Social Studies
Middle Level
Curriculum

Approved
By
Board of Education
August 28, 2001

Division of Learning Services
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**Please Note:** In order to conserve paper and cut down on size, this guide only contains the information needed for the middle level. Complete guides are in the school Media Center and in principal's office. The page numbering sequence in this guide represents the pagination in the complete document.
The Social Studies in the Boulder Valley Schools includes history, geography, civics and economics. Each of these areas has national, state and local board-approved standards and benchmarks. The standards spell out what students should know and be able to do as a result of receiving social studies instruction. The Social Studies Curriculum Council has met during the 1999-2000 and the 2000-2001 school year to align the curriculum in required classes to standards. Council work in 2001-2002 will include a focus on aligning standards to elective social studies classes.

Curriculum Audit Process
The first task of the curriculum council was to embark on a curriculum audit. The purpose of the audit was to ascertain the status of social studies instruction in our district, in the metro area, in the state and in the nation. Our investigations revealed the following general findings

• There are many tremendously talented social studies teachers in this district who, despite many of the adversities listed below, make social studies a vital and vibrant part of a student's education.

• Boulder Valley has had a strong written social studies curriculum. The interpretation of that curriculum, however, varies widely within schools and among the grades. The current curriculum is not aligned with state standards.

• In almost all grades, teachers felt that there was far more curriculum to be delivered than can be effectively learned by students. Emphasis has been on coverage often to the detriment of understanding.

• Such practices as mentioned above are commonly found throughout the state and nation. While several national social studies organizations have standards, often there is not congruence as to content emphasis, course content or course sequence.

• Within each of the social studies disciplines, there is not a consensus as to which approach is most appropriate for student learning. Therefore, issues such as expanding horizons instruction versus pure historical instruction, chronological versus thematic instruction, varied and diverse cultural perspective instruction, and a host of other methodologies all vie for consideration.

• Social studies, by its very nature, is a political activity. Because of its political nature, a wide variety of interest groups have promoted various curriculums and instructional ideologies. Often these various approaches are at odds with one another and have been the source of much heated debate over what students should know...or not know.

• Within the school, instructional time for social studies is competing with a host of increased demands, such as assessment mandates, and with the sheer increase in the amount of knowledge available to students and teachers.

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• Meaningful district-sponsored professional development has been sporadic, poorly articulated and without a focus for many years.
• While students spend a great deal of time receiving social studies instruction, their ability to recall, use, apply or demonstrate their knowledge is surprisingly minimal. It would appear that much social studies instruction has little connection with a student's life.
• The difference between the written curriculum and the actually delivered and learned curriculum is, in many instances, great. This may be due to too much and poorly defined content, low level content accountability requirements (social studies is not part of the CSAP process), lack of teacher expertise, lack of adequate materials, and a reluctance, by a few, to move from a "my favorite unit" delivery system.

Content Retention
Concurrent with the curriculum audit, the curriculum council looked at current brain research to determine what developmentally appropriate practice is in the social studies. The council also investigated what promoted long-term retention and use of social studies knowledge. The overall findings of this investigation were:
• The mere accumulation of facts and dates does not constitute learning.
• There are a variety of pathways that facilitate learning. The most powerful learning takes place when multiple pathways are used.
• Active emotional engagement is a crucial component to learning. Students must make connections and establish relationships to their learning.
• Information which the brain considers trivial or insignificant or which has had insufficient processing will not stay in long term memory.
• Coverage and uncovering are two very different processes. Uncovering is a far more powerful tool. Our curriculum must have a defined scope of coverage and a means for active student engagement and thoughtfulness.
• How students construct meaning and formulate "big ideas" are key to understanding.
• Active inquiry, rather than rote exercises, is what drives children's learning.

Curriculum Alignment
The curriculum audit and the content retention studies allowed the council to frame and align its work in a fashion that met Boulder Valley academic content standards and provided a proper learning environment for students and teachers. The council identified the themes, or big ideas, that will serve as the overarching structure for instruction. The themes are:
• Conflict/Cooperation
• Change/ Evolution/Revolution
• Power/Authority/Influence/Governance
• Diversity/Universality
• Individuality/Interdependence

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• Systems: Cultural, Political, and Environmental Note: These themes mirror many of the themes detailed in the philosophies of national social studies organizations.

The curriculum alignment has strands, which weave the themes into instruction so that a student is actively engaged in his or her learning. Those strands are:

• Historical connections—a conscious awareness of what happened in the past shaping both our present and our future.
• Civic responsibility—an active involvement in and demonstration of decision making and public stewardship.
• Geographic awareness—a well defined sense of place and context.
• Economic understanding—a clear concept of the relationships among resources, production and consumption.
• Multiple perspectives and cultural expressions—an ability to analyze, understand and empathize with a variety of diverse viewpoints.
• BVSD social studies themes—an ability to use the above mentioned themes in relation to the study and understanding of human endeavor.
• Resource utilization—an ability to discern and understand the consequences of utilizing assets.
• Membership in the world community—a recognition of the interconnectedness of all of the peoples of the world.
• Social studies tools—a skillful ability to use a variety of resources, including research, technology, source material, mathematical analysis, map and globe skills, and multiple perspectives, to ascertain elements of the human condition.

Teachers will incorporate these strands as they organize their lessons plans and course outlines.

As the council looked at the content of the social studies K-12, care was taken to examine the flow of instruction; Council members gave special attention to which content or concept was introduced where. Each of the levels and the grades within the levels adjusted content loads and minimized overlap and duplication. The council agreed to the concept that "less is more." Therefore, grade levels chose a reasonable number of topics to explore in a fashion that allows thoughtful analysis. Special care was given to the sequence of instruction in American history. The council agreed to move from large ideas and concepts at the elementary level to increasingly more sophisticated understanding at the secondary level.

Careful consideration was given to the instruction of economics at the high school level. After much discussion, several options were brought to the schools for a vote. The vote basically centered on the issue of a separate economics course or embedded economics instruction in the existing courses. High school staff people agreed that the

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**August 28, 2001**
economic standards be embedded in the existing course offerings. Such a course of instruction means that the graduation requirements have not been altered or increased nor have the overall high school elective programs been effected. Both of these considerations were very important in the high school council's decision.

The council recognizes that the successful implementation of this curriculum will rely on expert teaching, high quality materials and on-going professional development and support. If any of these elements are lacking, implementation, teaching and learning will suffer.

**Operating Tenets**

The Boulder Valley Social Studies Curriculum is designed to meet the Academic Content Standards approved by the Board of Education through active inquiry. Beyond this, the curriculum strives to have in place a solid foundation for students so that they understand citizenship, history, a sense of place and their role in the world. The curriculum is formatted so that students receive the requisite knowledge base and skills to develop key concepts and core processes. The long-range goal is for students to use their knowledge to develop principles and generalizations which enable them to have long lasting understandings, develop habits of mind, and to comprehend the "big pictures" of the world. We want students to engage in a greater thoughtfulness that allows them to solve new problems and pose new lines of inquiry. We also recognize that we must guard against incomplete understandings, faulty reasoning and ill-founded assumptions in students. Thus, instruction in the social studies truly becomes a way of knowing, understanding and honoring our past, present and future.
The Boulder Valley School District recognizes that the story of the United States, and the world as a whole, is full of glorious achievements as well as deplorable actions. Students and teachers must know and understand how each type of event has shaped us as a nation and as members of the world community. The expectation of this curriculum is that it will be part of an overall educational process that gives students and teachers tools to use multiple perspectives to see how events have shaped our history and our sense of ourselves.

The careful study of any group of people reveals a diverse set of cultural attributes. Response to these attributes can often be value laden. Depending on who is looking at the attribute, it can be seen as positive or negative, as constructive or destructive or as liberating or oppressive. All too often the Social Studies focus on the positive, constructive and/or liberating aspects of the dominant group. This focus is, at least, incomplete and, at worst, dishonest. Boulder Valley students must have a means to look at history as the story of all people through lenses that detect bias, oppression and dishonesty. The examination of the Social Studies is a means to develop multiple perspectives and develop critical historical analysis.

To achieve these perspectives students must:

- Understand the nature and consequences of oppression.
- Understand the nature and consequences of racism.
- Understand and detect bias.
- Understand what is meant by fairness, justice and social responsibility.
- Be willing to examine and analyze alternative viewpoints.
- Identify and stop all forms of harassment.
- Respect the dignity and worth of all human beings.
- Demonstrate social responsibility.

The development of these perspectives will happen over time in all grades. Social Studies can provide a rich dimension for such instruction. Social Studies, however, is only one of many vehicles that must be used to achieve the goal of a multiculturally aware graduate. Each content area, as well as the school system itself, plays a role in the process of producing graduates who are respectful of all people regardless of race, gender, ethnicity, religious belief or social class. And finally, such a process must be sensitive to children’s developmental needs. Such a process requires adequate materials, on-going professional development, enlightened leadership of adults and children and a commitment to be fearless in advancing the democratic goals of America.
# 2000-2001 K-12 Social Studies Curriculum Council

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Aspen Creek K-8</th>
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<tbody>
<tr>
<td>Barb</td>
<td>Bear Creek Elementary</td>
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<tr>
<td>Munizza Barbara</td>
<td>Birch Elementary</td>
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<tr>
<td>Puzio DeeAnn</td>
<td>Community Montessori</td>
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<tr>
<td>Orahody Mary Risard</td>
<td>Coal Creek Elementary</td>
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<tr>
<td>Norma Decker Judy</td>
<td>Coal Creek Elementary</td>
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<tr>
<td>Minger Marty</td>
<td>Creekside Elementary</td>
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<tr>
<td>McDaneld Elaine</td>
<td>Crest View Elementary</td>
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<td>Eichel Elaine</td>
<td>Douglass Elementary</td>
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<tr>
<td>Schwenker Barb</td>
<td>Eisenhower Elementary</td>
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<tr>
<td>DiSalle Scott Allen</td>
<td>Eldorado K-8</td>
</tr>
<tr>
<td>Theresa Jones</td>
<td>Emerald Elementary</td>
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<tr>
<td>Rosemary Webster</td>
<td>Emerald Elementary</td>
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<tr>
<td>Tom Lajeunesse</td>
<td>Fireside Elementary</td>
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<tr>
<td>Bonnie Coffey Dawn</td>
<td>Flatirons Elementary</td>
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<tr>
<td>Lieberman *Phyllis</td>
<td>Foothill Elementary</td>
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<tr>
<td>Bye</td>
<td>Heatherwood Elementary</td>
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<tr>
<td>Shannon Van Scotter</td>
<td>High Peaks Elementary</td>
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<tr>
<td>Amilaka Sbrocca Anne</td>
<td>Kohl Elementary</td>
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<tr>
<td>O’Rourke Michele</td>
<td>Lafayette Elementary</td>
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<td>Moyer Tiffany Boyd</td>
<td>Louisville Elementary</td>
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<td>Devira Chartrand</td>
<td>Mapleton Elementary</td>
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<td>Gay Anne Fey</td>
<td>Mesa Elementary</td>
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<tr>
<td>Nando Gonzales</td>
<td>Nederland Elementary</td>
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<tr>
<td>*Pat Ziemkowski</td>
<td>Pioneer Elementary</td>
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<tr>
<td>Bob Nihan Tamara</td>
<td>TAPP TeacherPlatt Middle</td>
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<tr>
<td>Meredith</td>
<td>Ryan Elementary</td>
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<tr>
<td>Sue Brighton</td>
<td>Sanchez Elementary</td>
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<tr>
<td>Kathy Kotnour</td>
<td>Superior Elementary</td>
</tr>
<tr>
<td>Alejandra Sotiros</td>
<td>University Hill Elementary</td>
</tr>
<tr>
<td>*Melvid Ferry</td>
<td>Washington Elementary</td>
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<tr>
<td>Jenny Havlick</td>
<td>Washington Elementary</td>
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<td>Whittier Elementary</td>
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**Middle Level**

<table>
<thead>
<tr>
<th>Member Name</th>
<th>School Name</th>
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<tbody>
<tr>
<td><em>Katy Carpenter</em></td>
<td>Angevine Middle</td>
</tr>
<tr>
<td>Lisa Turner</td>
<td>Aspen Creek K-8</td>
</tr>
<tr>
<td>Renee Miller</td>
<td>Base Line Middle</td>
</tr>
<tr>
<td>Bob Birnberg</td>
<td>Broomfield Heights Middle</td>
</tr>
<tr>
<td>Brad Nock</td>
<td>Burbank Middle Casey</td>
</tr>
<tr>
<td>Molly Gardner</td>
<td>Middle Centennial Middle</td>
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<tr>
<td>Pete Rosato Scott</td>
<td>Eldorado K-8 Halcyon</td>
</tr>
<tr>
<td>Allen Sue Bocim</td>
<td>Louisville</td>
</tr>
<tr>
<td>Diane Fitzgerald</td>
<td>Monarch K-8</td>
</tr>
<tr>
<td>Heather Robinson</td>
<td>Nederland Jr.</td>
</tr>
<tr>
<td>Kate Kauper Paula</td>
<td>Platt Middle</td>
</tr>
<tr>
<td>Prentup Marcia</td>
<td>Platt Middle</td>
</tr>
<tr>
<td>Reed Rick Fortin</td>
<td>Southern Hills</td>
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**High School**

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<tr>
<td>Paul Francisco</td>
<td>Arapahoe Ridge</td>
</tr>
<tr>
<td>Skakti Davis</td>
<td>Boulder High</td>
</tr>
<tr>
<td>Andy Aiken</td>
<td>Boulder High</td>
</tr>
<tr>
<td>Mary Jensen</td>
<td>Broomfield High</td>
</tr>
<tr>
<td>Steve Ross</td>
<td>Centaurus High</td>
</tr>
<tr>
<td>Lisa Navarre</td>
<td>Fairview High</td>
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<tr>
<td><em>Paula Sinn-Penfold</em></td>
<td>Monarch High</td>
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<tr>
<td>Andrew Bushe Chris</td>
<td>Monarch High</td>
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<tr>
<td>Mischke Jaye Zola</td>
<td>Nederland Sr.</td>
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<td>New Vista Sr.</td>
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**NOTE:** Members of the Social Studies Planning Committee
IN MEMORIAM

On November 11, 2000, Theresa Jones, a fifth grade teacher at Emerald Elementary School, died in a car accident.

Ms. Jones had taught at Emerald for 23 years and was a dedicated member of the Social Studies Curriculum Council. Her insights were always positive and supportive.

Ms. Jones' memory is proof that any curriculum is only as good as a caring and informed teacher.

May those who use this guide remember the power of excellent teaching as they help each student to understand and shape their own personal history.

K-12 Social Studies Curriculum Council
Boulder Valley Schools April, 2000
SOCIAL STUDIES

History
Adopted by Board of Education - December 19, 1996

Geography
Adopted by Board of Education - December 19, 1996

Civics
Adopted by Board of Education - February 10, 2000

Economics
Adopted by Board of Education - February 10, 2000

Division of Learning Services
Background

Content Standards are general statements of what a student should know or be able to do relative to a particular academic area. A rationale statement accompanies each content standard. Benchmarks describe what most students should understand and be able to do at specified grade levels to meet each standard. District assessment of these benchmarks will occur at the K-4, 5-8 and 9-12 level. The development and implementation of state content standards were mandated in May, 1993, by Colorado HB 93-1313.

Local standards must meet or exceed state standards. This process was begun in BVSD during the summer of 1992 in all four content areas (English/language arts, history, and geography, mathematics, and science) by groups of teachers, community members, and university faculty. During the 1995-96 school year, the Board of Education initiated the development of Curriculum Councils. The councils compare Boulder Valley School District's proposed standards with the adopted Colorado standards and additional documents collected from within Colorado as well as nationally. The Councils also began a review of Boulder Valley School District's curriculum to align the curriculum with standards.

Focus groups responding to the proposed History and Geography Standards were held Fall 1996, that included diverse constituencies from informational meetings conducted at each school, from community organizations, and from district advisory groups. Representatives of the school of Education and other academic departments of the University of Colorado were also included. Board of Education work sessions were held concurrently, prior to the Board of Education meetings for formal discussion and adoption of the standards. As a result of the additional input from focus groups and Board work sessions, standards revisions were completed by council leaders. The History and Geography Standards were adopted by the Board of Education December 19, 1996.

Curriculum implementation will be phased in over the next three years. Revised curriculum documents will include standards, rationale, benchmarks, and the specific grade level or subject area curricula. Performance assessments will be developed and will provide a means for helping students reach proficiency levels and reporting overall District performance patterns. The assessments will indicate whether a student has met, exceeded, or continues to need additional work to meet the standards. This process will help to ensure that we have a system that is accountable for student learning.

Economics and Civics Standards were the last set of standards to be developed by the State of Colorado. Once the standards were established, the Social Studies Curriculum Council proposed standards that met or exceeded state guidelines. After a detailed process the Board of Education approved the Economic Academic Content Standards on February 10, 2000 and the Civics Academic Standards on February 10, 2000.
Comparison of Colorado and BVSD Content Standards

Note: Social Studies is subdivided into four areas of study: History, Geography, Civics, and Economics.
### HISTORY

<table>
<thead>
<tr>
<th>Colorado Content Standards (Adopted 9/14/95)</th>
<th>BVSD Content Standards (Adopted 12/19/96)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>1.1 Students know the general chronological order of people and events in history.</td>
<td>1.1 Students know the general chronological order of people and events in history.</td>
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<tr>
<td>1.2 Students use chronology to organize historical events and people.</td>
<td>1.2 Students use chronology to organize historical events and people.</td>
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<tr>
<td>1.3 Students use chronology to examine and explain historical relationships.</td>
<td>1.3 Students use chronology to examine and explain historical relationships.</td>
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<tr>
<td><strong>2. Students know how to use the processes and resources of historical inquiry.</strong></td>
<td><strong>2. Students know how to use the processes and resources of historical inquiry.</strong></td>
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<tr>
<td>2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and support hypotheses.</td>
<td>2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.</td>
</tr>
<tr>
<td>2.2 Students know how to interpret and evaluate primary and secondary sources of historical evidence.</td>
<td>2.2 Students know how to interpret and evaluate primary and secondary sources of historical evidence.</td>
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<tr>
<td>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.</td>
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</tr>
<tr>
<td><strong>3. Students understand that societies are diverse and have changed over time.</strong></td>
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<tr>
<td>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples and cultures.</td>
<td>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples and cultures.</td>
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<tr>
<td>3.2 Students understand the history of social organization in various societies.</td>
<td>3.2 Students understand the history of social organization in various societies.</td>
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<tr>
<td>3.3 Students understand the existence of conflict and cooperation.</td>
<td>3.3 Students understand the existence of conflict and cooperation.</td>
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</table>
### BVSD Social Studies Content Standards

**Adopted December 19, 1996 and February 10, 2000**

<table>
<thead>
<tr>
<th>4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</th>
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<tbody>
<tr>
<td>4. Students understand the impact of economic activity and scientific and technological developments on individuals and societies.</td>
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<tr>
<td>4.1 Students understand the impact of scientific and technological developments on individuals and societies.</td>
</tr>
<tr>
<td>4.2 Students understand how economic factors have influenced historical events.</td>
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<tr>
<td>4.3 Students understand the historical development and know the characteristics of various economic systems.</td>
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<tr>
<td>4. Students understand the impact of economic activity and scientific and technological developments on individuals and societies.</td>
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<tr>
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<td>4.3 Students understand the historical development and know the characteristics of various economic systems.</td>
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<tr>
<th>5. Students understand political institutions and theories that have developed and changed over time.</th>
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<tbody>
<tr>
<td>5. Students understand political institutions and theories that have developed and changed over time.</td>
</tr>
<tr>
<td>5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.</td>
</tr>
<tr>
<td>5.2 Students know the characteristics of various systems of government and are able to identify and describe historical examples.</td>
</tr>
<tr>
<td>5.3 Students know how political power has been acquired, lost, and used throughout history.</td>
</tr>
<tr>
<td>5.4 Students know the history of relationships among different political powers and the development of international relations.</td>
</tr>
<tr>
<td>5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.</td>
</tr>
<tr>
<td>5.2 Students know how various systems of government have developed and functioned throughout history.</td>
</tr>
<tr>
<td>5.3 Students know how political power has been acquired, maintained, used and/or lost throughout history.</td>
</tr>
<tr>
<td>5.4 Students know the history of relationships among different political powers and the development of international relations.</td>
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<tr>
<th>6. Students know that religious and philosophical ideas have been powerful forces throughout history.</th>
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<tr>
<td>6. Students know that religious and philosophical ideas have been powerful forces throughout history.</td>
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<tr>
<td>6.1 Students know the historical development of the great religions and philosophical beliefs.</td>
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<tr>
<td>6.2 Students know how societies have been affected by religious and philosophical systems.</td>
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<tr>
<td>6.3 Students know how various forms of artistic expression reflect religious and philosophical beliefs.</td>
</tr>
<tr>
<td>6.1 Students know the historical development of the great religions and philosophical beliefs.</td>
</tr>
<tr>
<td>6.2 Students know how societies have been affected by religious and philosophical systems.</td>
</tr>
<tr>
<td>6.3 Students know how various forms of artistic expression reflect religious beliefs and philosophical ideas.</td>
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<tr>
<td>Colorado Content Standards</td>
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<tr>
<td>---------------------------</td>
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<tr>
<td><strong>GEOGRAPHY</strong></td>
</tr>
<tr>
<td>1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.</td>
</tr>
<tr>
<td>1.1 Students know how to use maps, globes, and other geographic technologies to acquire, process, and report information from a spatial perspective.</td>
</tr>
<tr>
<td>1.2 Students develop knowledge of Earth to locate people, places, and environments.</td>
</tr>
<tr>
<td>2. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.</td>
</tr>
<tr>
<td>2.1 Students know the physical and human characteristics of places.</td>
</tr>
<tr>
<td>2.2 Students know how and why people define regions.</td>
</tr>
<tr>
<td>2.3 Students know how culture and experience influence people's perceptions of places and regions.</td>
</tr>
<tr>
<td>3. Students understand how physical processes shape Earth's surface patterns and systems.</td>
</tr>
<tr>
<td>3.1 Students know the physical processes that shape Earth's surface patterns.</td>
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<tr>
<td>4. Students understand how economic, political, cultural, and social processes interact to shape diverse patterns of human populations, movement, interdependence, cooperation, and conflict.</td>
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<tr>
<td>4.1 Students know the characteristics, location, distribution, and migration of human populations.</td>
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<td>4.2 Students know the nature and spatial distribution of cultural patterns.</td>
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<tr>
<td>4.3 Students know the patterns and networks of economic interdependence.</td>
</tr>
<tr>
<td>4.4 Students know the processes, patterns, and functions of human settlement.</td>
</tr>
<tr>
<td>4.5 Students know how cooperation and conflict among people influence the division and control of Earth's surface.</td>
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</tbody>
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<thead>
<tr>
<th>5. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.</th>
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</thead>
<tbody>
<tr>
<td>5.1 Students know how human actions modify the physical environment.</td>
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<tr>
<td>5.2 Students know how physical systems affect human systems.</td>
</tr>
<tr>
<td>5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Students apply knowledge of people, places, and environments to understand and interpret the past and present and to plan for the future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Students know how to apply geography to understand the past.</td>
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<tr>
<td>6.2 Students know how to apply geography to understand the present and plan for the future.</td>
</tr>
</tbody>
</table>
### CIVICS


1. **Students understand the purposes of government and the basic constitutional principles of the United States republican form of government.**
   - 1.1 Students know and understand what government is and what purpose it serves.
   - 1.2 Students know the essential characteristics of limited and unlimited government.
   - 1.3 Students understand the principles of the United States constitutional government.
   - 1.4 Students know the distinctive characteristics of the political culture of the United States.
   - 1.5 Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic.

2. **Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.**
   - 2.1 Students know the organization and functions of local, state, and national governments.
   - 2.2 Students know how power, authority, and responsibility are distributed, shared, and limited through federalism as established by the United States Constitution.
   - 2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.
   - 2.4 Students know how public policy is developed at the local, state and national levels.

**BVSD Social Studies Content Standards**
Adopted December 19, 1996 and February 10, 2000
3. Students know the political relationship of the United States and its citizens to other nations and to world affairs.

3.1 Students know how and why governments and non-governmental agencies around the world interact politically.

3.2 Students understand how the United States government develops foreign policy.

3.3 Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics and society of the United States.

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

4.1 Students know what citizenship is.

4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic.

4.3 Students know how citizens can exercise their rights.

4.4 Students know how citizens can participate in civic life.
## Comparison of Colorado and BVSD Content Standards

### ECONOMICS

<table>
<thead>
<tr>
<th>Colorado Content Standards</th>
<th>Adopted BVSD Content Standards (Adopted 8/98 February 10, 2000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.</td>
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</tr>
<tr>
<td>1.1 Students know that choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.</td>
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</tr>
<tr>
<td>1.2 Students understand that economic incentives influence the use of scarce human, capital, and natural resources.</td>
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<tr>
<td>1.3 Students understand that resources can be used in many ways and understand the costs of alternative uses.</td>
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<tr>
<td>2. Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.</td>
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</tr>
<tr>
<td>2.1 Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services.</td>
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<tr>
<td>2.2 Students understand the fundamental characteristics of the United States economic system.</td>
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</tr>
<tr>
<td>2.3 Students understand that government actions and policies including taxes, spending, and regulations influence the operation of economies.</td>
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</tr>
</tbody>
</table>
3. Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

3.1 Students understand that the exchange of goods and services creates economic interdependence and change.

3.2 Students understand how a country's monetary system facilitates the exchange of resources.
Introduction

The Boulder Valley Schools Social Studies Content Standards specify what all students should know and be able to do as a result of their K-12 experiences. Standards will be met with developmentally appropriate activities from initial experiences in Kindergarten through increasingly complex and focused instruction in the higher grades.

The foundation of concepts and the beginnings of a body of knowledge are introduced at the elementary level. During the primary grades, much of this information is presented through literature and common experiences. As students progress through intermediate, middle, and senior high years, learning increases in depth and specificity.

The study of social studies is essential to developing citizens who understand contemporary issues with a depth and wisdom drawn from the civic, economic, geographic, and historic disciplines. Without social studies knowledge and understanding, a society shares no common memory of where it has been, what its core values are, or what economic, political, social and historical decisions account for present circumstances. A broad and deep understanding of social studies enables students to take their place as stewards of democracy and Earth's sustainability and to act as members of an economically interdependent and culturally diverse world.

The disciplines of social studies are interrelated. The study of history, geography, economics, or civics has discrete or unique content that builds on the understanding of the skills, concepts, and applications of each discipline.
How Standards and Curriculum Fit Together

| K-4 Benchmarks | 5—8 Benchmarks | 9—12 Benchmarks |

Grade/Level Curriculum

Essential Learning Results

- Topics/Content
- Skills

Grade / Course Level Curriculum

Essential Learning Results

- Topics/Content
- Skills
- Concepts

Performance Indicators

(Assessments)

Performance indicators

(Assessments)

Performance Indicators

(Assessments)

BVSD Social Studies Content Standards
Adopted December 19, 1996 and February 10, 2000
BVSD Content Standards and Benchmarks for Social Studies:

History
Geography
Civics
Economics

BVSD Social Studies Content Standards
Adopted December 19, 1996 and February 10, 2000
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.

RATIONALE: Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought; for determining the order in time of historical developments; for determining how long they lasted; and for examining the various relationships among historical events. It also provides students with a sense of their past, which is necessary for them to understand the present and see possibilities for the future.

1.1 Students know the general chronological order of people and events in history.

In Grades K-4, what the students know and are able to do includes:
1.1.1 organizing the chronological order of significant people and events from diverse cultures in the development of local communities and the state; and
1.1.2 organizing the chronological order of significant people from United States history.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
1.1.1 chronologically organizing major events and people of U.S. History; and
1.1.2 describing significant events and people which form the foundation of U.S. History in the chronological context of the history of the world, including the Americas.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
1.1.1 demonstrating how history can be organized chronologically, thematically, and topically to group people- and events; and
1.1.2 placing in order the important people and major events characterizing each of the eras in the United States and world history as listed below, and explaining the principles that define each "era."

Note: These eras are drawn from Lessons from History: Essential Understanding and Historical Perspectives Students should acquire.

<table>
<thead>
<tr>
<th>Eras in United States History</th>
<th>Eras in World History</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Americas to 1600</td>
<td>Emergence of Civilizations, to 1000 BC</td>
</tr>
<tr>
<td>The Colonial Era, 1500-1754</td>
<td>The Classical Civilizations of the Mediterranean Basin, India, and China, 1000BC-600 AD</td>
</tr>
<tr>
<td>The Revolutionary Era 1754-1783</td>
<td></td>
</tr>
<tr>
<td>Nation Building, 1783-1815</td>
<td></td>
</tr>
</tbody>
</table>

BVSD Social Studies Content Standards
Adopted December 19, 1996 and February 10, 2000
1.2 Students use chronology to organize historical events and people.

In Grades K-4, what students will know and be able to do includes:
1.2.1 identifying events or people from the past and present;
1.2.2 creating timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries; and
1.2.3 creating a brief historical narrative that chronologically organizes people and events in the history of their generational heritage, schools, neighborhoods, communities, states, country, and world.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
1.2.1 demonstrating how various cultures have organized and measured time;
   1.2.2 constructing timelines to show how different series of events happened simultaneously; and
1.2.3 using historical narration of events to understand sequences of historical events.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
1.2.1 constructing the chronology and connections found in historical narratives;
1.2.2 using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions; and
1.2.3 describing how history can be organized using various criteria (e.g., thematically, chronologically, geographically) to group people and events.

1.3 Students use chronology to examine and explain historical relationships.

In Grades K-4, what students will know and be able to do includes:
1.3.1 identifying cause and effect relationships in a sequence of events.
As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:
1.3.1 interpreting historical data to determine cause-and-effect relationships; and
1.3.2 explaining patterns of, and identifying themes in related events over time.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:
1.3.1 distinguishing between cause and effect relationships and events that happen to occur concurrently or sequentially; and
1.3.2 analyzing and explaining cause and effect relationships using historical information that is organized chronologically, using both order and the duration of events to detect and analyze patterns of historical continuity and change.
History

Standard #2: Students know how to use the processes and resources of historical inquiry.

RATIONALE: The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. In addition, the skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

In Grades K-4, what students will know and be able to do includes:
2.1.1 posing and answering questions about the past; and
2.1.2 gathering historical data from multiple sources (e.g., oral histories, interviews, diaries, letters, newspapers, literature, speeches, texts, maps, photographs, art works and available technology).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
2.1.1 formulating historical questions based on examination of primary and secondary sources (e.g., documents, eyewitness accounts, letters, diaries, artifacts, photos, real or simulated historical sites, charts, graphs and diagrams); and
2.1.2 gathering information from many resources to understand events from multiple perspectives, in order to answer historical questions.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
2.1.1 formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources; and
2.1.2 gathering, analyzing and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical evidence.

In Grades K-4, what students will know and be able to do includes:
2.2.1 describing sources of historical information (e.g., maps, diaries and songs); and
2.2.2 identifying the main idea in a source of historical information (text); and
2.2.3 identifying ways cultures record their history (e.g., song, story, diaries, pictures and artifacts).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
2.2.1 distinguishing between primary and secondary sources;
2.2.2 examining historical data for point of view, bias, distortion, or propaganda by omission, suppression, or invention of facts;
2.2.3 examining how historical descriptions, arguments and judgments reflect the bias of the author and the time period;
2.2.4 recognizing the value of other cultures’ perspectives; and
2.2.5 interpreting the data in historical maps, photographs, art works and other artifacts.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
2.2.1 explaining how historical descriptions, arguments and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period (e.g., cultural, ethnic and gender bias);
2.2.2 interpreting oral histories and folklore of various cultures;
2.2.3 evaluating the data within the social, political and economic context in which it was created and evaluating its bias and credibility; and
2.2.4 comparing and contrasting the authenticity of information received from multiple resources.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple historical perspectives.

In Grades K-4, what students will know and be able to do includes:
2.3.1 comparing past and present-day situation and events (e.g., limited resources as the basis of conflict).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
2.3.1 incorporating historical information into problem solving and discussions of current issues; and
2.3.2 examining current concepts, issues, events and themes from multiple, historical perspectives.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
2.3.1 identifying historical contexts of contemporary issues;
2.3.2 identifying how print and electronic media can affect perspectives regarding historical and current events (e.g., the impact of television on perceptions of the Vietnam war); and
2.3.3 using historical information to interpret and evaluate decisions or policies regarding contemporary issues.

BVSD Social Studies Content Standards
Adopted December 19, 1996 and February 10, 2000
HISTORY

Standard #3: Students understand that societies are diverse and have changed over time,

RATIONALE: An understanding of the history of societies is indispensable to and understanding of the rest of history, and to understanding of individuals' roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies, family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples and cultures since earliest times have affected societies throughout history. They also need to be able to identify and describe the cultural heritage of the United States.

3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples and cultures.

In Grades K-4, what students will know and be able to do includes: 3.1.1 identifying various cultures present in the school, neighborhood, community, state and nation;
3.1.2 recognizing how the presence, interactions and contributions of various groups and cultures have affected the school, neighborhood, community and state (e.g., traditions, songs and stories); and
3.1.3 describing the history, interactions and contributions of the various peoples and cultures that migrated to Colorado and the U.S. over time (e.g., Native Americans, African-Americans, Asian-Americans, European-Americans and Latino-Americans).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
3.1.1 describing the common beliefs and characteristics that unite the United States as a nation and a society;
3.1.2 describing the history, interactions and contributions of the various peoples and cultures that have lived in or migrated, immigrated or were brought to the Western Hemisphere;
3.1.3 describing the history, interactions and contributions of various groups of people who make up the major regions of the world; and
3.1.4 explaining how the cultures of the earliest civilizations spread and interacted (e.g., the civilizations of the river valleys of India, Africa, Mesopotamia and Mesoamerica).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
3.1.1 describing and explaining the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion (e.g., trade, war, exploration, imperialism, social disruptions, improvements in communication and transportation);
3.1.2 analyzing and describing the demographic changes resulting from major migrations in history (e.g., migration of Chinese south; Islamic nomads into Northern India; Germanic migrations into the Roman Empire; Bantu migrations south; American-Indian migration into Central American; trans-Pacific migration);
3.1.3 describing the interactions and contributions of the various peoples and cultures that have lived in, migrated, immigrated or were brought to the area that is now the United States, including African, Asian, European, Latino and Native Americans;
3.1.4 evaluating how the spread of major religions affected various societies throughout the world; and
3.1.5 explaining the reasons for major periods of immigration to the United States and describing how different segments of U.S. society reacted and changed.

3.2 Students understand the history of social organization in various societies.

In grades K-4, what students will know and be able to do includes:
3.2.1 describing the important components of the cultural heritage of the U.S.;
3.2.2 recognizing and appreciating the similarities and differences of families and cultures; and
3.2.3 identifying reasons for living in social groups (e.g., shared resources and responsibilities).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
3.2.1 describing and giving examples of basic elements of culture and social organizations;
3.2.2 explaining how traditions have acted to maintain elements of social organization throughout history;
3.2.3 comparing how roles of people have differed throughout history based on various factors (e.g., gender, ethnicity, clans, age, caste, racial identity, wealth and social position); and
3.2.4 describing how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (e.g., family structures and community structures).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
3.2.1 explaining how societies are maintained only when individuals see benefits and fulfill obligations of membership;
3.2.2 analyzing how forces of tradition and change have influenced, altered and maintained social roles and the social organization of societies throughout history;
3.2.3 explaining how the history of the United States is characterized by a continuous, public dialogue about the fundamental principles of social organization, expressed in the writings of our founders;

BVSD Social Studies Content Standards
Adopted December 19, 1996 and February 10, 2000
3.2.4 evaluating how social organization is related to distribution of privilege and power relating to class, race and gender;
3.2.5 describing how societies become more complex when responding to fundamental issues of social organization; and
3.2.6 recognizing and evaluating the influence of social organizations on personal development.

3.3 Students understand the existence of conflict and cooperation.

In Grades K-4, what students will know and be able to do includes:
3.3.1 identifying sources of conflict within their school environment, including cause-and-effect relationships; and
3.3.2 describing the potential solutions for dealing with conflict.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
   3.3.1 analyzing factors that contribute to conflict and cooperation in social, political and economic settings, both historically and currently.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
3.3.1 -classifying and analyzing conflicts between nations that have multiple causes including social, political and economic.
HISTORY

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

**RATIONALE:** Major scientific, technological and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Students understand the impact of scientific and technological developments on individuals and societies.

In Grades K-4, what students will know and be able to do includes:
4.1.1 comparing how the lives of hunters and gatherers differed from those people who cultivated plants and raised domesticated animals for food;
4.1.2 describing the impact of how technological developments (e.g., irrigation, transportation and communication) have impacted our local community, state and country;
4.1.3 identifying individual achievements of scientists and inventors from many cultures; and
4.1.4 describing their achievements (e.g., the Arabic scientist and mathematician who invented equations and coined the term "algebra"; Johann Guttenberg and the printing press; Galileo and the telescope; Issac Newton and the theory of gravity; Eli Whitney and the cotton gin; Marie Curie and radiation).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
4.1.1 explaining the significance of the achievements of individual scientists and inventors from many cultures (e.g., the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books and knowledge);
4.1.2 describing and explaining how industrialization influenced the movement of people to and from urban, suburban and rural areas;
4.1.3 identifying and explaining the consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication and medicine); and
4.1.4 relating difference in technology to differences in how people live in various regions of the world.
As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:

4.1.1 analyzing the major technological turning points in history (e.g., agricultural revolution, revolutions in transportation and industrial revolution);

4.1.2 explaining how the scientific revolution affected how people lived and viewed their world;

4.1.3 describing and explaining the social and economic changes that resulted from industrialization and the growth of organized labor; and

4.1.4 analyzing the impact of rapid developments in areas such as transportation, technology and telecommunication on individuals and the world today.

### 4.2 Students understand how economic factors have influenced historical events.

In **Grades K-4**, what students will know and be able to do includes:

4.2.1 determining the economic reasons why people move to or from places, especially in the history of Colorado (e.g., explorers, nomadic people, miners and traders).

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:

4.2.1 analyzing economic factors that have influenced historical events in the United States (e.g., explaining how the economy of the Western United States has historically been dependent upon natural resources and how this has affected the region);

4.2.2 comparing economic factors that influenced historical events in various regions of the world;

4.2.3 explaining how trade, money and other economic developments influenced the growth and history of ancient civilizations;

4.2.4 explaining how economic changes led to the growth of towns, cities and eventually the modern nation-state; and

4.2.5 explaining how societies are and have been linked by economic factors.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:

4.2.1 analyzing how differences in the physical environment have contributed to economic differences through history and the world;

4.2.2 describing how systems of exchange and other economic developments influenced the growth and history of civilizations;

4.2.3 explaining how economic changes led to the growth of towns, cities and eventually the modern-nation-state;

4.2.4 analyzing the relationship between economic factors and social and political policies throughout United States history (e.g., the colonial period, American Revolution, U.S. civil war, the great depression and cold war);

4.2.5 explaining how the rise and explanation of trade have connected and affected the history of regions of the world (e.g., determining how the rise
of transoceanic trade affected the history and people of the Americas, Europe, Asia and Africa);
4.2.6 describing modern historical developments in economic interdependence (e.g., the emergence of the Pacific Rim, NAFTA and the European Union) and their impact on individuals and societies; and
4.2.7 applying knowledge of the relationship between economic factors and historical events to the analysis of contemporary economic problems.

4.3 Students understand the historical development and know the characteristics of various economic systems.

In Grades K-4, what students will know and be able to do includes:
4.3.1 giving examples of different ways that decisions are made regarding how resources are utilized and distributed (e.g., authority, sharing and lottery);
4.3.2 describing different systems of exchange that can be used (e.g., barter and money); and
4.3.3 recognizing that people and places are increasingly interdependent for both human and natural resources.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
4.3.1 identifying and explaining the general characteristics of economic systems (e.g., scarcity, distribution of goods and services, producers and consumers, monetary systems and markets);
4.3.2 tracing the development of the free enterprise system in the United States; and
4.3.3 comparing the foundations and practices of major economic systems within and across cultures.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
4.3.1 discussing the emergence of trade-created markets which led to mediums of exchange and the accumulation of wealth;
4.3.2 explaining the historical development of the economic systems of the United States history (e.g., evaluating the significance of the free enterprise system);
4.3.3 classifying and comparing the idealistic, philosophical and actual states of major economic systems;
4.3.4 analyzing the transition from regional economies to global interdependency;
4.3.5 comparing the ideal or philosophical states and current or actual states of major economic systems; and
4.3.6 analyzing the history of the relationship between economic systems and the role of governments throughout history.
Standard #5: Students understand political institutions and theories that have developed and changed over time.

RATIONALE: People living together in societies resolve the issues of cooperation and control through their political systems and ideologies. A theme central to this area is the evolution of forms of government.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed and/or been maintained.

In Grades K-4, what students will know and be able to do includes:

5.1.1 identifying historical figures, from diverse backgrounds, in the United States, who have advanced the rights of individuals and promoted the common good;
5.1.2 explaining the importance of national celebrations, symbols and ideas in their historical context;
5.1.3 determining the need for rules and personal responsibility in a school, neighborhood, community, state and region;
5.1.4 describing the historical background of the Colorado and U.S. constitutions; and
5.1.5 recognizing and comparing different tribal government systems and the changes to these systems that have occurred over time.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

5.1.1 understanding the concepts of English law and government that were transferred to the colonies (e.g., the Massachusetts Body of Liberties, the limit to cruel and unusual punishment, the New England town meeting);
5.1.2 explaining how political institutions and religious freedom developed in the North American colonies;
5.1.3 interpreting the basic ideas set forth in the Declaration of Independence, Articles of Confederation, U.S. Constitution and the Bill of Rights; and
5.1.4 citing or illustrating examples of major extensions and restrictions of political and civil rights in United States history.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

5.1.1 analyzing the role that important documents, peoples and philosophies (e.g., the Magna Carta, English Common, the English Bill of Rights, the Iroquois, Rousseau and the Mayflower Compact) played in the development of democratic governments, which balances majority rule with protection of individual rights;
5.1.2 analyzing how the ideas set forth in the Declaration of Independence, U.S. Constitution and Bill of Rights, Emancipation Proclamation and landmark Supreme Court cases affect and operate in the contemporary United States.
5.1.3 identifying and analyzing how historical events have affected the organization of the political system of the United States (e.g., the American Revolution, the Civil War, the Mexican War, the Populist and Progressive Movements, Freedom Movements and Civil Rights Movement);

5.1.4 analyzing the effect of differing views of land ownership and the influence this had on the acquisition of land by other cultures;

5.1.5 explaining how political democracy in the United States was redirected or reorganized after 1800 to create the foundation for the modern political system (e.g., sectionalism and states' rights vs. federal authority);

5.1.6 explaining why the Populist and Progressive movements led to the growth of forms of direct democracy (e.g., initiative and referendum, recall);

5.1.7 describing how United State federalism was transformed during the Great Depression by the policies of the New Deal and how that transformation continues to affect United States society today;

5.1.8 analyzing how the United States political system has dealt with various political and/or constitutional crises (e.g., Alien-Sedition Acts, assassinations, McCarthyism, Watergate and Iran-Contra); and

5.1.9 describing the positive and negative influence of various political traditions of past and contemporary immigrant groups on the United States.

5.2 Students know how various systems of government have developed and functioned throughout history.

In Grades K-4, what students will know and be able to do includes:

5.2.1 explaining why rules and laws have been established and enforced in schools, communities, states and nations; and

5.2.2 giving examples of different heads of government (e.g., presidents, kings, mayors and governors).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

5.2.1 giving examples of forms of political organization and self-government practiced by Native American societies;

5.2.2 describing the basic forms of government, and giving examples of societies that have practiced them (e.g., monarchy, oligarchy, clan/tribal, autocracy, dynasties, theocracy, republic and democracy);

5.2.3 describing how various other nations have pursued, established and maintained democratic forms of government; and

5.2.4 identifying the ancient and medieval roots of government principles and institutions (e.g., Hammurabi's Code, Roman Republicanism, Greek Democracy, Mosaic Law and Islamic Law).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

5.2.1 describing the evolution of complex political ideas and systems of government in ancient civilizations;
5.2.2 describing how the expansion of empires throughout history has spread ideas of government;
5.2.3 describing the characteristics of the various political systems that developed during the period 500-1700 AC/DE (e.g., feudalism, centralized monarch, absolutism, principalities, imperial dynasties and tribal kingdoms);
5.2.4 analyzing the forces and philosophies that led to the development of modern political systems (e.g., socialism, democracy, fascism, totalitarianism and communism);
5.2.5 explaining the difference in the political traditions of Western Hemisphere nations;
5.2.6 describing the characteristics of various modern political systems and giving examples of nations that use them;
5.2.7 explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization and describing differences in their internal political structures and values; and
5.2.8 differentiating economic and political systems.

5.3 Students know how political power has been acquired, maintained, used and/or lost throughout history.

In Grades K-4, what students will know and be able to do includes:
5.3.1 giving examples of how individuals in various groups have gained, lost or maintained political rights, freedoms, power, or cultural identity in the history of the community, region or state.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
5.3.1 proving that political rights have been affected by gender, national origin, property ownership, religion and legal status;
5.3.2 describing how European expansion and colonization resulted in the assumption or seizure of political power through much of the world; and
5.3.3 giving examples of how various groups of people used slavery and other forms of involuntary servitude (e.g., serfdom, impressments) to maintain and expand power throughout history.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
5.3.1 explaining how military conquest and invasion have been used to assume, maintain, and extend political power throughout history;
5.3.2 analyzing the causes and characteristics of the American Revolution and the ideas and interests supporting the revolutionary movement;
5.3.3 evaluating the impact of major revolutions on the realignment of political power throughout the modern world (e.g., China, South Africa, Israeli-Palestinian conflict);
5.3.4 evaluating the consequences of the use of genocide to acquire or maintain political power, both past (e.g., Germany, Russia) and present (e.g., Bosnia, Rwanda);
5.3.5 describing how the development and expansion of empires throughout history has limited or extended political power;
5.3.6 describing and analyzing the major events in the expansion of the political power of the United States;
5.3.7 analyzing the causes of World War I and II and other military conflicts of the 20th century and the resulting changes in the distribution of political power;
5.3.8 explaining how various countries maintained their independence during periods of colonial expansion; and
5.3.9 giving examples of former colonies and dependent states throughout the world that have gained independence in the 20th century, and explaining how they have addressed the political issues related to independence.

5.4 Students know the history of relationships among different political powers and the development of international relations.

In Grades K-4, what students will know and be able to do includes:
5.4.1 giving examples of how members of families and communities depend on each other; and
5.4.2 giving examples of how states and regions are interdependent.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
5.4.1 illustrating how the relationships of the United States with external political powers developed with the growth of the nation;
5.4.2 classifying basic patterns of political alliances in the modern world; and
5.4.3 explaining how federal Indian policy changed and was influenced by whether tribes were considered separate political entities.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
5.4.1 describing the relationships among political entities in the past (e.g., monarchies, empires, principalities, city-states, federations);
5.4.2 explaining how the growth of nationalism affected the relationships among political powers;
5.4.3 describing the eras of United States diplomacy from the Revolution through the modern (e.g., the Monroe Doctrine, the domino theory, and detente);
5.4.4 explaining how the foreign policy of the United States and other nations continues to develop and change;
5.4.5 giving examples of how groups who hold various political philosophies have reacted to the ideas expressed in the United Nations document, The Universal Declaration of Human Rights; and
5.4.6 analyzing the developments of and issues associated with worldwide movements and organization (e.g., the League of Nations, the United Nations).
Standard #6: Students know that religious beliefs and philosophical ideas have been powerful forces throughout history.

RATIONALE: From the great questions of human existence, religious and philosophical answers have emerged with power to move entire peoples to action. Because religion plays a significant role in history and society, the study of religion is essential to understanding both nations and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions, and the concept of various philosophies, helps students understand history, literature, art, and contemporary life.

6.1. Students know the historical development of the great religions and philosophical beliefs.

In Grades K-4, what students will know and be able to do includes:
6.1.1 recognizing that people develop traditions that transmit their beliefs and ideas (e.g., marriage ceremonies, feasts, naming of infants); and
6.1.2 identifying many different religious beliefs and practices.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
6.1.1 describing religious traditions of various ethnic groups in the United States;
6.1.2 describing religious developments in United States history (e.g., the Puritans, the Great Awakening, the Christian Abolitionists, the Mission Systems, the founding of utopian religious communities);
6.1.3 describing how religious systems have acted as major forces throughout history; and
6.1.4 describing different religious concepts that have developed throughout history (e.g., monotheism and polytheism).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
6.1.1 analyzing how religious systems have acted as major forces throughout history (e.g., Crusades, Inquisition);
6.1.2 explaining how, throughout history, conflicts have arisen between different ways of knowing and believing;
6.1.3 tracing the history of how principal world religions and belief systems developed and spread;
6.1.4 explaining how, throughout history, the power of the state has been both derived from religious authority and/or in conflict with it;
6.1.5 describing basic ideas of various schools of philosophy that have impacted societies in the past and the present day; and
6.1 Students know how societies have been affected by religious and philosophical systems.

In Grades K-4, what students will know and be able to do includes: 6.2.1 giving examples of how the beliefs of people are reflected in the celebrations and practices of their community (e.g., language, traditions).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

6.2.1 giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, justice and injustice;
6.2.2 giving and describing examples of people who, throughout history, acted from their religious or philosophical beliefs; and
6.2.3 describing the role religion played in the development of the United States from colonial times through the present.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

6.2.1 giving examples of how religion has influenced various aspects of society throughout history;
6.2.2 explaining how, throughout the history of the world, attempts to separate or unite secular and religious authority have resulted in conflict;
6.2.3 explaining how the beliefs and experiences of the colonists led to the concept of separation of church and state in the United States;
6.2.4 comparing how different religious and philosophical belief systems have addressed the roles of the individual and the community;
6.2.5 explaining how the focus on individualism expressed in Western philosophy has affected the history of Western culture, including the history of the United States;
6.2.6 explaining how the beliefs expressed in Eastern philosophy have affected the history of Eastern cultures; and
6.2.7 explaining how Western philosophy impacted Eastern cultures; how Eastern philosophy impacted Western cultures.

6.3 Students know how various forms of artistic expression reflect religious beliefs and philosophical ideas.

In Grades K-4, what students will know and be able to do includes:

6.3.1 giving examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g., folk tales, ballads, dance, architecture).
As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

6.3.1 describing how societies have used various forms of visual arts, dance, theater, and music to express their religious and philosophical beliefs throughout history;
6.3.2 giving examples of the unique art forms that characterize the various ethnic groups in the United States and describing the contribution of those art forms to the national culture;
6.3.3 explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and
6.3.4 explaining the religious or philosophical significance of structures (e.g., pyramids, cathedrals, burial mounds).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

6.3.1 explaining from an historical context why artistic and literary expression have often resulted in controversy; and
6.3.2 giving examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explaining what they indicate about the values and beliefs of various societies.
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.

RATIONALE: Seeing the world geographically requires an understanding of various tools to be able to interpret and make maps; recognize relationships in and between places; make generalizations; and understand the concepts of distance, direction, location, connection, and association. These abilities and concepts are basic to what makes geography unique – the spatial perspective.

Maps, globes, photographs, satellite images, and geographic information systems (GIS) are examples of geographic tools. They are essential to portraying, analyzing, evaluating, and predicting human and physical patterns and processes on Earth's surface. They play a critical role in helping people make sense of a complex world, and they improve human capacity to move about and plan activities.

Developing locational knowledge (e.g., knowing where places are and why they are there) is also a part of being a geographically informed person. Locational knowledge is developed through both academic learning and personal experience. This knowledge, developed through factual learning, serves as a personal framework for objective and personal geographic knowledge. Geographic images and the impressions students have of places are organized by these personal frameworks.

Geographic literacy also demands an understanding of how space on Earth is organized. To understand spatial organization requires observation and analysis, as well as awareness that the patterns observed on Earth's surface reflect geographic processes.

The concepts of distance, direction, location, connection, and association help explain how space is arranged on Earth. Other geographic concepts explain the size-and locations-of settlements, the connections or lack of connections between and among locations, and the interchange of people, ideas, and goods.

1.1 Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.

In Grades K-4, what students will know and be able to do includes:
1.1.1 identifying the characteristics and purposes of maps, globes, and other geographic models, graphs, diagrams, and charts;
1.1.2 reading and interpreting information from photographs, maps, globes, graphs, models, and computer programs, if available; and
1.1.3 displaying information on maps, globes, and other geographic models, graphs, diagrams, and charts.
As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
1.1.1 explaining the characteristics and purposes of and explaining difference among maps, globes, aerial photographs, geographic models, and satellite images;
1.1.2 identifying several basic types of map projections;
1.1.3 interpreting and constructing maps, globes, models, charts, and geographic databases;
1.1.4 making and using maps, globes, models, graphs, charts, and data bases to analyze geographic questions; and
1.1.5 using latitude and longitude to locate places and calculate time difference between places.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
1.1.1 selecting appropriate maps, map projections, and other graphic representations to analyze geographic problems;
1.1.2 constructing maps using fundamental cartographic principles including translating narratives about places and events into graphic representations;
1.1.3 using technologies to represent and interpret Earth's natural and human systems; and
1.1.4 developing and using maps, globes, models, graphs, charts, databases, and geographic information systems to analyze, explain, and solve geographic problems.

1.2 Students develop knowledge of Earth to locate people, places, and environments.

In Grades K-4, what students will know and be able to do includes:
1.2.1 identifying major geographic features (e.g., mountains, bodies of water) and human features (e.g., cities, highways) in the Rocky Mountain region and the U.S.;
1.2.2 locating places within their own and nearby communities in Colorado;
1.2.3. locating Colorado in relation to the U.S. and the rest of the world; 1.2.4 drawing a map of continents and oceans; and
1.2.5 using a grid system, atlas, and/or an index to identify a specific location on a map.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
1.2.1 identifying and locating each of the fifty states in the United States; 1.2.2 drawing an accurate freehand map from memory to answer questions about the location of physical and human features;
1.2.3 identifying and locating physical and human features in their own and nearby communities, in the United States, and regions of the world;
1.2.4 explaining how personal knowledge and experience influence an individual's perception of places;
1.2.5 locating places using latitude and longitude;  
1.2.6 understanding the concept of scale; and  
1.2.7 constructing domestic and international travel itineraries given time and cost constraints.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:  
1.2.1 drawing a complex and accurate map from memory to answer questions about the location of human and physical features;  
1.2.2 identifying and locating physical and human features in their own and nearby communities, in the United States, and in regions of the world to explain complex geographic questions;  
1.2.3 identifying the role that personal perception and perspective have on the creation of mental maps; and  
1.2.4 explaining how personal knowledge and experiences influence an individual's perception of places.

1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.

In Grades K-4, what students will know and be able to do includes:  
1.3.1 defining basic geographic vocabulary (e.g., concepts of location, direction, distance; scale, movement, region) using appropriate words and diagrams;  
1.3.2 describing how places are connected by the movement of goods and services, ideas and people (e.g., the exchange resulting from exploration and colonization); and  
1.3.3 making and defending locational decisions for human activity (e.g., locating a new piece of playground equipment).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:  
1.3.1 identifying factors that influence residential and commercial locational decisions;  
1.3.2 explaining fundamental geographic vocabulary (e.g., concepts of distance, latitude, longitude, interdependence, accessibility, connections);  
1.3.3 analyzing the factors affecting the location of human activities;  
1.3.4 explaining different land use patterns in urban, suburban, and rural areas;  
1.3.5 explaining the ways that places are connected and the significance of those connections, at local, regional, or global scale;  
1.3.6 describing patterns and processes of diffusion; and  
1.3.7 solving locational questions requiring the integration of information from two or more sources.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:  
1.3.1 analyzing the principles affecting the location of human activities (e.g., the location of a planned development or dam);
1.3.2 evaluating patterns of spatial organization, including the distribution and arrangement of settlements;
1.3.3 interpreting the causes and effects of the diffusion of physical and human elements;
1.3.4 analyzing patterns of distribution and arrangement of settlements; and
1.3.5 analyzing geographic information using a variety of scales (e.g., local, national, international).
Standard #2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and interpret patterns of change.

RATIONALE: Knowledge of places helps people make informed decisions about where to live, work, travel, and seek new opportunities. Places form and change as a result of physical and human processes. The physical characteristics of a place are caused by the long-term interaction among natural processes. These processes produce the landforms, water bodies, air, soils, vegetation, animal life, and climate on which human life depends. The human characteristics of a place result from the interaction of human processes. These processes produce particular settlement patterns, political systems, architecture, commerce, and other activities and enterprises.

Regions are areas that display similarity in terms of selected criteria. Regions are created to clarify the complexity of human and physical features on Earth's surface. Regions are geographic generalizations that portray broader patterns from great and oftentimes confusing detail. Studying how and why regions change helps people understand and interpret the past, participate responsibly in the present, and plan effectively for the future.

The way people think about places and regions varies according to how they organize, interpret, and use information. Personal attitudes, experiences, and judgments are important in shaping these variations. Differences in cultural background, age, gender, and experiences contribute to the perceptions people have about places and regions. Understanding places and regions helps one appreciate different perspectives and develop the cooperation needed to resolve conflict.

2.1 Students know the physical and human characteristics of places.

In Grades K-4, what students will know and be able to do includes:
2.1.1 identifying and classifying the characteristics of places as human (e.g., language, jobs, customs) or physical (e.g., rivers, mountains, forests); and
2.1.2 describing how human activity and physical processes together continuously shape and change places (e.g., reforestation preventing erosion, flooding impacting farming practices).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
2.1.1 describing human and physical characteristics of places;
2.1.2 explaining how places change due to physical processes and human activity; and
2.1.3 analyzing the role of technology in producing distinctive places (e.g., the Tennessee Valley Authority, dikes in the Netherlands).
As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:

2.1.1 analyzing the human and physical characteristics that give a place meaning and significance;

2.1.2 researching and describing the changing human and physical characteristics of places; and

2.1.3 researching how relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity.

**Z2 Students know how and why people define regions.**

In **Grades K-4**, what students will know and be able to do includes:

2.2.1 identifying a region as an area with common geographic characteristics (e.g., plains region with flat grasslands); and

2.2.2 describing similarities, differences, and patterns of change in regions (e.g., homesteading and irrigation in the Eastern Plains of Colorado).

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:

2.2.1 identifying a region by defining its distinguishing characteristics;

2.2.2 explaining how and why regions change;

2.2.3 describing the connections among regions (e.g., political, economic, social relationships); and

2.2.4 analyzing the influences and effects of regional labels and images (e.g., Rust Belt, Sun Belt).

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:

2.2.1 applying the concept of region to organize the study of a geographic issue using multiple criteria;

2.2.2 analyzing the changes in regions and recognizing the patterns of those changes; and

2.2.3 analyzing the ways in which human and physical regions are interconnected.

**2.3 Students know how culture and experience influence peoples' perceptions of places and regions.**

In **Grades K-4**, what students will know and be able to do includes:

2.3.1 identifying ways in which different people view and relate to places and regions (e.g., the Pilgrims' and the Woodland Indians' views of North America).

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:

2.3.1 describing various perspectives associated with places and regions;
2.3.2 explaining how culture and technology affect perception of places and regions; and
2.3.3 explaining how places and regions serve as cultural symbols.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
2.3.1 comparing and contrasting how and why different groups in society view places and regions differently;
2.3.2 justifying why places and regions are important to individual human identity and stand as symbols for unifying society; and
2.3.3 explaining how changing personal knowledge and experience of an environment contributes to cultural change.
GEOGRAPHY

Standard #3: Students understand how physical processes shape Earth’s surface patterns and systems.

RATIONALE: Processes of the Earth create the natural environments upon which human life depends. Understanding Earth's natural physical features and the processes that produce them is essential to the study of human life on Earth. It is therefore essential to know the characteristics of landforms, soils, water bodies, vegetation, animal life, weather, and climate and how these characteristics are distributed over Earth's surface.

There are a variety of physical processes, (e.g., weathering, erosion, and vegetation change) which shape the environment over time and space. These processes and their associated patterns can be explained by concepts (e.g., system, boundary, force, threshold, equilibrium).

Climates, landforms, and soils are physical systems. An ecosystem – a complex physical system is an interdependent association of plants, animals, air, water, and land. Ecosystems form distinct regions within the biosphere that vary in size, shape, and complexity. Understanding the nature and distribution of ecosystems and the influences of physical processes throughout the environment is crucial to understanding the role of humans within the physical world.

3.1 Students know the physical processes that shape Earth's surface patterns.

In Grades K-4, what students will know and be able to do includes: 3.1.1 identifying the components of Earth's physical systems and their characteristics (e.g., air, land, water, plants, animals); 3.1.2 explaining how Earth-sun relationships shape climate and vegetation patterns (e.g., polar regions receiving lower amounts of sun's energy and supporting less vegetation); and 3.1.3 describing how features on Earth's surface are shaped by physical processes (e.g., regions with heavy rainfall have many rivers).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes: 3.1.1 describing how natural processes shape environmental patterns of air, land, water, plants, and animals; 3.1.2 explaining how natural processes influence the formation and location of resources; 3.1.3 describing and predicting the consequences of physical processes on Earth's surface; 3.1.4 explaining how Earth-sun relationships produce day and night, time zones, seasons, and major climatic variations; and 3.1.5 identifying the time scales of processes (e.g., weathering, erosion, vegetation change).
As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
3.1.1 identifying the dynamics of the four basic components of Earth's physical systems (e.g., the atmosphere, biosphere, lithosphere, hydrosphere); 3.1.2 explaining the interaction of Earth's natural systems, such as climate and oceans (e.g., El Nino); and
3.1.3 explaining the variation in the effects of physical processes across Earth's surface.

3.2. Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.

In Grades K-4, what students will know and be able to do includes: 3.2.1 identifying characteristics of physical systems (e.g., water, cycle); 3.2.2 describing local environmental features and identifying the physical system to which they belong (e.g., lake/water cycle); and
3.2.3 comparing patterns and distribution of environments within a physical system (e.g., plants and animals of Colorado life zones).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
3.2.1 identifying the local and world patterns of ecosystems;
3.2.2 describing how ecosystems work;
3.2.3 analyzing how natural processes produce changes in ecosystems; and
3.2.4 analyzing how human activities influence changes in ecosystems.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
3.2.1 explaining the factors that affect the distribution and characteristics of ecosystems;
3.2.2 justifying the importance of ecosystems in understanding environmental issues; and
3.2.3 researching and analyzing the diversity and productivity of ecosystems.
**GEOGRAPHY**

**Standard #4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, movement, interdependence, cooperation, and conflict.**

**RATIONALE:** People are central to geography in that human activities help shape Earth's surface. Human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. The geographic study of human populations focuses on location, movement, and the dynamics of size. Populations tend to locate in clusters rather than spread out evenly over the land surface; these patterns depend on both physical and human environments. People make long-term, permanent migrations and short-term, temporary journeys, often on a daily basis. Migration is often the result of the way people perceive a place. Population growth, decline, and equilibrium patterns are influenced by medical, cultural, and economic issues.

Culture defines every human society because it encompasses identity, purpose, place and vision. Culture has meaning beyond a single group in a specific place. The study of the locations, spatial patterns, and processes of cultures provides a means to analyze how people interact with each other and with their environments. Culture is a force that can both unify and impede connections and communication among peoples.

In the developed, urbanized, and industrialized countries, economic systems are complex, fast moving, and technologically dependent. Developing countries have vast, unstructured urban areas surrounded by traditionally based rural areas. But economic interdependence links the developed and developing countries.

Settlements, whether rural or urban, have many identifiable patterns (e.g., architecture, sacred space, economic activities). Settlement patterns reflect changing cultural attitudes toward place as well as shifts in technology, population, and resource use.

Earth space is divided into political, economic, social and cultural spaces, ranging in scale from local to global. Political spaces, which are created by both cooperation and conflict, may be as small as the school attendance zone or as large as an alliance among nations. Economic space includes a firm's marketing regions and international trading blocks. Social and cultural spaces range from households to administrative regions of world religions. The partitioning of space into social, economic, and political spheres of influence is dynamic and ongoing.
4A Students know the characteristics, location, distribution, and migration of human populations.

In **Grades K-4**, what students will know and be able to do includes:
4.1.1 identifying the distribution of population, both locally and in other parts of the world;
4.1.2 identifying the characteristics of populations, both locally and in other parts of the world; and
4.1.3 identifying the causes of human migration (e.g., loss of needed resources) and effects of human migration (e.g., introduction of new tools).

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:
4.1.1 describing the demographic structure of a population;
4.1.2 explaining reasons for variation in population distribution; and
4.1.3 analyzing the causes, types and historical patterns of human migration and their effects on places.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:
4.1.1 evaluating trends and effects of world population numbers and patterns; and
4.1.2 analyzing the physical and cultural impact of human migration.

**4.2 Students know the nature and spatial distribution of cultural patterns.**

In **Grades K-4**, what students will know and be able to do includes:
4.2.1 identifying how the elements of culture affect the ways in which people live; and
4.2.2 describing how patterns of culture vary across Earth's surface using thematic maps (e.g., to show patterns of language, religion, and housing types in a community, country, or region).

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:
4.2.1 explaining the spatial distribution of cultures, both locally and in other parts of the world;
4.2.2 interpreting elements of the cultural landscape;
4.2.3 describing the processes of cultural diffusion; and
4.2.4 analyzing how cultures and their landscapes change, including migration and technology.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:
4.2.1 analyzing how cultures shape the character of a region;
4.2.2 explaining how culture influences conflict, cooperation, and group identity;

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4.2.3 describing the effect of technology on the development and change of cultures; and
4.2.4 analyzing the impact of cultures on ways of life in different regions (e.g., how international trade patterns affect world cultural patterns).

4.3 Students know the patterns and networks of economic interdependence.

In Grades K-4, what students will know and be able to do includes:
4.3.1 identifying the location and distribution of major economic activities (e.g., farming, fishing, manufacturing; and
4.3.2 describing economic networks used in daily life (e.g., transportation, communication networks).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
4.3.1 identifying the factors that influence the location and distribution of economic activities;
4.3.2 explaining why and how countries trade goods and services;
4.3.3 explaining reasons for patterns of economic activities on Earth's surface; and
4.3.4 justifying how changes in technology, transportation, communication, and resources affect the location of economic activities.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
4.3.1 comparing and contrasting the characteristics and distribution of economic systems;
4.3.2 explaining how places of various size function as centers of economic activity;
4.3.3 analyzing factors influencing economic interdependence of countries, including world trade;
4.3.4 analyzing local, regional, and world economics and their linkages (e.g., transportation routes, movement patterns, market areas); and
4.3.5 analyzing how population growth, resource use, and environmental quality are related to economic development.

4.4 Students know the processes, patterns, and functions of human settlement.

In Grades K-4, what students will know and be able to do includes:
4.4.1 classifying the types and patterns of settlements;
4.4.2 identifying the factors that affect where people settle (e.g., transportation resources); and
4.4.3 describing the spatial characteristics of cities (e.g., residential, recreational, central business district, industrial, commercial areas).
As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:

4.4.1 explaining what events led to the development of a city;
4.4.2 explaining the causes and effects of urbanization;
4.4.3 describing, locating, and comparing different settlement patterns throughout the world; and
4.4.4 using maps and other tools of analysis to locate and compare several different settlement patterns in different regions of the world.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:

4.4.1 analyzing the size, arrangement, structure, and function of urban areas;
   4.4.2 comparing and contrasting the differing characteristics of settlement in developing and developed countries;
4.4.3 examining the dynamics of urban growth, decline, and renewal;
4.4.4 examining how and why large cities grow together; and
4.4.5 describing how the range of goods and services is related to city size.

**4.5 Students know how cooperation and conflict among people influence the division and control of Earth’s surface.**

In **Grades K-4**, what students will know and be able to do includes: 4:5.1 describing how and why people create boundaries (e.g., privacy, protection and sharing limited resources);
4.5.2 identifying political units (e.g., towns, states and countries); and 4.5.3 describing how cooperation and conflict affect neighborhoods and communities.

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:

4.5.1 describing how cooperation and conflict among people contribute to political, economic and social, divisions of Earth’s surface (e.g., ethnic conflict, creation of state of Israel); and
4.5.2 describing the forces and processes of cooperation that unite people across Earth’s surface (e.g., European Union).

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:

4.5.1 analyzing why and how cooperation and conflict are involved in shaping the distribution of social, political and economical spaces on Earth at different scales (e.g., local, national and international);
4.5.2 analyzing how differing points of view and self-interests play a role in conflict over territory and resources; and
4.5.3 explaining how profit motivates changes in borders, natural resources, manufactured products and services.
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.

RATIONALE: Human use of resources can have both positive and negative effects. Increasingly, people are called upon to solve complex problems resulting from the interaction of human and physical systems. Physical systems offer opportunities and constraints for human activity. Humans control and use the output of physical systems – natural resources – to get food and shelter needed to survive and prosper; natural resources provide food and shelter. Agriculture, the foundation of civilizations, is perhaps the most massive alteration of physical systems. Humans sometimes face the consequences of exceeding their environment's capacity and resources base. Changes to the environment created by humans play a significant role in shaping local, global, economic, social and political conditions.

The concept of resources has changed over time in much of the world. Initially, when populations were smaller, resources were assumed to exist in abundance and were available for almost limitless use. The concept of preservation did not evolve until some resources appeared to be in short supply. Unwise resource use can negatively affect the environment and quality of life. Responsible resource use can enhance the environment and quality of life.

Humans interact with the environment through technology. Technology has enabled us to use some natural resources at ever-increasing, possibly unsustainable, rates. But new technologies also change our perception of resources. For example, nuclear reactors now generate a substantial portion of the world's electricity and once-discarded materials are now recycled.

5.1 Students know how human actions modify the physical environment.

In Grades K-4, what students will know and be able to do includes:
5.1.1 identifying how people depend upon, adapt to, and modify the physical environment.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
5.1.1 describing the effects of human modification of the natural environment (e.g., depletion of the Colorado River, greening of the Negev Desert in Israel);
5.1.2 relating how human modifications of natural systems in one place often lead to changes in other places;
5.1.3 describing ways that humans depend on, adapt to, and affect the physical environment; and
5.1.4 explaining the role of technology in the human modification of the natural environment.
As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:

5.1.1 examining the significance of the global impacts of human modification of the natural environment;
5.1.2 analyzing how to examine and solve environmental problems;
5.1.3 describing ways that changes occur within systems that slow or accelerate systemic processes (e.g., cleaning polluted rivers, alleviating air pollution); and
5.1.4 explaining the possible global effects of human modification of the physical environment.

**5.2 Students know how physical systems affect human systems.**

In **Grades K-4**, what students will know and be able to do includes:

5.2.1 describing how the physical environment provides opportunities for and places constraint on human activities.

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:

5.2.1 explaining how the characteristics of different physical environments provide opportunities for or place constraints on human activities (e.g., discovery of minerals led to development of Colorado supply towns, *cliffs* provided natural home sites for Anasazi); and
5.2.2 describing how natural hazards affect human activities.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:

5.2.1 comparing and contrasting how changes in the physical environment can increase or diminish its capacity to support human activity;
5.2.2 identifying and evaluating alternative strategies to respond to constraints placed on human systems by the physical environment;
5.2.3 analyzing how humans perceive and react to natural hazards; and
5.2.4 analyzing ways humans adapt to and modify a variety of natural systems.

**5.3... Students know the changes that occur in the meaning, use, location, distribution and importance of resources.**

In **Grades K-4**, what students will know and be able to do includes:

5.3.1 describing the role of resources in daily life (e.g., discussing the need for recycling of materials, having sufficient gasoline to drive to school or work);
5.3.2 identifying the characteristics of renewable (forests) and nonrenewable resources (oil); and
5.3.3 identifying the spatial distribution of resources (e.g., mining and logging).

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:

5.3.1 describing the role of resources in daily life;
5.3.2 describing the worldwide distribution and use of resources;
5.3.3 identifying how technology affects the definition of, access to, and use of resources;
5.3.4 describing why people have different viewpoints with respect to resource use;
5.3.5 explaining the fundamental role of energy resources; and
5.3.6 describing ways that resources can be recycled.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:
5.3.1 analyzing how the changing distribution of resources affects the patterns of settlement;
5.3.2 researching how resource development and resource use change; 5.3.3 examining the geographic results of policies and programs for resource use and management; and
5.3.4 analyzing the effects of economic activity in modifying and transforming the environment.
Standard #6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

RATIONALE: This standard deals with the application of geographic knowledge, skills, and perspectives to practical problems. Everything happens in time and space. Therefore, a thorough interpretation of the past must include the geographic context of the event. This requires addressing questions such as: Where did the event occur? In what kind of human and physical environment did it happen? How was the event related to events in other places? What resources and technologies did people have? How did they move from place to place? What environmental constraints did they face? Any interpretation of human events and conditions that ignores the geographic context is incomplete and unrealistic.

In the next century, humans will face many complex and controversial issues concerning the development needs of a rapidly growing human population and the Earth's ability to sustain that population. To cope with these fundamental issues effectively, tomorrow's citizens must be geographically informed.

6.1 Students know how to apply geography to understand past.

In Grades K-4, what students will know and be able to do includes:
6.1.1 describing how places (e.g., community, Colorado) change over time; and
6.1.2 describing how places and environments may have influenced people and events over time (e.g., locations and patterns of settlement of U.S.).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
6.1.1 describing how the spatial organization of a society changes over time;
6.1.2 showing how locations, places and environments have influenced events and conditions in the past;
6.1.3 explaining how differing perceptions of places, people, and resources have affected events and conditions in the past; and
6.1.4 describing how competition for resources has led to human conflict.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
6.1.1 analyzing how changing perceptions of places and environments affect the behavior of people; and
6.1.2 analyzing the fundamental role geography has played in affecting events in history (e.g., the importance of key transportation routes throughout history).
6.2 Students know how to apply geography to understand the present and plan for the future.

In Grades K-4, what students will know and be able to do includes:
6.2.1 describing issues in communities from a spatial perspective (e.g., location of transportation routes, parks);
6.2.2 identifying personal behaviors that can affect community planning (e.g., polluting and littering);
6.2.3 examining the ways that human societies differ;
6.2.4 explaining how technology affects physical and human systems; and
6.2.5 describing the concepts of resources and growth.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
6.2.1 showing how the interaction of natural and human systems may shape present and future global conditions; and
6.2.2 applying spatial and environmental perspectives to help solve social and environmental problems by making geographically informed decisions.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
6.2.1 examining how different viewpoints influence the development of policies designed to use and manage Earth's resources;
6.2.2 evaluating contemporary issues in the context of spatial and environmental perspectives; and
6.2.3 using geography knowledge, skills, and perspectives to analyze problems and make decisions.
CIVICS

Standard #1: Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.

RATIONALE: People in the United States need to understand different ideas about civic life, politics, and government so that they can make informed judgments, decisions and actions about the role of government. Understanding allows individuals to analyze the advantages and disadvantages of the United States systems, to evaluate issues related to its design and purposes, and to offer suggestions for change and improvement. The United States written constitution sets forth the principles upon which our government is based. The successful implementation of the constitutional system of the United States is dependent upon its citizens holding civic values and principles in common that constitute the political culture of the United States and the founders' original intent. It is important to understand the fundamental ideas of constitutional government, its history, and contemporary relevance in order to develop a reasoned commitment to constitutionalism and rule of law. Students will be able to use these understandings as criteria to evaluate the performance of government officials and to gauge their own effectiveness as citizens and members of society.

1.1 Students know and understand what government is and what purposes it serves.

In Grades K-4, what students will know and be able to do includes:
1.1.1 describing the purposes of government;
1.1.2 describing what life would be like without laws; and
1.1.3 identifying a constitution as a framework for a government.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
1.1.1 explaining major ideas about why government is necessary (e.g., promote the common good, protect individual rights, provide safety, and order); and
1.1.2 comparing and contrasting various ideas about the purposes of government.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
1.1.1 explaining how purposes of government impact the individual and society;
1.1.2 analyzing how different forms of government execute the purposes of government;
1.1.3 analyzing and knowing how different forms of government impact the individual (e.g., personal freedom and political liberty); and
1.1.4 comparing and contrasting our democratic republic form of government with other governmental forms.

1.2 Students know the essential characteristics of limited and unlimited government.

In Grades K-4, what students will know and be able to do includes:
1.2.1 giving examples of people using power and people using authority (e.g., school crossing guards have authority to direct traffic while bullies have power, but not authority); and
1.2.2 explaining why the power and authority of a government should be limited (e.g., to limit the misuse or abuse of power).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
1.2.1 comparing limited and unlimited government;
1.2.2 describing different types of government, limited, unlimited and absence of government (e.g., anarchy, monarchy, theocracy, oligarchy, constitutional republic, tribal federations, democratic and totalitarian);
1.2.3 explaining how rule of law differs from arbitrary decisions of an individual leader; and
1.2.4 describing how the United States Constitution limits power of government.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
1.2.1 comparing and contrasting limited and unlimited government (e.g., constitutional republic, authoritarian, and totalitarian government);
1.2.2 comparing how constitutions promote the principles of a political system and provide the basis for government; and
1.2.3 describing how constitutions and the rule of law may limit government.

1.3 Students understand the principles of the United States constitutional government.

In Grades K-4, what students will know and be able to do includes:
1.3.1 identifying the function of the United States Constitution (e.g., establishes the rules of the United States government); and
1.3.2 giving examples of rights protected by a constitution (e.g., U.S. Bill of Rights, rights in the Colorado State constitution).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
1.3.1 explaining the historical foundation of the United States constitutional government (e.g., the influence of the Roman Republic, Magna Carta, colonial experience, religious traditions, the Declaration of Independence, Articles of Confederation, the importance of the natural rights philosophy, and the concept of social contract);
1.3.2 explaining the essential principles of government stated in the United States Constitution (e.g., the purposes of government as stated in the Preamble, limited government, separation of powers, checks and balances of legislative, executive and judicial branches, federalism, state rights and rule of law);

1.3.3 identifying individual rights protected by the Bill of Rights; and

1.3.4 developing and defending positions on current issues involving constitutional protection of individual rights.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

1.3.1 analyzing the political thought that influenced the development of the United States Constitution (e.g., social contract theory, the major ideas of republicanism, natural rights philosophy);

1.3.2 evaluating the Federalist and Anti-Federalist positions in the context of contemporary United States society;

1.3.3 explaining how the United States Constitution is a vehicle for continuity and preserving liberty, yet allows for change; and

1.3.4 explaining the conditions which are necessary for the United States constitutional government to operate effectively (for example a common acceptance of or commitment to fundamental constitutional principles).

1A Students know the distinctive characteristics of the political culture of the United States.

In Grades K-4, what students will know and be able to do includes:

1.4.1 explaining the importance of respect for individuals, property, rule of law, and civic responsibility.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1.4.1 explaining how the shared political principles of the United States Constitution affect individuals (e.g., shared political principles could be liberty, equality, justice, patriotism, and limited government);

1.4.2 developing, evaluating, and defending positions on how shared political principles have affected citizens;

1.4.3 analyzing why conflicts arise, and ways in which conflicts can be resolved in a peaceful manner;

1.4.4 describing and analyzing the processes that have led to the expansion of rights for more people in the United States (e.g., abolition of slavery, women's suffrage, judicial review and civil rights movement); and

1.4.5 describing aspects of how shared political principles and a culturally diverse population interacts.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

1.4.1 analyzing how amendments, laws, and landmark decisions have helped fulfill the promise of the Constitution;
1.4.2 analyzing the relationship between the Constitution and the political culture in which it exists;

1.4.3 developing, evaluating, and defending positions about the importance of adhering to constitutional principles in managing conflicts over diverse viewpoints (e.g., taxation, civil rights, and balance of power);

1.4.4 developing, evaluating, and defending positions on the effectiveness of the Constitution and Bill of Rights in protecting the rights of all citizens; and

1.4.5 analyzing issues associated with the impact of a culturally diverse population on the political culture of the United States.

1.5 Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic.

In Grades K-4, what students will know and be able to do includes:

1.5.1 identifying ideas underlying representative government of the United States (e.g., individual rights, common or public good, self-government, justice, equality of opportunity);

1.5.2 giving examples of underlying principles of representative government of the United States (e.g., people are sovereign, government power is limited, exercise of direct authority by voting, indirect authority by representation, majority rule and minority rights protected); and

1.5.3 identifying examples of pure democracy and a representative democracy.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1.5.1 explaining the meaning and importance of each of the following fundamental principles of representative government – individual rights (for example, the rights to life, liberty, and property), the common good, self-government, justice, and equality;

1.5.2 identifying and applying to contemporary situations the fundamental principles of representative government of the United States (e.g., rule by consent of the people, representative democracy, rule of law, the importance of citizen participation, limited government, balancing individual and social needs, majority rule and minority rights); and

1.5.3 explaining and giving examples of a pure democracy and a representative democracy.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

1.5.1 developing and defending positions on issues in which fundamental principles of representative government are in conflict, using historical and contemporary examples (e.g., conflicts between liberty and equality, between individual rights and the common good);

1.5.2 developing, evaluating, and defending positions about historical and contemporary efforts to act according to constitutional principles (e.g., abolition movement, desegregation of schools, and civil rights movements); and
1.5.3 developing, evaluating, and defending positions on contemporary issues related to the balance between individual rights and the common good.
Standard #2: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.

RATIONALE: Preservation of the United States constitutional system requires the participation of an attentive and knowledgeable populace. An understanding of political process and the Constitution enhances responsible participation. Law pervades United States society; it is the mechanism through which policy is expressed and debated, disputes resolved, and government limited. When individuals participate by evaluating, monitoring, and influencing policy at the local, state, tribal and national levels, our system will thrive and continue.

2.1 Students know the organization and functions of local, state, tribal and national governments.

In Grades K-4, what students will know and be able to do includes:
2.1.1 identifying what governments do in their schools, community, state, and nation; what services they provide; and how we pay for them.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
2.1.1 explaining major responsibilities of national, state, and local governments;  
2.1.2 explaining the rationale for taxes and the purposes for which taxes are used;  
2.1.3 identifying their representatives in the legislative branches, heads of executive, and judicial branches; and  
2.1.4 explaining which level of government they should contact to get information, express their opinions or get help on specific issues.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
2.1.1 analyzing how the organization of the local, state, and national governments influences the formulation and implementation of policy (e.g., weak versus strong mayoral system, unicameral versus bicameral legislature, legislative approval of presidential appointments);  
2.1.2 explaining why states have their own constitutions and the relationship of state constitutions to the federal constitution (e.g., the "roots" of colonial assemblies, and strong state governments);  
2.1.3 evaluating the tension between citizens' desire for government services and benefits, and the costs associated with providing those; and 2.1.4 describing major provisions of the Colorado Constitution.
2.2 Students know how power, authority, and responsibility are distributed, shared, and limited through federalism as established by the United States Constitution.

In Grades K-4, what students will know and be able to do includes:
2.2.1 identifying limits of authority for the self, school, community and state.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
2.2.1 explaining how the Constitution divides the powers of government among the executive, legislative, and judicial branches, and how each branch can check the powers of another; and
2.2.2 explaining how and why powers are distributed between local, state, and national governments (e.g., shared power such as to tax, borrow money, regulate voting; functions primarily exercised by state governments, such as education, law enforcement, highways; and distribution of power reflects the value of local decision-making and local control).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
2.2.1 analyzing how the design of the United States Constitution provides checks and balances to prevent the abuse of power (e.g., Marbury v. Madison, Supreme Court packing under New Deal, Watergate); and
2.2.2 developing, evaluating, and defending positions on historical and contemporary conflicts over the respective roles, distribution of power, and responsibility among local, state, and federal government.

2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.

In Grades K-4, what students will know and be able to do includes:
2.3.1 identifying people and groups who apply and enforce rules and laws as government (e.g., police, judges, mayors, and principals);
2.3.2 explaining why we have classroom and school rules; and
2.3.3 identifying what makes a good rule or law.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
2.3.1 identifying types of law; juvenile, criminal, civil, administrative, and explaining how law protects individual rights and promotes the common good;
2.3.2 evaluating strengths and weaknesses of a rule or law;
2.3.3 describing alternative means of conflict management, including negotiation, mediation, arbitration, and litigation; and
2.3.4 explaining the role and importance of the Bill of Rights to the Colorado and United States constitutional systems (e.g., Supreme Court cases such as Tinker v. Des Moines, Miranda v. Arizona, Gideon v. Wainwright, TLO v. New Jersey).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

2.3.1 explaining the significance of historical and contemporary events to illustrate the central place of the rule of law (e.g., United States Supreme Court cases such as United States v. Nixon, Mapp v. Ohio, Gideon v. Wainwright);

2.3.2 analyzing, using historical and contemporary examples, the meaning and significance of the idea of equal protection of laws for all persons (e.g., Brown v. Board of Education, University of California v. Bakke);

2.3.3 explaining how the state and federal courts' power of judicial review reflects the United States constitutional government (e.g., Marbury v. Madison); and

2.3.4 developing, evaluating and defending positions on current issues regarding judicial protection of individual rights underlying explaining the basic concept of due process protections, including presumption of innocence, speedy and public trials, rights to counsel, trial by jury, right of appeal.

2.4 Students know how public policy is developed at the local, state and national levels.

In Grades K-4, what students will know and be able to do includes:

2.4.1 identifying how people monitor and influence decisions of their government (e.g., read, follow issues, have discussions, vote, and contact elected representatives).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

2.4.1 defining public policy and identifying examples at local, state and national levels;

2.4.2 describing how the public agenda is shaped by political leaders, interest groups, media, state and federal courts, and individual citizens;

2.4.3 explaining how political parties, campaigns, and elections influence policy formation;

2.4.4 evaluating the role of the media and public opinion in formulating public policy; and

2.4.5 explaining how changing demographics affect civic responsibility.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

2.4.1 evaluating the contemporary roles of voters, political parties, associations, and groups in local, state, and national politics (e.g., political action...
committees, interest groups, think tanks, unions, professional organizations);
2.4.2 analyzing a current public policy issue at local, state, or national levels and evaluating the alternative positions (e.g., welfare reform);
2.4.3 explaining why conflicts within fundamental principles of representative government may make agreement on issues of public policy difficult (e.g., affirmative action, gun control, environmental protections, capital punishment, growth, welfare reform); and
2.4.4 developing, evaluating, and defending positions about the role of media and public opinion in United States politics (e.g., ways that government and media influence public opinion and the behavior of public officials).
Standard #3: Students know the political relationship of the United States and its citizens to other nations and to world affairs.

RATIONALE: The United States is part of an interconnected world, where the actions of one nation can affect the well being of other nations. To make judgments about the role of the United States in the world today, members of society need to be able to determine what course their foreign policy should take. An understanding of the role of the United States in the world arena and the processes by which foreign policy is made and implemented provides the necessary foundation for making judgments about the direction of United States foreign policy. To take part in analyzing and evaluating proposals for dealing with international issues, citizens need to be aware of worldwide developments and their effects.

3.1 Students know how and why governments and non-governmental agencies around the world interact politically.

In Grades K-4, what students will know and be able to do includes:
3.1.1 identifying examples of international issues.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
3.1.1 defining foreign policy and describing ways that nations interact with one another (e.g., trade, treaties, humanitarian aid, military force).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
3.1.1 identifying and analyzing the effectiveness of solutions used to resolve an international problem or concern by governmental and non-governmental agencies (e.g., United Nations attempts to resolve political conflicts, attempts to deal with world-wide refugee problems, terrorism, attempts to protect the world's environment).

3.2 Students understand how the United States government develops foreign policy.

In Grades K-4, what students will know and be able to do includes:
3.2.1 identifying examples of how the United States interacts with other countries (e.g., trade and culture).
As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:
3.2.1 explaining the powers the United States Constitution gives to the branches of government in foreign policy;
3.2.2 identifying current foreign policy issues and evaluating the geopolitical strategies the United States is using to deal with them;
3.2.3 describing ways in which citizens can influence the formation of foreign policy; and
3.2.4 explaining the relationship between United States policy and national interest.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:
3.2.1 analyzing how and why domestic politics may impose constraints or obligations on the ways in which the United States acts in the world, giving current political examples (e.g., understanding treaties and their relationship to the Constitution); and
3.2.2 identifying and analyzing issues concerning the national interests of the United States.

**3.3 Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics and society of the United States.**

In **Grades K-4**, what students will know and be able to do includes:
3.3.1 describing ways in which the United States and other countries politically influence each other (e.g., making a treaty, trade).

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:
3.3.1 giving examples of how foreign policy decisions made by the United States government regarding other countries have affected lives of people in United States (e.g., conflicts, tariffs, embargoes);
3.3.2 describing the influence of United States political ideas on other nations and the influence of other nations' ideas on the United States;
3.3.3 describing diplomatic strategies in which agencies of the United States government sought to help resolve an international problem and/or pursue our national interest or concern (e.g., American diplomats have sought to mediate disputes in Bosnia, Northern Ireland, and the Middle East, participation of United States government officials in international conferences on the environment or population, sending humanitarian aid to countries in conflict); and
3.3.4 describing ways in which non-governmental agencies and organizations have sought to help with an international problem or concern (e.g., the Red Cross helping victims of war or natural disasters, organizations of doctors or scientists helping with diseases or disasters like Chernobyl).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

3.3.1 evaluating the impact of significant international developments on the United States and other nations (e.g., impact of land mines);

3.3.2 describing the impact abroad of the principles of the Declaration of Independence and the United States Constitution;

3.3.3 giving examples of how foreign policy decisions made by foreign countries affect the United States;

3.3.4 giving examples of diplomatic strategies used by the United States government when interacting on significant international issues (e.g., humanitarian and development aid, economic sanctions);

3.3.5 evaluating current international issues in which the foreign policy of the United States has played a significant role (e.g., world trade negotiations – GATT agreements); and

3.3.6 identifying opportunities for citizens of the United States to participate in the resolution of international problems and concerns (e.g., citizens pressure to release the remains of POW's from Vietnam).
**CIVICS**

**Standard #4: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels — local, state, and international.**

**RATIONALE:** In order to function effectively as citizens, it is essential that students understand the nature of citizenship and the roles that citizens must play. Citizenship in the United States brings with it rights and responsibilities both at the personal and public levels, including the responsibility to be informed regarding matters of public policy. Citizens who know about and exercise rights and responsibilities ensure that the constitutional republic of the United States is preserved. Informed voting is commonly perceived as the major way in which citizens can participate in government. Students should understand the many other ways that they can participate in civic life on an ongoing basis. Students will develop an understanding and commitment to exercising the roles and skills related to citizenship, students can help influence and shape public policy and contribute to the maintenance of our way of life.

**4.1 Students know what citizenship is.**

In Grades K-4, what students will know and be able to do includes:
4.1.1 identifying the criteria for citizenship in the United States; and
4.1.2 explaining how students are citizens in the classroom, school community, and state (for example, civic virtue, common courtesy, and honest and fair dealing).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
4.1.1 explaining the meaning of citizenship in the United States;
4.1.2 describing how to become a citizen in the United States (for example, the process of naturalization); and
4.1.3 identifying significant characteristics of an effective citizen (for example, civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
4.1.1 explaining the rights and responsibilities of United States citizens; 4.1.2 comparing and analyzing the rights and responsibilities of citizens and non-citizens in the United States; and
4.1.3 evaluating the usefulness of characteristics of an effective citizen relative to effective participation in public life (for example, civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings).
4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic.

In Grades K-4, what students know and are to do includes:
4.2.1 giving examples of civic responsibilities that are important to themselves, their families, community, and state; and
4.2.2 identifying important characteristics of an effective citizen that help preserve and strengthen the United States constitutional republic (for example, being involved, informed).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
4.2.1 identifying civic responsibilities (for example, accepting responsibility for the consequences of one’s actions as a citizen, considering the rights and interests of others, voting, obeying the law, paying taxes, performing voluntary public service, jury service, serving in the armed forces);
4.2.2 identifying contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities (for example, accepting responsibility for the consequences of one’s actions as a citizen, considering the rights and interests of others, voting, obeying the law, paying taxes, performing voluntary public service, jury service, serving in the armed forces); and
4.2.3 analyzing the implications of not fulfilling citizen responsibilities.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
4.2.1 evaluating whether and when their obligations as citizens require that their personal desires and interests be balanced with the public good;
   4.2.2 evaluating what to do when individual beliefs or constitutional principles are in conflict; and
4.2.3 evaluating how the characteristics of an effective citizen promote the preservation of the republic.

4.3 Students know how citizens can exercise their rights.

In Grades K-4, what students know and are able to do includes:
4.3.1 identifying important individual economic, personal, and political rights e.g., freedom of religion, freedom of speech, right to own property).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
4.3.1 distinguishing between personal and political rights (e.g., freedom of religion, freedom of speech, right to own property);
4.3.2 identifying and analyzing responses to situations involving historic and contemporary threats to the meaning of political rights (e.g., right to vote, petition, assembly) as distinguished from personal rights (for example, free speech to express personal taste, freedom of conscience, freedom of movement, privacy rights);

4.3.3 identifying and evaluating situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights; and

4.3.4 using historical and legal sources of personal and political rights to defend the exercise of rights of citizens in a given situation (e.g., Declaration of Independence, Constitution, Bill of Rights, court decisions).

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:

4.3.1 identifying the scope and limits of rights (for example, all rights have limits),

4.3.2 explaining considerations and criteria commonly used in determining what limits should be placed on specific rights (e.g., clear and present danger, national security, public safety);

4.3.3 evaluating different positions on contemporary issues that involve rights of citizens (e.g., restricted membership in organizations, sexual harassment, school prayer, refusal of medical care); and

4.3.4 describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens.

**4.4 Students know how citizens can participate in civic life.**

In **Grades K-4**, what students will know and be able to do includes:

4.4.1 identifying ways in which they could take an active part in improving their school and community; and

4.4.2 identifying criteria useful in selecting leaders within school.

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:

4.4.1 explaining the meaning of civic life, politics, and government;

4.4.2 identifying and applying criteria useful in selecting political leaders at local, state, and national levels;

4.4.3 explaining how participation in civic and political life can help to solve problems; and
4.4.4 describing how to influence public policy in the politics and governments of their own classrooms and schools.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

4.4.1 evaluating the effectiveness of various forms of political participation (e.g., voting, attending political and governmental meetings, contacting public officials);

4.4.2 describing various ways one can exercise leadership and participate in public affairs (e.g., campaigning);

4.4.3 demonstrating understanding of strategies for monitoring and influencing current public policy (e.g., writing to a public official, writing letters to the editor, working with advocacy groups, working on a political campaign or using technology to monitor and influence legislation); and
4.4.4 describing the role of civil disobedience.
arbitration — Process by which the parties to a dispute submit their differences to the judgment of an impartial person or group appointed by mutual consent or statutory provision.

authoritarian government — System of rule in which the government recognizes no formal limits but may, nevertheless, be restrained by the power of other social institutions.

authority — Right to control or direct actions of others, because of law, morality, custom, or consent.

bicameral legislature — A legislature which has two legislative chambers.

checks and balances - Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments, and the courts may declare acts of Congress unconstitutional.

civic life — Public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.

civic values — Individual rights including life, liberty, property, and the pursuit of happiness; the common or public good; self government; justice; equality; openness and free inquiry; truth; and patriotism.

civic virtue — Dedication of citizens to the common welfare, even at the cost of their individual interests.

civil disobedience — Refusal to obey civil laws regarded as unjust, usually by employing methods of passive resistance, and willingness to accept legal consequences.

common good — Benefit or interest of a politically organized society as a whole.
constitution — A written or unwritten plan for government.

constitutional government — System of rule in which formal and effective limits are placed on the powers of the government.

constitutional republic — System of rule in which formal and effective limits are placed on the powers of the government.

constitutional republic — System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare within the parameters of a constitution.

democracy — Form of government in which political control is exercised by all the people, either directly or through their elected representatives.

democratic republic — A term used to reflect that the United States form of government combines the best-principles of both democracy and a republic to limit the power of the government and to protect the inalienable rights of individual citizens.

developing, evaluating, and defending positions — Students should be able to complete research and cite evidence for positions taken on historical or contemporary issues.

due process — Right of every citizen to be protected against arbitrary action by government. Every person involved in a legal dispute is entitled to a fair hearing.

equal protection — The state of having either comparable access to opportunity or results from condition education, employment, political participation, and similar areas.

executive branch — Branch of government that carries out the laws made by the legislative branch; and in the national government, makes treaties with foreign governments and conducts wars.

federalism — The division of power between the state and federal government. The federal government's powers to make laws are listed in the Constitution and the remaining powers are reserved for the states.

foreign policy — Policies of the federal government directed to matters beyond U.S. borders, especially relations with other countries. Much domestic policy has foreign policy implications.
individual rights – Rights possessed by individuals rather than those rights claimed by groups.

interest group – Organized body of individuals who share same goals and try to influence public policy to meet those goals.

judicial branch – Branch of government that interprets and applies the constitution and laws through a system of courts.

justice – Fair distribution of benefits and burdens, fair correction or wrongs and injuries, or use of fair procedures in gathering information and making decisions.

legislative branch – Branch of government that makes the laws; in federal government, this is Congress; in the Colorado State government, this is the General Assembly.

liberty – Freedom from unjust or undue governmental control.

limited government – The constitutional principle that government power is limited through restrictions imposed by the Constitution.

litigation – Legal proceedings.

majority rule – Rule by more than half of those participating in a decision.

mediation - Act of resolving or settling differences by using an intermediary agent between two or more conflicting parties.

minority rights – Rights of any group less than a majority.

nation – Political organization that claims sovereignty over a defined territory and jurisdiction over the people in that territory.

natural rights – Belief that individuals are naturally endowed with basic human rights; those rights that are so much a part of human nature that they cannot be taken away or given up, as opposed to rights conferred by law. The Declaration of Independence states that these natural rights include the rights of "Life, Liberty and the pursuit of Happiness."

negotiation – Process of arranging or settling by conferring or discussing.

patriotism – Loyalty to one's country and its values and principles.
political culture – Fundamental beliefs and assumptions of a people about how government and politics should operate.

political party – Any group, however loosely organized, which seeks to elect government officials under a given label.

politics – Methods by which individuals and groups try to influence operations of government.

power – Ability or official capacity to exercise control; authority.

principles – Basic rules that guide or influence thought or action.

public agenda – Issues that command the attention of public officials.

public policy – Body of laws, rules, guidelines and court decisions by which an open society organizes and conducts its affairs.

representation – The right or privilege of being represented by delegates having a voice in a legislative body.

republic/republicanism – A form of government in which power is held by the people. The government is administered by officers elected by the people to serve their interests.

rule of law – Principle that every member of society, even a ruler, must follow the law.

separation of powers – Division of governmental power among several institutions that must cooperate in decision-making.

social contract – A theory developed by Locke to explain the origin of legitimate government. This theory posits agreement among all people in a society to give up part. of. their.freedom to a government in return for protection of their natural rights.

sovereign – A person or body of persons in whom the supreme power of the state is vested.

totalitarian government – Government in which one person or party exercises absolute control over all spheres of human life and opposing parties are not permitted to exist.
unicameral legislature — A legislature which has a single legislative chamber.

unlimited government — Governmental power not limited through constitutional restrictions.
ECONOMICS

Standard #1: Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.

RATIONALE: Because human, natural, and capital resources are scarce, individuals, households, businesses, governments, and societies must make economic choices about their alternative uses. Economic choices are influenced by economic incentives to use resources efficiently. All economic choices have opportunity costs with consequences. Technology, the division of labor, specialization, and investment in human and physical capital affects productivity, economics growth, levels of employment, equity, efficiency, and stability.

1.1 Students know that economic choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.

In Grades K-4, what students will know and be able to do includes:
1.1.1 identifying goods and services and giving examples of each;
1.1.2 showing what happens when there are limited resources and unlimited wants and needs; and
1.1.3 giving an example of the opportunity cost for an individual decision (e.g., choosing to use money to go to the movies may result in not having enough money to eat at a restaurant).

As students in Grade 5-8 extend their knowledge, what they know and are able to do includes:
1.1.1 giving examples of situations where households, businesses, governments, and societies deal with scarcity just as individuals do; 1.1.2 identifying types of scarce productive resources and giving examples of each;
1.1.3 identifying opportunity costs that individuals, households, businesses, governments, and societies incur when making decisions involving the use of scarce resources; and
1.1.4 explaining that few economic choices are all-or-nothing propositions and that most economic choices involve tradeoffs.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
1.1.1 explaining how economic choices made by individuals, households, businesses, governments, and societies impose opportunity costs on societies as a whole; and
1.1.2 analyzing the relationship between economic goals and the allocation of scarce resources.
1.2 Students understand that economic incentives influence the use of scarce human, capital, and natural resources.

In **Grades K-4**, what students will know and be able to do includes:
1.2.1 giving examples of different economic incentives (e.g., landowners are paid rent for the use of their land, people who work are paid a wage, people who save money are paid interest, and successful businesses such as a lemonade stand make a profit).

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:
1.2.1 analyzing how economic incentives influence how individuals, households, businesses, governments, and societies use their scarce resources (e.g., interest rates influence savings and borrowing); and
1.2.2 identifying different economic goals and giving examples of the tradeoffs among economic goals.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:
1.2.1 analyzing how economic incentives influence the economic choices made by individuals, households, businesses, governments, and societies to use scarce human, capital, and natural resources more efficiently to meet their economic goals.

1.3 Students understand that resources can be used in many ways and understand the costs of alternative uses.

In **Grades K-4** what students will know and be able to do includes:
1.3.1 describing how consequences of economic choices may affect the future (e.g., using allowance money today for ice cream and candy will not generate savings for a bike in the future); and
1.3.2 identifying similar resources that can be used in a variety of ways (e.g., a piece of vacant land can be used to build an office building, a park, a parking lot, a shopping mall, soccer field or as open space).

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:
1.3.1 identifying costs and benefits associated with the use of resources to produce goods and services;
1.3.2 identifying externalities associated with the use of resources;
1.3.3 explaining how the use of specific resources will influence the availability of other resources in the future; and
1.3.4 identifying choices individuals, households, businesses, governments, and societies make that impact productivity and the future (e.g., choices about the division of labor, the investment in human and physical capital, specialization, and using technology).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
1.3.1 explaining how changes in the investment of resources and specialization by individuals, households, businesses, governments, and societies affect productivity (e.g., a firm's investment in training enables its individual workers to produce more);
1.3.2 analyzing the costs/benefit of alternative uses of resources with respect to present and future productivity;
1.3.3 analyzing how the use of technology and the investment in human and physical capital can affect the long-range productivity; and
1.3.4 identifying personal investment strategies for different economic goals such as retirement, a child's education, or saving for a new house (students should be familiar with the risk-reward level of various types of investments, how risk is matched with the time horizon of the need for the funds invested, and how mutual funds work).
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.

RATIONALE: Economic systems develop to enable societies to determine what goods and services will be produced, how they will be produced, and for whom they will be produced. An economic system can be described as the collection of institutions, laws, activities, and economic incentives that govern economic decision-making. Types of economic systems include traditional, market, command, and mixed. Understanding the nature of different economic systems is essential to understanding the function of economies as a whole and the United States system in particular.

2.1 Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services.

In Grades K-4, what students will know and be able to do includes:
2.1.1 identifying the three basic economic questions all economic systems must answer: (What, how and for whom goods and services will be produced?); and
2.1.2 identifying different economic systems (e.g., command, market, and traditional).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
2.1.1 describing the characteristics of a traditional, command, market, and mixed economic systems;
2.1.2 explaining how different economic systems use different means to produce, distribute, and exchange goods and services; and
2.1.3 describing how different economic systems affect the allocation of resources (e.g., steel production in the former Soviet Union was determined by economic planners. This affected the allocation of many resources: coal, labor, etc. in the United States, all of these resources are allocated by the market).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
2.1.1 comparing and contrasting economic systems in terms of their ability to achieve economic goals; and
2.1.2 explaining the benefits and costs of the United States economic system.
2.2 Students understand the fundamental characteristics of the United States economic system.

In Grades K-4, what students will know and be able to do includes:
2.2.1 describing roles of consumers and producers in the U.S. economic system; and
2.2.2 describing how the price of goods and services in our U.S. economic system is related to how much of a product or resources there is, and how many people want it.

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
2.2.1 describing the relationships among supply, demand, and price, and the role these elements play in the U.S. economic system;
2.2.2 describing how prices act as signals to producers and consumers to answer the three basic economic questions; (What goods and services to produce? How will they be produced? For whom will they be produced?);
2.2.3 identifying how fundamental characteristics of the U.S. economic system (e.g., competition, the price system, private property, and profits) positively and negatively influence economic decision making;
2.2.4 describing the characteristics that make the United States economy a mixed economy; and
2.2.5 analyzing the effectiveness of the market economy in making economic decisions in the U.S.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
2.2.1 explaining how businesses including sole proprietorships, partnerships, corporations, and franchises, are organized and financed in the U.S. economy;
2.2.2 describing how changes in income, tastes, and preferences, and the prices of substitutes and complements can cause changes in demand; 2.2.3 describing how changes in the number of producers, production costs, or the prices of substitute and complementary products cause changes in supply; and
2.2.4 comparing and contrasting the characteristics of different market structures, including pure competition, oligopoly, monopoly, and monopolistic competition.

2.3 Students understand that government actions and policies, including taxes, spending, and regulations influence the operation of economies.

In Grades K-4, what students will know and be able to do includes: 2.3.1 recognizing that some goods and services are provided by the government (e.g., firefighters, parks, police, and public schools); and

BVSD Economics Content Standards Adopted February 10, 2000
2.3.2 explaining that government raises revenue by taxing and borrowing to pay for the goods and services it provides.

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:
2.3.1 identifying governmental activities that affect the local, state, or national economy; and
2.3.2 giving examples of the role of government in a market economic system, (e.g., the government enforces property rights, provisions of contracts and provides a standardized monetary system).

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:
2.3.1 interpreting measurements of inflation rates and unemployment rates and relating these to the general economic "health" of the national economy;
2.3.2 explaining the impact of government taxing and spending decisions on specific individuals, households, businesses, governments, and societies (e.g., social security and Small Business Administration, and national debt);
2.3.3 comparing and contrasting different types of taxes, including progressive, regressive and proportional taxes;
2.3.4 describing the economic roles of government, such as establishing fiscal policy, providing public goods and services, maintaining competition, generating and using revenues, promoting employment, stabilizing prices, and sustaining reasonable rates of economic growth (e.g., Medicaid, and public education);
2.3.5 describing the effects of specific government regulations on different groups, including consumers, employees, and businesses (e.g., unfounded mandates); and
2.3.6 contrasting the concept of customer and consumer.
ECONOMICS

Standard #3: Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

RATIONALE: Exchange is essential to all economic activity. Individuals, households, businesses, governments and societies specialize to make the most efficient use of their resources and they trade to obtain other goods and services they need and want. It is essential to understand how trade results in interdependence and economic change.

3.1 Students understand that the exchange of goods and services creates economic interdependence and change.

In Grades K-4, what students will know and be able to do includes:
3.1.1 describing how voluntary exchange of goods and services affects all parties involved in the exchange (e.g., by exchanging clothing for food both parties in the exchange have benefited);
3.1.2 describing the interdependence between households and businesses; and
3.1.3 describing how the exchange of goods and services around the world creates interdependence among people in different places (e.g., the production of a candy bar requires ingredients from around the world).

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:
3.1.1 describing relationship among trade, specialization, and interdependence; and
3.1.2 describing how economic interdependence between countries around the world affects the standard of living.

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:
3.1.1 giving examples of international differences in resources, productivity, and prices that provide a basis for international trade;
3.1.2 describing the factors that lead to a nation having a comparative advantage in trade;
3.1.3 explaining effects of domestic policies in international trade;
3.1.4 explaining why nations often restrict trade by using quotas, tariffs, and non-tariff barriers to trade (e.g., cars entering the U.S. must have a catalytic converter); and
3.1.5 comparing and contrasting the characteristics of free trade and restricted trade (e.g., Embargo).

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3.2 Students understand how a country's monetary system facilitates the exchange of resources.

In **Grades K-4**, what students will know and be able to do includes:
3.2.1 giving examples of barter as a simple form of exchange; 3.2.2 explaining the concept of money;
3.2.3 giving examples of the mediums of exchange in the U.S.; and
3.2.4 recognizing that different countries use different currencies.

As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes:
3.2.1 explaining that money can be used to express the market value of goods and services in the form of prices;
3.2.2 describing the role of banks in the monetary system;
3.2.3 recognizing that the use of credit involves the use of someone else's money at a certain interest rate;
3.2.4 explaining an exchange rate; and
3.2.5 describing the difference between wealth and money.

As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes:
3.2.1 explaining the costs and benefits of the use of credit;
3.2.2 describing the use of monetary and fiscal policies; and
3.2.3 describing how fiscal or monetary policies can affect exchange rates and international trade.
This is a list of technical terms used in the discipline of economics in contrast to terms used in everyday language.

barter — The direct trading of goods and services between people without using money as an intermediate step.

budget deficit — When the amount a household or government spends is greater than their revenues in a given period.

capital resources — Resources made by someone, which are used to produce other goods or services; for example, machines, tools, and factories. Also called physical capital and capital goods.

command economy An economy in which economic decisions are made largely by an authority such as government planning agency.

comparative advantage — The principle that a person, firm or country will be better off if it specializes in providing goods and services at a lower opportunity cost.

competition — See "pure competition"

complement — A good or service that is purchased in some proportion to another good or service, such as hot dogs and mustard.

consumers — People who buy and use goods and services; also buyers.

corporation — A business organization having a continuous existence independent of its members (owners), and power and liabilities distinct from those of its members.

cost — Something expanded to obtain a benefit or desires result (opportunity cost).

credit — An extension of money or promise by one party to pay another for money borrowed or for goods.
currency — Coins and paper money.
demand – The different quantities of a resource, good, or service that will be purchased at various possible prices during specific time period.

division of labor – The process whereby workers specialize and perform only a single or a very few steps of a major production task; for example, adding grated cheese to a taco.

economic freedom – Consumption and production preferences are individually determined.

economic growth – An increase in real gross domestic product.

economic incentives – Factors that motivate and influence human behavior. For example: wages, interest, and profits.

economic system – A society's means of deciding what goods and services to produce, and how to produce and distribute them.

economics – Social science concerned chiefly with the way society chooses to employ its limited resources, which have alternative uses, to produce goods and services for present and future.

efficiency – Productive efficiency is getting as much output for as few resources as possible.

equity – Economic equity is the application of economic concepts of what is "fair" and what is "unfair" to economic policy. People differ in their conception of what represents equity or fairness. Equity is not synonymous with equality.

exchange rate – The price of one's country's currency expressed in terms of another country's currency; the domestic price of a foreign currency.

externality – Benefit or cost effects on third parties that people did not take into account when they consumed or produced a good or service. For example: air pollution is a cost generated by consuming gasoline in an automobile.

factors of production – Human and non-human productive resources of an economy usually classified into four groups: land, labor, capital and entrepreneurialship.

fiscal policy – A policy that uses changes in taxes and government spending to affect the level of aggregate demand in the economy.
franchise — Privilege given to sell products or services in a given area, for example, McDonalds, Office Depot.
free trade — Unrestricted trade; trade without tariffs, quotas, or barriers.

gross domestic product (GDP) — The market value of the total output of final goods and services produced in a given year within a nation's borders.
GDP per capita — Gross domestic product divided by a nation's population.
goods — Objects that can satisfy people's wants.
growth — See: "economic growth".
human resources — workers or labor resources.
incentives — Something that arouses or stirs one to action.
income — Payments (wages, rents, interest, profits) received for the provision of resources.
inflation — Sustained increases in the average price level of the entire economy; measured by a rate 'expressed as a percent.
interdependence — A situation where people or nations are mutually dependent because of trade.
interest — The income paid to savers; also the cost for the use of credit.
inflation rate — Percentage figure representing the price paid for the use of credit.
investment — spending for the production and accumulation of capital resources.
market — An institutional arrangement that helps bring about exchange between buyers and sellers.
market economy — An economic system where most goods and services are exchanged through transactions between households and businesses.
market structure — The physical characteristics of the industry market within which firms interact. For example: the number of firms in the industry.
medium of exchange — Anything (usually money) that is accepted as payment for goods and services.
mixed economy — Economic system that contains elements of traditional, command, and market decision-making.

monetary system — A system that organizes the production and distribution of money and near moneys.

money — Any medium exchange that has a standard of value, and a store of value.

monopolistic competition — A market structure characterized by many firms producing differentiated products in a market with easy entry and exit.

monopoly — Any medium of exchange that has a standard of value, and a store of value.

national debt — The sum of all deficits experienced to date. See budget deficit.

natural resources — Things in a natural state that are used to produce goods and services. For example: land, minerals, and trees.

non-tariff barriers — Legal and administrative obstacles to international trade placed on foreign goods and services which slow their importation into a country. These could include safety and environmental standards.

oligopoly — A market structure containing just a few sellers.

opportunity cost — The highest valued alternative that must be given up when another option is chosen.

partnership — A business owned by two or more individuals.

physical capital — See capital resources. price — The quantity of money paid for a good or service.

property rights — Legal rights to private property include the right to use goods in any manner so long as other people’s property rights are not violated, the right to exchange private property, and the right to deny the use of private property to others.

producers — People who combine natural, human, and/or capital resources to make goods or provide services.
production — The output or goods and services resulting from the utilization of economic resources.

productivity — The amount of output produced per unit of input; often measured as output per worker per hour.

profit — The amount of a firm's total revenues in excess of its total cost.

progressive tax — a tax system in which tax rates rise as income rise.

proportional tax — A tax whose rate remains constant as the tax base grows larger. Also called a flat tax.

proprietorship — The simplest type of business organization with usually a single person owning the firm.

pure competition/perfect competition — A market structure characterized by many buyers and sellers, firms producing identical products, and no barriers to producers to enter and exit.

quotas — A limit on the quantity of a good that may be imported in a given time period.

regressive tax — A tax system in which tax rates fall as income rises.

rent — A payment made for a natural resource, such as land.

restricted trade — Trade with tariffs, quotas, or barriers.

resources — Inputs or factors used in the production of goods and services. Resources are generally categorized as land (natural resources), labor, and capital (man-made resources).

saving - Disposable income not spent for consumer goods.

scarcity — The condition which exists because resources are in fixed or limited supply relative to demand. Thus a cost must be borne in order to obtain a resource when this condition exists.

services — Activities that can satisfy human wants; something that one person does for someone else.
specialization – A situation that occurs when people produce a narrower range of goods and services than they consume. Occurs when different people do very specific jobs to make a product or provide a service.

sole proprietorship – See proprietorship.


substitute – A good or service that can replace one another, such as butter or margarine.

supply – The different quantities of a resource, good, or service that will be offered for sale at various possible prices during a specific time period.

tariff – A tax or duty imposed in imported goods.

tax – A non-voluntary payment to a government for which no good or service is directly received in turn.

technology – The application of scientific knowledge and activities to the production of goods and services.

trade-off – Accepting or choosing less of one thing to get more of something else.

traditional economy - Both production and distribution is based on procedures devised in the distant past and maintained by law, custom, or belief.
COLORADO STATE STATUTES
RELATED TO SOCIAL STUDIES INSTRUCTION

There are several State of Colorado statutes that apply to social studies instruction. These statutes have been incorporated into the curriculum. The statutes delineate certain timeframes for instruction and expectations of schools and teachers as far as the teaching of history, culture, civil government and flag use.

The statutes are included in the Academic Content Standards. National celebrations are a part of the K-4 Social Studies Standards. The Constitution of the United States; the history, culture and contributions of minorities, the history and civil government of the state of Colorado; and appropriate honoring of the flag are included in all levels.
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.

22-1-107. **Pupils to be instructed.** Upon such information and instruction being furnished, it is the duty of each teacher in such schools to see that the pupils therein receive such instruction and information.

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.

22-1-112. **School year – national holidays.** The school year shall begin on the first day of July and end on the thirtieth day of June. The term "national holidays" in this title shall be construed to mean Thanksgiving Day, Christmas Day, New Year's Day, the third day Monday in January, observed as the birthday of Dr. Martin Luther King Jr., Washington-Lincoln Day, Memorial Day, Labor Day, Independence Day, and Veteran's Day.
Middle Level Social Studies gives students a concentrated look at the Western and Eastern Hemispheres and at United States society. The course work is designed to give students perspective about the human endeavor over time. The study of civilizations, ancient and modern, allows students to understand the magnitude and consequence of history in forming current circumstances. Much of the study of geography at the sixth and seventh grade focuses on the themes of geography (place, location, region, movement, and human environment) that allows students to understand the complex interactions of culture, landscape and politics.

In eighth grade, students are engaged in a detailed look at the American experience. This study begins with pre-Revolutionary period and continues with studies through the 1980's. Middle level curriculum will dovetail with the high school curriculum to continue in-depth studies to current times. The middle level study will include perspectives from various groups about the process of the ongoing definition of the United States of America. Such an inquiry, including studies of underrepresented groups, will equip students to view history as a story of many peoples. Each of these stories will be used to create historical analysis skills that enable students to detect the use of power, authority and justice in shaping society.

Each grade level has a description that gives an overview of the course. Subject Topics are identified at each grade level. Each of these topics has component Essential Themes outlining what students should know and be able to do as a result of instruction. The Essential Themes will addressed by the use of the appropriate Social Studies benchmarks for middle level.
Sixth Grade
World Geography 1
The Americas
Course Code #TM6

Course Description:

Sixth graders will study the Western Hemisphere, excluding the U.S. Students will focus on the components of civilizations both ancient and modern with regional studies of Canada, Mexico, Central America, Caribbean Islands and South America. At least one ancient river civilization will be used as a tool for comparing and contrasting components of civilizations.
Subject Topic:
Components of civilization: Transition from Paleo to Neolithic Ages

Essential Themes: Introduce the following components of civilizations
- Arts
- Language
- Tools
- Construction
- Domestication of animals
- Farming
- Trade
- Surplus
- Economy
- Division of Labor
- Irrigation
- Government Law
- Religion
- Cities

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
3.2.1 Describe and give examples of basic elements of culture and social organization.

Geography:
2.1.1 Describe human and physical characteristics of places.
4.2.2 Interpret elements of the cultural landscape.
4.3.1 Identify the factors that influence the location and distribution of economic activities.
5.3.1 Describe the role of resources in daily life.

Civics:
1.1.1 Explain major ideas about why government is necessary (e.g., promote the common good, protect individual rights, and provide safety, and order).

Economics:
3.1.1 Describe relationship among trade, specialization, and interdependence.
Subject Topic:
Ancient River Valley Civilization

Essential Themes: Choose at least one of these civilizations, for purposes of building a foundation for ancient civilizations, in order to compare and contrast with Western ancient civilizations.
- Mesopotamia
- Indus River
- Egypt
- Huang He

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
1.2.1 Demonstrate how various cultures have organized and measured time.
3.1.4 Explain how the cultures of the earliest civilizations spread and interacted (e.g., the civilizations of the river valleys of India, Africa, Mesopotamia, Mesoamerica). 3.2.1 Describe and give examples of basic elements of culture and social organization.
3.2.2 Explain how traditions have acted to maintain elements of social organization throughout history.
4.1.3 Identify and explain the consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication, and medicine).
4.2.3 Explain how trade, money and other economic developments influenced the growth and history of ancient civilization.
4.2.4 Explain how economic changes led to the growth of towns, cities, and eventually the modern nation-state.
6.3.4 Explain the religious or philosophical significance of structures (e.g., pyramids, cathedrals, and burial grounds).

Economics:
2.1.1 Describe the characteristics of a traditional command, market and mixed economic systems.
2.1.2 Explain how different economic systems use different means to produce, distribute and exchange goods and services.
Sixth Grade World Geography 1 (cont.)

Subject Topic:
Pre-Columbian — Latin America

Essential Themes: Students will be able to describe the following groups using the components of civilization:
- Mayas
- Incas
- Aztecs

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
1.2.1 Demonstrate how various cultures have organized and measured time.
1.2.2 Construct time lines to show how different series of events happened simultaneously.
2.2.5 Interpret the data in historical maps, photographs, art works, and other artifacts.
3.1.3 Describe the history, interactions and contributions of various groups of people who make up the major regions of the world.
5.2.1 Give examples of forms of political organization and self-government practiced by Native American societies.
6.1.3 Describe how religious systems have acted as major forces throughout history.
6.2.1 Give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, justice and injustice.
6.3.3 Explain how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies.
6.3.4 Explain the religious or philosophical significance of structures (e.g., pyramids, cathedrals, and burial grounds).

Geography:
4.2.3 Describe the processes of cultural diffusion.
6.1.2 Show how locations, places and environments have influenced events and conditions in the past.
Subject Topic:
Latin America Civilization - Colonization

Essential Themes:
- The Great Exchange of Ideas, People & Resources
- Compare and contrast colonization patterns in Latin America. Who did what, and where?

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
2.2.4 Recognize the value of other cultures' perspectives.
3.1.2 Describe the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere.
4.1.1 Explain the significance of the achievements of individual scientists and inventors from many cultures (e.g., the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books and knowledge, navigation and sailing).
4.1.3 Identify and explain the consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication, and medicine).
4.1.4 Relate differences in technology to differences in how people live in various regions of the world.
6.2.2 Give and describe examples of people who throughout history, acted from their religious or philosophical beliefs.

Geography:
4.2.1 Explain the spatial distribution of cultures, both locally and in other parts of the world.
4.2.3 Describe the process of cultural diffusion.
4.4.3 Describe, locate, and compare different settlement patterns throughout the world. 6.1.3 Explain how differing perspectives of places and environments affect the behavior of people.
6.1.4 Describe how competition for resources has led to human conflict.

Economics:
2.3.1 Identify government activities that affect local, state or national economy.
Subject Topic:
Central America

Essential Themes:
- Panama Canal
- Agriculture — cash crops and plantation
- Regional Studies — When studying Canada, Mexico, Central America, Caribbean Islands and South America, the following specific region components will be the focus. Specific bullets under each region are in addition to the components.
  - Physical geography & culture (What makes a region a region?)
  - Locations/political & physical
  - Historical overview
  - Political systems
  - Cultural features
  - Economy
  - Social structure
  - Demographics
  - Indigenous people (historical and modern)
  - Contemporary issues

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
5.3.3 Give examples of how political rights have been affected by gender, national origin, property ownership, religion, and legal status.

Geography:
2.1.2 Explain how places change due to physical processes and human activity.
2.2.1 Identify a region by defining its distinguishing characteristics.
2.2.2 Explain how and why regions change.
2.2.3 Describe the connections among regions (e.g., political, economic, and social relationships).
2.2.4 Analyze the influences and effects of regional labels and images.
2.3.1 Describe various perspectives associated with places and regions.
2.3.2 Explain how culture and technology affect perception of places and regions.
2.3.3 Explain how places and regions serve as cultural symbols.
3.1.2 Explain how natural processes influence the formation and location of resources.
4.3.2 Explain why and how countries trade goods and services.
5.2.2 Describe how natural hazards affect human activities.
5.3.4 Describe why people have different viewpoints with respect to resource use.
Economics:
1.1.2 Identify types of scarce productive resources and give examples of each.
1.3.4 Identify choices individuals, households, businesses, governments, and societies make that impact productivity and the future (e.g., choices about the division of labor, the investment in human and physical capital, specialization, and use of technology).
2.1.1 Describe the characteristics of traditional, command, market, and mixed economic systems.
Subject Topic: Caribbean Islands

Essential Themes:
- Tourism
- Diversity
- Agriculture — cash crops and plantation
- Pirates and Privateers
- **Regional Studies** — When studying Canada, Mexico, Central America, Caribbean Islands and South America, the following specific region components will be the focus. Specific bullets under each region are in addition to these components.
  - Physical geography & culture (What makes a region a region?)
  - Locations/political & physical
  - Historical overview
  - Political systems
  - Cultural features
  - Economy
  - Social structure
  - Demographics
  - Indigenous people (historical and modern)
  - Contemporary issues

Guiding Benchmarks which will shape what students know or able to do in relation to the Essential Themes:

**History:**
4.2.2 Compare economic factors that influenced historical events in various regions of the world.
5.3.3 Give examples of how various groups of people used slavery and other forms of involuntary servitude (e.g., serfdom, and impressment) to maintain and expand power throughout history.

**Geography:**
2.1.2 Explain how places change due to physical processes and human activity.
2.2.1 Identify a region by defining its distinguishing characteristics.
2.2.2 Explain how and why regions change.
2.2.3 Describe the connections among regions (e.g., political, economic, and social relationships).
2.2.4 Analyze the influences and effects of regional labels and images (e.g., Rust Belt and Sun Belt).
2.3.1 Describe various perspectives associated with places and regions.
2.3.2 Explain how culture and technology affect perception of places and regions.
2.3.3 Explain how places and regions serve as cultural symbols.
3.1.2 Explain how natural processes influence the formation and location of resources.
3.2.2 Describe how ecosystems work (e.g., coral reef).
4.3.2 Explain why and how countries trade goods and services.
Economics:
1.1.2 Identify types of scarce productive resources and give examples of each.
3.2.5 Explain how the use of specific resources will influence the availability of other resources in the future.
Project Topic:
Mexico

Essential Themes:
- Nationalism
- Cultural celebrations
- Influence of religion
- Diversity & social structure
- Rural & urban
- Economy
- Population
- NAFTA

Regional Studies — When studying Canada, Mexico, Central America, Caribbean Islands and South America, the following specific region components will be the focus. Specific bullets under each region are in addition to these components.
- Physical geography & culture (What makes a region a region?)
- Locations/political & physical
- Historical overview
- Political systems
- Cultural features
- Economy
- Social structure
- Demographics
- Indigenous people (historical and modern)
- Contemporary issues

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
1.2.3 Use historical narration of events to understand sequences of historical events.
1.3.1 Interpret historical data to determine cause-and-effect relationships.
3.2.3 Compare how roles of people have differed throughout history based on various factors (e.g., gender, ethnicity, clans, age, caste, racial identity, wealth and social position).
6.3.1 Describe how societies have used various forms of visual arts, dance, theater, and music to express their religious and philosophical beliefs throughout history.

Geography:
2.2.1 Identify a region by defining its distinguishing characteristics.
2.2.2 Explain how and why regions change.
2.2.3 Describe the connections among regions (e.g., political, economic, and social relationships).
2.2.4 Analyze the influences and effects of regional labels and images (e.g., Rust Belt and Sun Belt).
2.3.1 Describe various perspectives associated with places and regions.
2.3.2 Explain how culture and technology affect perception of places and regions.

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2.3.3 Explain how places and regions serve as cultural symbols.
3.1.2 Explain how natural processes influence the formation and location of resources.
4.3.2 Explain why and how countries trade goods and services.
4.4.2 Explain the causes and effects of urbanization.
5.3.1 Describe the role of resources in daily life.
5.3.4 Describe why people have different viewpoints with respect to resource use.

**Economics:**
1.1.2 Identify types of scarce productive resources and give examples of each.
1.1.3 Identify opportunity costs that individuals, households, businesses, governments, and societies incur when making decisions involving the use of scarce resources.
1.1.4 Explain that few economic choices are all-or-nothing propositions and that most economic choices involve tradeoffs.
2.3.2 Give examples of the role of government in a market economic system.
Subject: Canada

Essential Themes:
- Immigration
- Government (separatist movement, parliamentary system and provincial)
- Demographics
- Regional Studies — When studying Canada, Mexico, Central America, Caribbean Islands and South America, the following specific region components will be the focus. Specific bullets under each region are in addition to these components.
  - Physical geography & culture (What makes a region a region?)
  - Locations/political & physical
  - Historical overview
  - Political systems
  - Cultural features
  - Economy
  - Social structure
  - Demographics
  - Indigenous people (historical and modern)
  - Contemporary issues

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
1.1.2 Describe significant events and people, which form the foundation of U.S. history in the chronological context of the history of the world including the Americas.
3.1.3 Describe the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere.

Geography:
2.2.1 Identify a region by defining its distinguishing characteristics.
2.2.2 Explain how and why regions change.
2.2.3 Describe the connections among regions (e.g., political, economic, and social relationships).
2.2.4 Analyze the influences and effects of regional labels and images (Atlantic Provinces and the Territories).
2.3.1 Describe various perspectives associated with places and regions.
2.3.2 Explain how culture and technology affect perception of places and regions.
2.3.3 Explain how places and regions serve as cultural symbols.
3.1.2 Explain how natural processes influence the formation and location of resources.
3.2.2 Describe how ecosystems work.
4.3.2 Explain why and how countries trade goods and services.
5.3.4 Describe why people have different viewpoints with respect to resource use.
5.3.5 Explain the fundamental role of energy resource.
Civics:
1.4.3 Analyze why conflicts arise, and ways in which conflicts can be resolved in a peaceful manner (evolution of independence).
4.1.3 Identify significant characteristics of an affective citizen (compare with U.S.).

Economics:
1.1.2 Identify types of scarce productive resources and give examples of each.
Subject Topic:
South America

Essential Themes:
- Diversity of land and people
- Colonial control and independence movement
- Agriculture - cash crops and plantation
- **Regional Studies** - When studying Canada, Mexico, Central America, Caribbean Islands and South America, the following specific region components will be the focus. Specific bullets under each region are in addition to these components.
  - Physical geography & culture (What makes a region a region?)
  - Locations/political & physical
  - Historical overview
  - Political systems
  - Cultural features
  - Economy
  - Social structure
  - Demographics
  - Indigenous people (historical and modern)
  - Contemporary issues

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

**History:**
3.2.3 Compare how roles of people have differed throughout history based on various factors (e.g., gender, ethnicity, clans, age, caste, racial identity, wealth and social position). 4.1.4 Relate difference in technology to differences in how people live in various regions of the world.

**Geography:**
2.1.3 Analyze the role of technology in producing distinctive places (e.g., the Tennessee Valley Authority, and dikes in the Netherlands).
2.2.1 Identify a region by defining its distinguishing characteristics.
2.2.2 Explain how and why regions change.
2.2.3 Describe the connections among regions (e.g., political, economic, and social relationships).
2.2.4 Analyze the influences and effects of regional labels and images.
2.3.1 Describe various perspectives associated with places and regions.
2.3.2 Explain how culture and technology affect perception of places and regions.
2.3.3 Explain how places and regions serve as cultural symbols.
3.1.2 Explain how natural processes influence the formation and location of resources.
4.2.4 Analyze how cultures and their landscapes change including migration and technology.
4.3.2 Explain why and how countries trade goods and services.
4.3.4 Justify how changes in technology, transportation, communication, and resources affect the location of economic activities.
5.3.4 Describe why people have different viewpoints with respect to resource use.
5.3.6 Describe ways that resources can be recycled.

**Civics:**
1.1.2 Compare and contrast various ideas about the purposes of government.

**Economics:**
1.1.2 Identify types of scarce productive resources and give examples of each.
1.3.1 Identify costs and benefits associated with the use of resources to produce goods and services.
2.3.1 Identify governmental activities that affect the local, state or national economy.
Subject Topic:
Resource and analysis skills to be integrated throughout the course.

Essential Themes:
- Index use
- Categorizing, analyzing and evaluating information as research skills
- Reading graphs and charts
- Use of latitude and longitude
- Time zones introduced
- Map and globe use
- Use of technology as a research tool
- Time line
- Landforms

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
2.2.1 Distinguish between primary and secondary sources.

Geography:
1.1.1 Explain the characteristics and purposes of and explain differences among maps, globes, aerial photographs, geographic models, and satellite images.
1.1.5 Use latitude and longitude to locate places and calculate time differences between places.
1.2.6 Locate places using latitude and longitude.
1.2.8 Instruct domestic and international travel itineraries, (time and financial restraints). 1.3.0 Students know how to analyze the dynamic spatial organization of people, places, and environments.
1.3.2 Explain fundamental geographic vocabulary (e.g., concepts of distance, latitude, longitude, interdependence, accessibility, and connections).
1.3.3 Analyze factors affecting the location of human activities.
1.3.7 Solve locational questions requiring the integration of information from two or more sources.
3.1.1 Describe how natural processes shape environmental patterns of air, land, water, plants, and animals.
3.1.3 Describe and predict the consequences of physical processes on Earth’s surface. 3.1.4 Explain how Earth-Sun relationships produce day and night, time zones, seasons, and major climatic variations.
3.2.1 Identify the local and world patterns of ecosystems.
3.2.3 Analyze how natural processes produce changes in ecosystems.
4.3.3 Explain reasons for patterns of economic activities on Earth’s surface.
6.2.1 Show how the interaction of natural and human systems may shape present and future global conditions.
Course Description:
World Geography II provides students with the tools and skills necessary to analyze and interpret the world from a geographic perspective. The regions of the Eastern Hemisphere; Africa, the European Union and Russia, Asia and Oceania will be the focus of study. In conjunction with World Geography I, students will develop an understanding of the physical and cultural processes that shape the earth and its people and an appreciation for our roles and responsibilities as world citizens.

The nationally recognized 5 themes of Geography create continuity between regional studies and provide one framework for organizing geographic content.

The five themes are:
- Place — description of geographical area using human and physical descriptions
- Location — absolute and relative relationships to physical features
- Region — divisions of land that could be physical, political, cultural or economic
- Movement — movement of people, products and ideas
- Human environment — interactions and adaptations with our surroundings

The six Geography Standards are addressed throughout the course of the year within the context of regional studies. These standards are:

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

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

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

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

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

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

Throughout the course History, Civics, and Economics standards are also addressed.
Subject Topic
Regional study – Africa, Asia, Europe, Russia, Oceania

Essential Themes for each region:
- Physical and cultural characteristics that identify it a specific region, as well as demarcate sub-regions within it.
- Physical geography of the region including landforms, water bodies and resources.
- Impact of the physical geography on the people, and population distribution.
- Demographics and statistical indicators of level of economic development of the region.
- Cultural geography including its history, peoples, languages, art and religions.
- Political geography including government, creation of boundaries, relationships with neighbors and human rights issues.
- Economic systems, land use and relationships within the system of world trade.
- Significant current events.

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

Geography:
1.2.4 Explain how personal knowledge and experience influence an individual's perception of places.
1.3.5 Explain the ways that places are connected and the significance of those connections, at a local, regional or global scale.
2.1.1 Describe human and physical characteristics of places.
2.2.1 Identify a region by defining its distinguishing characteristics.
2.2.2 Explain how and why regions change.
2.2.3 Describe the connections among regions (e.g., political, economic and social relationships).
2.2.4 Analyze the ways in which human and physical regions are interconnected.
2.3.1 Describe various perspectives associated with places and regions.
2.3.2 Explain how culture and technology affect perception of places and regions.
2.3.3 Explain how places and regions serve as cultural symbols.
Course Organizational Note:
The following subject topics may be addressed as separate units or within the context of the Eastern Hemisphere regional studies outlines above; however, consideration of the scope of the geographic regions to be covered in the course of the year suggest that a regional, rather than topical, approach may be preferable. See appendix for a suggested course outline that incorporates the following topics within the context of the regional studies. Teacher discretion may determine course outline and connections between specific topics and the regions as long as all benchmarks are met.

Subject Topic:
Geographic Tools

Essential Themes:
- Map and globe skills
- Identifying the proper geographic tool for the job

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

Geography:
1.1.1 Explain the characteristics and purposes of differences among maps, globes, aerial photographs, geographic models and satellite images.
1.1.2 Identify several basic types of map projections.
1.1.3 Interpret and construct maps, globes, models, charts and geographic databases.
   1.1.4 Make and use maps, globes, models, graphs, charts and databases to analyze geographic questions.
1.1.5 Use latitude and longitude to calculate time differences between places.
1.2.2 Draw an accurate freehand map from memory to answer questions about the location of physical and human features.
1.2.5 Locate places using latitude and longitude.
1.2.6 Understand (and use) the concept of scale.
1.2.7 Construct domestic and international travel itineraries given time and cost constraints.
Subject Topic:
Physical Geography

Essential Themes:
- Physical processes that shape the environment
- Geologic time
- Earth/Sun relationships and latitudinal effects
- Ecosystems

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

Geography:
3.1.1 Describe how natural processes shape environmental patterns of air, land, water, plants and animals.
3.1.2 Explain how natural processes influence the formation and location of resources.
3.1.3 Describe and predict the consequences of physical processes on Earth’s surface.
3.1.4 Explain how Earth-Sun relationships produce day and night, time zones, seasons, and major climatic variations.
3.1.5 Identify the time scales of processes (e.g., weathering, erosion and vegetation change).
3.2.1 Identify the local and world patterns of ecosystems.
3.2.2 Describe how ecosystems work.
3.2.3 Analyze how natural processes produce changes in ecosystems.
Subject Topic:
Human/Environmental Interactions

Essential Themes:
- Human dependence on the environment
- Human adaptation and modification of the environment
- Effect of humans on climate change

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

Geography:
2.1.2 Explain how places change due to physical processes and human activity.
2.1.3 Analyze the role of technology in producing distinctive places (e.g., the dikes of the Netherlands)
3.2.4 Analyze how human activities influence changes in ecosystems.
5.1.1 Describe the effects of human modification of the natural environment (e.g., depletion of the Aral Sea and greening of the Negev Desert in Israel).
5.1.2 Relate how human modifications of natural systems in one place often lead to changes in other places.
5.1.3 Describe ways that humans depend on, adapt to and affect the physical environment.
5.1.4 Explain the role of technology in the human modification of the natural environment. 5.2.1 Explain how the characteristics of different physical environments provide opportunities for or place constraints on human activities.
Subject Topic:
Populations and Human Settlement

Essential Themes:
- Populations
  - Demographics and demographic change
  - Migrations
  - Distribution
- Locational decisions
- Land use and settlement patterns
- Urbanization

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
4.1.2 Describe and explain how industrialization influenced the movement of people to and from urban, suburban and rural areas.

Geography:
1.3.1 Identify factors that influence residential and commercial locational decisions.
1.3.3 Analyze the factors affecting the location of human activities.
1.3.4 Explain different land use patterns in urban, suburban and rural areas.
1.3.6 Describe patterns and processes of diffusion.
1.3.7 Solve locational questions requiring the integration of information from two or more sources.
4.1.1 Describe the demographic structure of a population. 4.1.2 Explain reasons for variation in population distribution.
4.1.3. Analyze the causes, types and historical patterns of human migration and their effects on places.
4.2.1 Explain the spatial distribution of cultures, both locally and in other parts of the world.
4.4.1 Describe what events led to the development of a city.
4.4.2 Explain the causes and effects of urbanization.
4.4.3 Describe, locate and compare different settlement patterns throughout the world.
4.4.4 Use maps and other tools of analysis to locate and compare several different settlement patterns in different regions of the world.
Subject Topic:  
Cultural Geography

Essential Themes:  
- Elements of Culture: (e.g., Social Organization, Customs and Traditions, Language, Arts and Literature. Religion, Forms of Government and Economic Systems)  
- Characteristics of civilization  
- Cultural diffusion and effects of globalization on native culture  
- Cultural relativity

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:  

History:  
3.1.3 Describe the history, interactions and contributions of the various groups of people who make up the major regions of the world.  
3.1.4 Explain how the cultures of the earliest civilizations spread and interacted.  
3.2.1 Describe and give examples of basic elements of culture and social organization.  
3.2.2 Explain how traditions have acted to maintain elements of social organization throughout history.  
3.2.3 Compare how roles of people have differed throughout history based on various factors (e.g., gender, ethnicity, clans, age, caste, racial identity, wealth and social position).  
6.1.3 Describe how religious systems have acted as major forces throughout history.  
6.1.4 Describe different religious concepts that have developed throughout history (e.g., monotheism and polytheism).  
6.2.1 Give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, justice and injustice.  
6.2.2 Give and describe examples of people who, throughout history, acted from their religious or philosophical beliefs (e.g., Gandhi).  
6.3.1 Describe how societies have used various forms of visual arts, dance, theater and music to express their religious and philosophical beliefs throughout history.  
6.3.3 Explain how stories, myths and other forms of literature and oral traditions reflect the beliefs of cultures and societies.  
6.3.4 Explain the religious or philosophical significance of structures (e.g., pyramids, cathedrals and burial mounds).

Geography:  
4.2.2 Interpret elements of the cultural landscape.  
4.2.3 Describe the processes of cultural diffusion.  
4.2.4 Analyze how cultures and their landscapes change, including migrations and technology.
Subject Topic:
Economic Geography

Essential Themes:
- Historical development of economic activity and economic systems
- Trade
- Interdependence
- Patterns of economic activity
- Technology's role in economic development
- Economics terminology (e.g., scarcity, choice, supply and demand)
- Standard of living indicators

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
2.1.3 Analyze the role of technology in producing distinctive places.
4.1.3 Identify and explain the consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication and medicine).
4.1.4 Relate differences in technology to differences in how people live in various regions of the world.
4.2.2 Compare economic factors that influenced historical events in various regions of the world.
4.2.3 Explain how trade, money and other economic developments influenced the growth and history of ancient civilizations.
4.2.4 Explain how economic changes led to the growth of towns, cities and eventually the modern nation-state.
4.2.5 Explain how societies are and have been linked by economic factors.
4.3.1 Identify and explain the general characteristics of economic systems (e.g., scarcity, distribution of goods and services, producers and consumers, monetary systems and markets).
4.3.3 Compare the foundations and practices of major economic systems within and across cultures.

Geography:
4.3.1 Identify the factors that influence the location and distribution of economic activity. 4.3.2 Explain why and how countries trade goods and services.
4.3.3 Explain reasons for patterns of economic activities on Earth's surface.
4.3.4 Justify how changes in technology, transportation, communication and resources affect the location of economic activities.

Civics:
2.1.2 Explain the rationale for taxes and the purposes for which taxes are used.
Economics:
1.1.1 Give examples of situation where households, businesses, governments and societies deal with scarcity just as individuals do.
1.1.2 Identify types of scarce productive resources and give examples of each.
1.1.3 Identify opportunity costs that individuals, households, businesses, governments and societies incur when making decisions involving the use of scarce resources.
1.1.4 Explain that few economic choices are all-or-nothing propositions and that most economic choices involve tradeoffs.
1.2.1 Analyze how economic incentives influence how individuals, households, businesses, governments and societies use their scarce resources.
1.3.1 Identify costs and benefits associated with the use of resources to produce goods and services.
1.3.2 Identify externalities associated with the use of resources.
3.1.2 Describe how economic interdependence between countries around the world affects the standard of living.
Subject Topic:
Political Geography

Essential Themes:
- Forms of government
- Conflict and cooperation
- Imperialism, Colonialism, Independence
- Political boundaries

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
3.3.1 Analyze factors that contribute to conflict and cooperation in social, political and economic settings, both historically and currently.
5.2.3 Describe how various other nations have pursued, established and maintained democratic forms of government.
5.2.4 Identify the ancient and medieval roots of government principles and institutions (e.g., Hammurabi's Code, Roman Republicanism, Greek Democracy, Mosaic Law and Islamic Law).
5.3.1 Show that political rights have been affected by gender, national origin, property ownership, religion and legal status.
5.3.2 Describe how European expansion and colonization resulted in the assumption or seizure of political power through much of the world.
5.3.3 Give examples of how various groups of people used slavery and other forms of involuntary servitude (e.g., serfdom and impressments) to maintain and expand power throughout history.

Civics:
1.2.2 Describe different types of government, limited, unlimited and absence of government (e.g., anarchy, monarchy, theocracy, oligarchy, constitutional republic, tribal federations, democratic and totalitarian). (History standard 5.2.2 includes and give examples of societies that practiced them).
3.3.2 Describe the influence of United States political ideas on other nations and the influence of other nations' ideas on the United States.
4.4.1 Explain the meaning of civic life, politics and government.
Subject Topic:
Current Events

Essential Themes:
- Analysis of current events from a geographic perspective
- Effect of world events on ourselves
- Historical causes of current events
- Interdependence and Globalization
- Role of the United States in world events

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
2.3.1 Incorporate historical information into problem solving and discussions of current issues.
2.3.2 Examine current concepts, issues, events and themes from multiple and historic perspectives.
5.4.2 Classify basic patterns of political alliances in the modern world.

Geography:
6.2.2 Apply spatial and environmental perspectives to help solve social and environmental problems by making geographically informed decisions.

Civics:
2.4.3 Explain how political parties, campaigns and elections influence policy formation.
2.4.4 Evaluate the roles of the media and public opinion in formulating public policy.
2.4.5 Explain how changing demographics affect civic responsibility.
3.2.3 Describe ways in which citizens can influence the formation of foreign policy.
3.3.1 Give examples of how foreign policy decisions made by the United States government regarding other countries have affected lives of people in the United States (e.g., conflicts, tariffs and embargoes).
3.3.4 Describe ways in which non-governmental agencies and organizations have sought to help with an international problem or concern (e.g., the Red Cross helping victims of war or natural disasters, organizations of doctors or scientists helping with diseases or disasters like Chernobyl).
4.4.3 Explain how participation in civic and political life can help to solve problems.

Economics:
1.4.3 Analyze why conflicts arise, and ways in which conflicts can be resolved in a peaceful manner.
Course Description:

The course presents the social impacts and multiple perspectives of people associated with significant events in American history. This study will expose students to the important contributions made by the many groups who shaped and continue to influence the American experience. This will include an examination of the roles of typically underrepresented groups. The role of religion will also be discussed as a shaping ideal in the formation of the United States.
Subject Topic:
Pre Revolutionary America

Essential Themes:
- Encounters and contact with indigenous people using social studies themes
- Regionalism (development of northern, middle, and southern colonies)
- Awareness of social and political impacts of colonial development

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
5.1.1 Understand the concepts of English law and government that were transferred to the colonies (e.g., the Massachusetts Body of Liberties, the limit to cruel and unusual punishment, and the New England town meeting).
5.1.2 Explain how political institutions and religious freedom developed in the North American colonies.
5.3.3 Give examples of how various groups of people used slavery and other forms of involuntary servitude (e.g., serfdom, and impressment) to maintain and expand power throughout history.
6.1.3 Describe how religious systems have acted as major forces throughout history.
Subject Topic:
Constitutional Era

Essential Themes:
- Cause and effect of the American Revolution
- Progression of the Constitution and foundations of American government
- Connections to modern events

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
1.1.2 Describe significant events and people which form the foundation of U.S. history in the chronological context of the history of the world, including the Americas.
5.1.3 Interpret the basic ideas set forth in the Declaration of Independence, Articles of Confederation, U.S. Constitution, and the Bill of Rights.

Civics:
1.2.2 Describe the different types of government, limited, unlimited and absence of government (e.g., anarchy, monarchy, theocracy, oligarchy, constitutional republic, democratic, and totalitarian).
1.3.1 Explain the historical foundation of the United States constitutional government (e.g., the influence of the Roman Republic, Magna Carta, colonial experience, religious traditions, the Declaration of Independence, Articles of Confederation, the importance of the natural rights philosophy, and the concept of social contract).
1.3.2 Explain the essential principles of government stated in the United States Constitution (for example, the purposes of government as stated in the Preamble, limited government, separation of powers, checks and balances of legislative, executive, and judicial branches, federalism, state rights, and rule of law).
1.5.1 Explain the meaning and importance of each of the following fundamental principles of representative government-individual rights (e.g., the rights to life, liberty, and property), the common good, self-government, justice, and equality.
1.5.3 Explain and give examples of a pure democracy and a representative democracy.
2.2.1 Explain how the Constitution divides the powers of government among the executive, legislative, and judicial branches, and how each branch can check the powers of another.
2.3.4 Explain the role and importance of the Bill of Rights to the Colorado and United States constitutional systems (e.g., Supreme Court cases such as Tinker v. Des Moines, Miranda v. Arizona, Gideon v. Wainwright and TLO v. New Jersey).
3.2.1 Explain the powers the United States Constitution gives to the branches of government in foreign policy.
Subject Topic:
Territorial Expansion

Essential Themes:
- Development of Colorado territory
- Land acquisition (Mexican-American War, Louisiana Purchase)
- Resources as influence for movement - including agriculture and mining
- Encounters with indigenous people (e.g., Indian Removal Act and Sand Creek)
- Technical advances (e.g., transportation, and communication)

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
5.4.3 Explain how federal Indian policy changed and was influenced by whether tribes were considered separate political entities.

Geography:
1.3.3 Analyze the factors affecting the location of human activities.
2.2.4 Analyze the influences and effects of regional labels and images (silver and gold mining in Colorado).
4.4.1 Describe what events led to the development of a city (e.g., Denver).
6.1.1 Describe how the spatial organization of a society changes over time.
6.1.2 Show how locations, places and environments have influenced events and conditions in the past.
Subject Topic:
Civil War/Reconstruction Era

Essential Themes:
- Causes and effects of Civil War
- Southern reactions to Reconstruction
- Social impacts of the Civil War
  - Movement
- Geographic changes
- Colorado statehood and movement of people as a result of Reconstruction

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
5.3.3 Give examples of how various groups of people used slavery and other forms of involuntary servitude (e.g., serfdom and impressments) to maintain and expand power throughout history.

Civics:
1.2.1 Compare limited and unlimited government.
1.4.4 Describe and analyze the processes that have led to the expansion of rights for more people in the United States (e.g., abolition of slavery, women's suffrage, judicial review and civil rights movement).
2.1.1 Explain major responsibilities of national, state, and local governments.
Subject Topic: Industrialization and Immigration

Essential Themes:
- Geographic movement from rural to urban
- Inputs on social classes
- Technology at the turn of the 20th century
- The relationship of business and government (e.g., monopolies and antitrust)
- Colorado economic growth and labor relations

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
4.1.2 Describe and explain how industrialization influenced the movement of people to and from urban, suburban, and rural areas.
4.1.3 Identify and explain the consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication, and medicine).
4.3.1 Identify and explain the general characteristics of economic systems (e.g., scarcity, distribution of goods and services, producers and consumers, monetary systems, and markets).
6.1.1 Describe religious traditions of various ethnic groups in the United States.

Geography:
4.4.2 Explain the causes and effects of urbanization.

Civics:
2.4.5 Explain how changing demographics affect civic responsibility.
4.1.1 Explain the meaning of citizenship in the United States.
4.1.2 Describe how to become a citizen in the United States (e.g., the process of naturalization).

Economics:
1.3.4 Identify choices, individuals, households, businesses, governments, and societies make that impact productivity (e.g., choices about the division of labor, the investment in human and physical capital, specialization, and use of technology).
2.1.2 Explain how different economic systems use different means to produce, distribute, and exchange goods and services.
2.2.3 Identify how fundamental characteristics of the U.S. economic system (e.g., competition, the price system, private property, and profits) positively and negatively influence economic decision-making.
Subject Topic:
Imperialism

Essential Themes:
- Emphasis in Latin America
- Spanish American War
- Panama Canal (political emphasis)
- Acquisition of Hawaii

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
5.4.1 Illustrate how the relationships of the United States with external political powers developed with the growth of the nation.

Civics:
3.1.1 Define foreign policy and describe ways that nations interact with one another (e.g., trade treaties, humanitarian aid, and military force).
3.2.4 Explain the relationship between United States policy and national interest.
Subject Topic:
World War I & World War II — (an overview and review of the causes and effects of both wars. World War I will look at social issues, alliances, and how they effected World War II.)

Essential Themes:
End of U.S. isolation
- War at home
- Social issues
- Impacts on Colorado (10th Mountain Division and interment camps)
- Racial Tolerance — Holocaust, Japanese Internment and discrimination on the home front during World War II

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
5.2.2 Describe the basic forms of government, and give examples of societies that have practiced them (e.g., totalitarian and communism).
5.4.2 Classify basic patterns of political alliances in the modern world.
6.2.1 Give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, justice and injustice.

Civics:
1.2.2 Describe the different types of government. Limited, unlimited and absence of government (e.g., anarchy, monarchy, theocracy, oligarchy, constitutional republic, democratic and totalitarian).
1.2.3 Explain how rule of law differs from arbitrary decisions of an individual leader.
3.2.3 Describe ways in which citizens can influence the formation of foreign policy.
Subject Topic:
1920's — 1930's

Essential Themes:
- Social change and technological advancement
- Prohibition
- Women's suffrage/social change
- Discrimination
- Compare and contrast how society functions in these decades
- Popular culture
- Social impacts of the Great Depression
- Colorado history (e.g., KKK and racial issues)

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
4.1.2 Describe and explain how industrialization influenced the movement of people to and from urban, suburban, and rural areas.
4.3.1 Identify and explain the general characteristics of economic systems (e.g., scarcity, distribution of goods and services, producers and consumers, monetary systems and markets).

Civics:
1.2.1 Compare limited and unlimited government.

Economics:
1.3.4 Identify choices individuals, households, businesses, governments and societies make that impact productivity (e.g., choices about the division of labor, the investment in human and physical capital, specialization and use of technology).
2.2.3 Identify how fundamental characteristics of the U.S. economic system (e.g., competition, the price system, private property and profits) positively and negatively influence economic decision-making.
2.2.4 Describe the characteristics that make the United States economy a mixed economy.
2.3.1 Identify governmental activities that affect the local, state or national economy.
2.3.2 Give examples of the role of government in a market economic system (e.g., the government enforces property rights, provisions of contracts and provides a standardized monetary system).
3.2.1 Explain that money can be used to express the market value of goods and services in the form of prices.
3.2.2 Describe the role of banks in the monetary system.
3.2.3 Recognize that the use of credit involves the use of someone else's money at a certain interest rate.
3.2.4 Explain an exchange rate.
3.2.5 Describe the difference between wealth and money.
Subject Topic: 1950's

Essential Themes:
- Containment of Communism/Korean War
- McCarthyism
- Civil Rights issues of 1950's (optional Eyes of the Prize)
- Technology
- Consumerism — television
- Suburbs
- Popular Culture

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
2.3.2 Examine current concepts, issues, events, and themes from multiple historical perspectives.
3.2.4 Describe how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (e.g., family structures, and community structures).
4.1.2 Describe and explain how industrialization influenced the movement of people to and from urban, suburban, and rural areas.
4.1.3 Identify and explain the consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication and medicine).
5.1.4 Cite or illustrate examples of major extensions and restrictions of political and civil rights in United States history.
6.1.3 Describe how religious systems have acted as major forces throughout history.

Civics:
1.2.1 Compare limited and unlimited government.
1.2.2 Describe the different types of government, limited, unlimited and absence of government (e.g., anarchy, monarchy, theocracy, oligarchy, constitutional republic, democratic, and totalitarian).
2.2.2 Explain how and why powers are distributed, borrow money, and regulate voting; functions primarily exercised by state governments, such as education, law enforcement, highways; and distribution of power reflects the value of local decision-making and local control.
2.3.2 Evaluate strengths and weaknesses of a rule or law.
2.4.2 Describe how the public agenda is shaped by political leaders, interest groups, media, state and federal courts and individual citizens.
4.3.1 Distinguish between personal and political rights (e.g., freedom of religion, freedom of speech, and right to own property).
4.3.4 Use historical and legal sources of personal and political rights to defend the exercise of rights of citizens in a given situation (e.g., Declaration of Independence, Constitution, Bill of Rights, and court decisions).
Subject Topic:
1960's

Essential Themes:
- Containment of Communism/Cuban Missile Crisis
- Popular culture
- Space exploration/NASA
- Social movements (e.g., anti-war, women, gay & lesbian)
- Colorado History (e.g., American Indian Movement and La Raza)

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
6.2.1 Give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, justice and injustice.
6.2.2 Give and describe examples of people who, throughout history, acted from their religious or philosophical beliefs.
6.3.1 Describe how societies have used various forms of visual arts, dance, theater, and music to express their religious and philosophical beliefs throughout history.

Civics:
1.2.4 Describe how the United States Constitution limits power of government.
1.3.4 Develop and defend positions on current issues involving constitutional protection of individual rights.
1.5.2 Identify and apply to contemporary situations the fundamental principles of representative government of the United States (e.g., rule by consent of the people, representative democracy, rule of law, the importance of citizen participation, limited government, balancing individual and social needs, majority rule and minority rights).
2.2.2 Explain how and why powers are distributed, borrow money, and regulate voting; functions primarily exercised by state governments, such as education, law enforcement, highways; and distribution of power reflects the value of local decision-making and local control.
2.3.4 Explain the role and importance of the Bill of Rights to the Colorado and United States constitutional systems (e.g., Supreme Court cases such as Tinker v. Des Moines, Miranda v. Arizona, Gideon v. Wainwright and TLO v. New Jersey). 3.2.3 Describe ways in which citizens can influence the formation of foreign policy. 4.3.2 Identify and analyze responses to situations involving historic and contemporary threats to the meaning of political rights (e.g., right to vote, petition, and assembly) as distinguished from personal rights (e.g., free speech to express personal taste, freedom of conscience, freedom of movement, and privacy rights).
Subject Topic:
1970's

Essential Themes:
- Social movements
- U.S. reaction and involvement in Latin America
- Environmental issues, legislation and labor issues
- Popular culture
- Changing social attitude toward government
- Change in role of media
- Colorado (e.g., environmental changes, awareness and protest)

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
5.3.1 Prove that political rights have been affected by gender, national origin, property ownership, religion, and legal status.

Geography:
4.5.1 Describe how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface (e.g., ethnic conflict).

Civics:
3.2.3 Describe ways in which citizens can influence the formation of foreign policy.

Economics
1.1.1 Give examples of situations where households, businesses, governments, and societies deal with scarcity just as individuals.
1.1.3 Identify opportunity costs that individuals, households, businesses, governments, and societies incur when making decisions involving the use of scarce resources.
1.1.4 Explain that few economic choices are all-or-nothing propositions and that most economic choices involve tradeoffs.
1.2.1 Analyze how economic incentives influence how individuals, households, businesses, governments, and societies use their scarce resources.
1.3.1 Identify costs and benefits associated with the use of resources to produce goods and services.
1.3.3 Explain how the use of specific resources will influence the availability of other resources in the future.
2.2.1 Describe the relationships among supply, demand, and price, and the role these elements play in the U.S. economic system.
2.2.2 Describe how prices act as signals to producers and consumers to answer the three basic economic questions; (What goods and services to produce? How will they be produced? For whom will they be produced?)
Subject Topic:
1980's to Contemporary America

Essential Themes:
- Colorado boom and bust economy
- Technology/computer age/space
- Environment
- Popular culture
- Current events

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
2.3.1 Incorporate historical information into problem solving and discussions of current issues.
2.3.2 Examine current concepts, issues, events and themes from multiple historical perspectives.
4.1.2 Describe and explain how industrialization influenced the movement of people to and from urban, suburban, and rural areas.
4.1.3 Identify and explain the consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication and medicine).
4.2.5 Explain how societies are and have been linked by economic factors.
5.4.2 Classify basic patterns of political alliances in the modern world.
6.2.1 Give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, justice and injustice.

Geography:
2.1.3 Analyze the role of technology in producing distinctive places (e.g., the Tennessee Valley Authority, and dikes in the Netherlands.
4.3.4 Justify how changes in technology, transportation, communication, and resources affect the location of economic activities.
4.5.1 Describe how cooperation and conflict among people contribute to political, economic and social divisions of Earth's surface (e.g., ethnic conflict).
4.5.2 Describe the forces and processes of cooperation that unite people across Earth's surface (e.g., European Union).

Civics:
1.2.1 Compare limited and unlimited government.
1.3.4 Develop and defend positions on current issues involving constitutional protection of individual rights.
1.5.2 Identify and apply to contemporary situations the fundamental principles of representative government of the United States (e.g., rule by consent of the people, representative democracy, rule of law, the importance of citizen participation, limited government, balancing individual and social needs, majority rule and minority rights).
2.1.2 Explain the rationale for taxes and the purposes for which taxes are used.

2.2.2 Explain how and why powers are distributed, borrow money, and regulate voting; functions primarily exercised by state governments, such as education, law enforcement, highways; and distribution of power reflects the value of local decision-making and local control.

2.4.2 Describe how the public agenda is shaped by political leaders, interest groups, media, state and federal courts and individual citizens.

3.1.1 Define a foreign policy and describe ways that nations interact with one another (e.g., trade, treaties, humanitarian aid and military force).

3.2.2 Identify current foreign policy issues and evaluate the geopolitical strategies the United States is using to deal with them.

3.2.3 Describe ways in which citizens can influence the formation of foreign policy.

3.2.4 Explain the relationship between United States policy and national interest.

3.3.3 Describe diplomatic strategies in which agencies of the United States government sought to help resolve an international problem and/or pursue our national interest or concern (e.g., American diplomats have sought to mediate disputes in Bosnia, Northern Ireland and the Middle East, participation of United States government officials in international conferences on the environment or population, sending humanitarian aid to countries in conflict).

3.3.4 Describe ways in which non-governmental agencies and organizations have sought to help with an international problem or concern (e.g., the Red Cross helping victims of war or natural disasters. Organizations of doctors or scientists helping with diseases or disasters like Chernobyl).

4.1.1 Explain the meaning of citizenship in the United States.

4.2.2 Identifying contemporary issues that involve civic responsibilities and analyze various positions on those responsibilities (e.g., accepting responsibility for the consequences of one's actions as a citizen, considering the rights and interests of others, voting, obeying the law, paying taxes, performing voluntary public service, jury service and serving in the armed forces).

4.3.2 Identify and analyze responses to situations involving historic and contemporary threats to the meaning of political rights (e.g., right to vote, petition and assembly) as distinguished from personal rights (e.g., free speech to express personal taste, freedom of conscience, freedom of movement and privacy rights).

Economics:

1.2.2 Identify different economic goals and give examples of the trade-offs among economic goals.

1.3.3 Explain how the use of specific resources will influence the availability of other resources in the future.

2.1.3 Describe how different economic systems affect the allocation of resources (e.g., steel production in the former Soviet Union was determined by economic planners. This affected the allocation of many resources; coal, labor, etc. in the United States; the market allocates all of these resources).

2.2.3 Identify how fundamental characteristics of the U.S. economic system (e.g., competition, the price system, private property and profits) positively and negatively influence economic decision-making.
Universal Benchmarks:
The benchmarks listed below would be taught throughout the curriculum.

Social studies skills will compliment Language Arts skills as described in the Essential Learning Results for grade 8 in the Language Arts Content Standards 4, 5, and 6 middle level curriculum.

Guiding Benchmarks which will shape what students know or are able to do in relation to the Essential Themes:

History:
1.1.1 Chronologically organize major events and people of U.S. History.
1.3.1 Interpret historical data to determine cause-and-effect relationships.
1.3.2 Explain patterns of and identify themes in related events over time.
2.1.1 Formulate historical questions based on examination of primary and secondary sources (e.g., documents, eyewitness accounts, letters, diaries, artifacts, photos, real or simulated historical sites, charts, graphs and diagrams).
2.1.2 Gather information from many resources to understand events from multiple perspectives, in order to answer historical questions.
2.2.2 Examine historical data for point of view, bias, distortion, or propaganda by omission, suppression and or invention of facts.
2.2.3 Examine how historical descriptions, arguments, and judgments reflect the bias of the author and the time period.
2.2.4 Distinguish between primary and secondary sources.
2.2.5 Interpret the data in historical maps, photographs, art works and other artifacts.

3.1.1 Describe the common beliefs and characteristics that unite the United States as a nation and society,
3.1.2 Describe the history, interaction, and contributions of the various peoples and cultures that migrated to Colorado and the U.S. over time (e.g., Native Americans, African-Americans, Asian-Americans, European-Americans and Latino-Americans).
3.2.3 Compare how roles of people have differed throughout history based on various factors (e.g., gender, ethnicity, clans, age, caste, racial identity, wealth and social position).
3.2.4 Describe how social roles and the characteristics of social organizations have both changed and endured in the United States throughout its history (e.g., family structures and community structures)
3.3.1 Analyze factors that contribute to conflict and cooperation in social, political, and economic settings, both historically and currently.
4.2.1 Analyze economic factors that have influenced historical events in the United States (e.g., explaining how the economy of the Western United States has historically been dependent upon natural resources and how this has affected the region).
4.3.2 Trace the development of the free enterprise system in the United States.
6.1.1 Describe religious traditions of various ethnic groups in the United States.
6.1.2 Describe religious developments in United States history.
6.2.2 Give and describe examples of people who, throughout history, acted from their religious or philosophical beliefs.
6.2.3 Describe the role religion played in the development of the United States from colonial times through the present.

6.3.2 Give examples of the unique art forms that characterize the various ethnic groups in the United States and describe the contributions of those art forms to the national culture.

**Geography:**
1.1.4 Make and use maps, globes, models, graphs, charts and databases to analyze geographic questions.
1.2.1 Identify and locate each of the fifty states in the United States.
1.2.2 Identify and locate physical and human features in their own and nearby communities, in the United States, and in regions of the world.
2.2.1 Identify a region by defining its distinguishing characteristics.
2.2.2 Explain how and why regions change.
2.2.3 Describe the connections among regions (e.g., political, economic and social relationships).

**Civics:**
1.1.1 Explain major ideas about why government is necessary (e.g., promote the common good, protect individual rights, provide safety and order).
1.1.2 Compare and contrast various ideas about the purposes of government.
1.3.3 Identify individual rights protected by the Bill of Rights.
1.4.1 Explain how the shared political principles of the United States Constitution affect individuals (e.g., shared political principles could be liberty, equality, justice, patriotism and limited government).
1.4.2 Develop, evaluate and defend positions on how shared political principles have affected citizens.
1.4.3 Analyze why conflicts arise and ways in which conflicts can be resolved in a peaceful manner.
1.4.5 Describe aspects of how shared political principles and a culturally diverse population interact.
2.1.3 Identify their representatives in the legislative branches, heads of executive and judicial branches.
2.1.4 Explain which level of government they should contact to get information and express their opinions or get help on specific issues.
2.3.3 Describe alternative means of conflict management, including negotiation, mediation, arbitration and litigation.
2.4.1 Define public policy and identify examples at local, state and national levels. 2.4.3 Explain how political parties, campaigns and elections influence policy formation. 3.3.1 Give examples of how foreign policy decisions made by the United States government regarding other countries have affected lives of people in the United States (e.g., conflicts, tariffs and embargoes).
3.3.1 Describe the influence of United States political ideas on other nations and the influence of other nations' ideas on the United States.
4.1.3 Identify significant characteristics of an effective citizen (e.g., civic virtue, common courtesy, respect for person and property, civic and personal responsibility and honest and fair dealings).

4.2.1 Identify civic responsibilities (e.g., accepting responsibility for the consequences of one's actions as a citizen, considering the rights and interests of others, voting, obeying the law and paying taxes, performing voluntary public service, jury service and serving in the armed forces).

4.2.3 Analyze the implications of not fulfilling citizen responsibilities.

4.3.3 Identify and evaluate situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights.

4.4.1 Explain the meaning of civic life, politics and government.

4.4.2 Identify and apply criteria useful in selecting political leaders at local, state and national levels.

4.4.3 Explain how participation in civic and political life can help solve problems.

4.4.4 Describe how to influence public policy in the politics and governments of their own classrooms and schools.
MATRIX OF GRADE LEVEL BENCHMARKS

There are a total of 19 combined social studies standards and over 590 K-12 benchmarks. Obviously, not all of the benchmarks can be addressed at each grade level. This matrix shows which benchmark under each standard is addressed at which grade level. If the benchmark is addressed at a particular grade level, an "X" is indicated.

Care was taken to be sure that each of the benchmarks for levels K-4, 5-8 and 9-12 was addressed in an appropriate fashion.

This curriculum is based on the assumption that students have a working knowledge and understanding of the benchmarks at each level upon exiting that level. Therefore, each subsequent level has an identified set of expectations as the student enters that level.
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This social studies curriculum is intended to be a dynamic document. A wide array of resources will be needed to implement the curriculum. Planned resources for this document include:

**Assessment Options**
A wide variety of assessment options will be developed or utilized to measure student progress and inform instruction for teachers. A variety of formats will be utilized. The Council will look at incorporating the Citizenship Test taken by those wishing American citizenship into both the course of instruction and the assessment process.

**Materials Review and Acquisition**
- The 2001-02 is the instructional materials selection for Social Studies. We will begin our selection process early and will be training the selection committees on bias review and appropriate selection processes. We are developing a list of core texts that should be in libraries to support diversity instruction. This is a joint effort with the Office of Institutional Equity and Multicultural Education and several offices in the Division of Learning Services.
  - Two teachers have been supported in attending the Feria Internacional de Libro in Guadalajara Mexico with the expressed purpose of finding diverse texts for student use.
  - A small group of teachers is working to develop web links for appropriate social studies instruction tied to the curriculum.
- History kits in the DIMC are slated to be updated, refurbished and returned to general circulation.
- Two major resources, Public Broadcasting's PBS Database and CountryWatch.com are being made available to teachers for very current social studies information.

**Staff Development and Teacher Resources Book**
- A wide array of staff development activities are being planned as we implement the curriculum.
  -- Small Sense and Mini Society trainings are already in place. -- Secondary economics courses for teachers are being developed. -- Diversity training continues at all levels.

BVSD K-12 Social Studies Curriculum
Approved By Board of Education
August 28, 2001
--Teachers are getting support for topic specific conferences and AP workshops.
--Elementary 1st Steps will incorporate expository writings from social studies in the training process.
--Teachers as Scholars will continue to provide teacher enrichment sessions in the social studies utilizing an established partnership with CU Boulder.
--Teachers will get district support around various social studies competitions such as History Day and the Geography Bee.
--Socratic Seminar instruction will be offered to teachers as a means to develop critical dialog among students regarding social studies issues.
--A teacher resource book will be developed which will list local museums, speakers, organizations and community resources that will enhance social studies instruction.