tr>
<td>3. Economics</td>
<td>1. The scarcity of resources affects the choices of individuals and communities 2. Apply decision-making processes to financial decision making (PFL)</td>
<td></td>
</tr>
<tr>
<td>4. Civics</td>
<td>1. Responsible community members advocate for their ideas 2. People use multiple ways to resolve conflicts or differences</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Grade Level Expectation</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>First Grade</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. History | 1. Describe patterns and chronological order of events of the recent past  
2. Family and cultural traditions in the United States in the past |
| 2. Geography | 1. Geographic tools such as maps and globes to represent places  
2. People in different groups and communities interact with each other and the environment |
| 3. Economics | 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  
2. Identify short term financial goals (PFL) |
| 4. Civics | 1. Effective groups have responsible leaders and team members  
2. Notable people, places, holidays and patriotic symbols |
| **Kindergarten** | |
| 1. History | 1. Ask questions, share information and discuss ideas about the past  
2. The first component in the concept of chronology is to place information in sequential order |
| 2. Geography | 1. People belong to different groups and live in different settings around the world that can be found on a map or globe |
| 3. Economics | 1. Ownership as a component of economics  
2. Discuss how purchases can be made to meet wants and needs (PFL) |
| 4. Civics | 1. Participate in making decisions using democratic traditions  
2. Civic participation takes place in multiple groups |
| **Preschool** | |
| 1. History | 1. Change and sequence over time |
| 2. Geography | 1. Develop spatial understanding, perspectives, and connections to the world |
| 3. Economics | 1. People work to meet wants  
2. Recognize money and identify its purpose (PFL) |
| 4. Civics | 1. Individuals have unique talents but also work with others in groups  
2. Rules and their purpose in allowing groups to work effectively |
Glossary of Terms