Introduction

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

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

Viability

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

Cultural Proficiency

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

Currency

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

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

**Course Description**

World History is a chronological, thematic, and comparative study of the world with an emphasis on c. 1450 to present. Students will analyze key historical periods and patterns of change and continuity over time within and across nations and cultures. Other themes include historical inquiry, cause and effect, economic and political policies and trends, and world religions, cultures and philosophies.

**Topics at a Glance**

**World Religions**
- Judaism, Hinduism, Buddhism, Christianity, Islam

**Renaissance and Reformation**
- Social implications, humanism, European population changes, technological advancements (European, Islamic and Chinese), Enlightenment

**Age of Encounters and the Global Age**
- Columbian Exchange, Atlantic Slave Trade (capitalism and mercantilism), Indian Ocean Trade, Ming Dynasty, Global Colonialism (Americas, Asia and Africa)

**Economic and Political Revolution**
- Industrial Revolution, absolutism, French Revolution, revolutions in Latin America (examples: Haitian or Mexican Revolution), Russian Revolution (including origins of socialism and communism), Communist Revolution in China

**Century of War**
- Neo-Imperialism, World War I, nationalism, World War II, Cold War, Global Depression of the 1930’s, totalitarianism, development of international organizations (ex. UN, Declaration of Human Rights, NATO, Warsaw Pact), Cultural Revolution in China, Pan-Arabism

**Global Interdependence**
- Global conflicts, genocide, eugenics, long-term global issues and goals (environmentalism, resource management, global terrorism, geopolitics and natural resources

**Assessments**
- Teacher Assessments

**Grade Level Expectations**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (Big Ideas in Social Studies)</th>
</tr>
</thead>
</table>
| 1. History | 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources  
2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time  
3. Recognize the significance of ideas as powerful forces throughout history |

**Useful Information**

- Topics-at-a-glance must be included in any BVSD World History course, but do NOT have to be organized into the format provided, nor is the course limited to the above topics.
- Use broad themes and embed details.
- Although the topics-at-a-glance above are required by BVSD based on Colorado State Standards, the following themes/units are optional as brief foundational or transitional units for better understanding of the above content:
  - Foundations of Political Systems
  - Development of Classical Civilizations
  - Global Transition from Medieval to Modern
1. History

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

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

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

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

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

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures
**Content Area:** Social Studies - High School World History

**Standard:** 1. History

**Prepared Graduates:**
Develop an understanding of how people view, construct, and interpret history

**GRADE LEVEL EXPECTATION**

**Concepts and skills students master:**
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>a. Evaluate a historical source for point of view and historical context (DOK 2-3)</td>
<td>1. How does the point of view of the historian impact how history is interpreted?</td>
</tr>
<tr>
<td>b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)</td>
<td>2. What qualifies an event as historically significant rather than simply noteworthy?</td>
</tr>
<tr>
<td>c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)</td>
<td>3. What if the history of a war was told by the losing side?</td>
</tr>
<tr>
<td>d. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts (DOK 2-3)</td>
<td>4. Why are historical questions important?</td>
</tr>
<tr>
<td></td>
<td>5. How do historical thinkers use primary and secondary sources to formulate historical arguments?</td>
</tr>
<tr>
<td></td>
<td>6. How might historical inquiry be used to make decisions on contemporary issues?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**
1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding such issues as discrimination of various groups, the Middle East Peace process, the troubles between the United Kingdom and Northern Ireland, conflicts in Africa and genocide such as Rwanda, Darfur, South Africa, Uganda.
2. The historical method of inquiry is used to continue to interpret and refine history. For example, new information and discoveries regarding the origins of the Cold War and new insights into the relationship between Europeans and Africans during the early era of colonization change the interpretation of history.
<table>
<thead>
<tr>
<th>Nature of Discipline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Historical thinkers evaluate historical sources for audience, purpose, point of view, context, and authenticity.</td>
</tr>
<tr>
<td>2. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and interpretations of historical events and figures.</td>
</tr>
</tbody>
</table>
### Content Area: Social Studies - High School World History

**Standard: 1. History**

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

### GRADE LEVEL EXPECTATION

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

### Evidence Outcomes

<table>
<thead>
<tr>
<th>Students can:</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. World history (both East and West including modern world history)</td>
<td>1. What impact have individuals had on history?</td>
</tr>
<tr>
<td>b. Evaluate continuity and change over the course of world history (DOK 1-3)</td>
<td>2. How has culture defined civilization?</td>
</tr>
<tr>
<td>c. Investigate causes and effects of significant events in world history (DOK 1-2)</td>
<td>3. How does society decide what is important in history?</td>
</tr>
<tr>
<td>d. Analyze the complexity of events in world history (DOK 2-3)</td>
<td>4. What ideas have united people over time?</td>
</tr>
<tr>
<td>e. Examine and evaluate issues of unity and diversity in world history (DOK 1-3)</td>
<td>5. How has diversity impacted the concepts of change over time?</td>
</tr>
</tbody>
</table>

**Inquiry Questions:**
1. What impact have individuals had on history?
2. How has culture defined civilization?
3. How does society decide what is important in history?
4. What ideas have united people over time?
5. How has diversity impacted the concepts of change over time?

**Relevance and Application:**
1. The complex relationships among change, diversity and unity have long-lasting impacts on the cultural, political, and ideological components in society. For example, there is a need to understand cultural traditions and history in order to interact in the international world of business.
2. The complex interrelationship between the past and the present is evident when solving issues over time. For example, human interaction with the environment has been a critical issue throughout history and continues to be a factor in pollution, climate change, and resource management.
3. Businesses and individuals use history to understand the feasibility of new ideas and markets.

**Nature of Discipline:**
1. Historical thinkers analyze the significance of interactions among eras, ideas, individuals, and groups.
2. Historical thinkers organize events into chronological eras and periods.
3. Historical thinkers study cause and effect, patterns, themes, and interdependence of events.
**Content Area:** Social Studies - High School World History  
**Standard:** 1. History  
**Prepared Graduates:**  
Analyze key historical periods and patterns of change over time within and across nations and cultures  

**GRADE LEVEL EXPECTATION**  
**Concepts and skills students master:**  
3. Recognize the significance of ideas as powerful forces throughout history  

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
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<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>a. World history (both East and West; to include but not be limited to modern world history)</td>
<td>1. What if the belief &quot;all men are created equal&quot; did not exist?</td>
</tr>
<tr>
<td>b. Discuss the historical development and impact of major world religions and philosophies. Topics to include but not limited to the Enlightenment and modern changes in Christianity, Islam, Judaism, Buddhism and Hinduism (DOK 1-3)</td>
<td>2. Which ideas provide the greatest insight to understanding a culture or nation's history?</td>
</tr>
<tr>
<td>c. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution (DOK 1-4)</td>
<td>3. How has music, art, and literature reflected powerful ideas throughout history?</td>
</tr>
<tr>
<td>d. Evaluate the historical development and impact of political thought, theory and actions (DOK 1-3)</td>
<td>4. How have philosophical and religious traditions affected the development of political institutions?</td>
</tr>
<tr>
<td></td>
<td>5. How have scientific and technological developments affected societies?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**  
1. The world is interconnected through the exchange of ideas as evident in science, technology, and economies. Examples include the printing press, trade routes, and the spread of information.  
2. Philosophies, religions, and other powerful ideas have developed over time and across the world. Examples include the spread of religions around the globe, and the Universal Declaration of Human Rights  
3. Literature, art (drama, music, dance) reflect and express powerful ideas over time, such as equal rights and religious thought and expression.  

**Nature of Discipline:**  
1. Historical thinkers study and analyze the impacts that arise from the interaction of political, philosophical, technological, artistic, and scientific thought.
2. Geography

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

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

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

<table>
<thead>
<tr>
<th>Prepared Graduate Competencies in the Geography standards are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Develop spatial understanding, perspectives, and personal connections to the world</td>
</tr>
<tr>
<td>➢ Examine places and regions and the connections among them</td>
</tr>
</tbody>
</table>
3. Economics

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

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

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

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

Prepared Graduate Competencies in the Economics standards are:

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

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

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

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

Prepared Graduate Competencies in the Civics standard are:
- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens
Prepared Graduate Competencies in Social Studies

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

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

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

Prepared graduates in geography:
1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them

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

Prepared graduates in civics:
1. Analyze and practice rights, roles, and responsibilities of citizens
2. Analyze the origins, structure, and functions of governments and their impacts on societies and citizens
### Social Studies

#### Grade Level Expectations at a Glance

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. History | 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources  
2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time  
3. Recognize the significance of ideas as powerful forces throughout history |
| 2. Geography | 1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions  
2. Explain and interpret geographic variables that influence the interaction of people, places, and environments  
3. Describe the interconnected nature of the world, its people and places |
| 3. Economics | 1. Recognize that productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources  
2. Demonstrate how economic policies impact markets  
3. Analyze how government and competition impact markets  
4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)  
5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)  
6. Identify the components of personal credit to manage credit and debt (PFL)  
7. Identify, develop, and evaluate risk-management strategies (PFL) |
| 4. Civics | 1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies  
2. Identify the purposes of and limitations on the foundations, structures and functions of government  
3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government |
| **Eighth Grade** | | |
| 1. History | 1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives  
2. Be familiar with the historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another |
| 2. Geography | 1. Use geographic tools to analyze patterns in human and physical systems  
2. Understand that conflict and cooperation occur over space and resources |
| 3. Economics | 1. Recognize that economic freedom, including free trade, is important for economic growth  
2. Understand how to manage personal credit and debt(PFL) |
| 4. Civics | 1. Analyze elements of continuity and change in the United States government and the role of citizens over time  
2. Recognize the place of law in a constitutional system |
# Social Studies

## Grade Level Expectations at a Glance

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>Seventh Grade</strong></td>
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</tbody>
</table>
| 1. History | 1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence  
2. Be familiar with the historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another |
| 2. Geography | 1. Use geographic tools to gather data and make geographic inferences and predictions  
2. Understand that regions have different issues and perspectives |
| 3. Economics | 1. Understand that supply and demand influence price and profit in a market economy  
2. Recognize that the distribution of resources influences economic production and individual choices (PFL) |
| 4. Civics | 1. Analyze the different forms of government and international organizations and their influence in the world community  
2. Compare how various nations define the rights, responsibilities and roles of citizens |
| **Sixth Grade** | |
| 1. History | 1. Analyze and interpret historical sources to ask and research historical questions  
2. Analyze the historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another |
| 2. Geography | 1. Use geographic tools to solve problems  
2. Recognize that human and physical systems vary and interact |
| 3. Economics | 1. Identify and analyze different economic systems  
2. Recognize that saving and investing are key contributors to financial well being (PFL) |
| 4. Civics | 1. Analyze the interconnected nature of the United States to other nations  
2. Compare multiple systems of governments |
| **Fifth Grade** | |
| 1. History | 1. Analyze historical sources from multiple points of view to develop an understanding of historical context  
2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government |
| 2. Geography | 1. Use various geographic tools and sources to answer questions about the geography of the United States  
2. Causes and consequences of movement |
| 3. Economics | 1. Government and market structures influence financial institutions  
2. Utilizing financial institutions to manage personal finances (PFL) |
| 4. Civics | 1. The foundations of citizenship in the United States  
2. The origins, structure, and functions of the United States government |
# Social Studies

## Grade Level Expectations at a Glance

### Fourth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectation</th>
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</thead>
</table>
| History  | 1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado  
2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States |
| Geography| 1. Use several types of geographic tools to answer questions about the geography of Colorado  
2. Connections within and across human and physical systems are developed |
| Economics| 1. People responded to positive and negative incentives  
2. The relationship between choice and opportunity cost (PFL) |
| Civics   | 1. Analyze and debate multiple perspectives on an issue  
2. The origins, structure, and functions of the Colorado government |

### Third Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
</table>
| History  | 1. Use a variety of sources to distinguish historical fact from fiction  
2. People in the past influenced the development and interaction of different communities and regions |
| Geography| 1. Use various types of geographic tools to develop spatial thinking  
2. The concept of regions is developed through an understanding of similarities and differences in places |
| Economics| 1. Describe producers and consumers and how goods and services are exchanged  
2. Describe how to meet short-term financial goals (PFL) |
| Civics   | 1. Respecting the views and rights of others as components of a democratic society  
2. The origin, structure and function of local government |

### Second Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
</table>
| History  | 1. Identify historical sources and utilize the tools of a historian  
2. People in the past influenced the history of neighborhoods and communities |
| Geography| 1. Use geographic terms and tools to describe space and place  
2. People in communities manage, modify, and depend on their environment |
| Economics| 1. The scarcity of resources affects the choices of individuals and communities  
2. Apply decision-making processes to financial decision making (PFL) |
| Civics   | 1. Responsible community members advocate for their ideas  
2. People use multiple ways to resolve conflicts or differences |
### Social Studies

#### Grade Level Expectations at a Glance

**Grade Level Expectation**

<table>
<thead>
<tr>
<th>Standard</th>
<th>First Grade</th>
</tr>
</thead>
</table>
| 1. History | 1. Describe patterns and chronological order of events of the recent past  
2. Family and cultural traditions in the United States in the past |
| 2. Geography | 1. Geographic tools such as maps and globes to represent places  
2. People in different groups and communities interact with each other and the environment |
| 3. Economics | 1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income  
2. Identify short term financial goals (PFL) |
| 4. Civics | 1. Effective groups have responsible leaders and team members  
2. Notable people, places, holidays and patriotic symbols |

<table>
<thead>
<tr>
<th>Standard</th>
<th>Kindergarten</th>
</tr>
</thead>
</table>
| 1. History | 1. Ask questions, share information and discuss ideas about the past  
2. The first component in the concept of chronology is to place information in sequential order |
| 2. Geography | 1. People belong to different groups and live in different settings around the world that can be found on a map or globe |
| 3. Economics | 1. Ownership as a component of economics  
2. Discuss how purchases can be made to meet wants and needs (PFL) |
| 4. Civics | 1. Participate in making decisions using democratic traditions  
2. Civic participation takes place in multiple groups |

<table>
<thead>
<tr>
<th>Standard</th>
<th>Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History</td>
<td>1. Change and sequence over time</td>
</tr>
<tr>
<td>2. Geography</td>
<td>1. Develop spatial understanding, perspectives, and connections to the world</td>
</tr>
</tbody>
</table>
| 3. Economics | 1. People work to meet wants  
2. Recognize money and identify its purpose (PFL) |
| 4. Civics | 1. Individuals have unique talents but also work with others in groups  
2. Rules and their purpose in allowing groups to work effectively |
<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>Refers to learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organization, and their material goods – food, clothing, buildings, tools and machines</td>
</tr>
<tr>
<td>Culture Region</td>
<td>Refers to an area with one or more common cultural characteristics which gives it a measure of homogeneity and that distinguishes it from surrounding areas</td>
</tr>
<tr>
<td>Diverse</td>
<td>Refers to having a variety of forms or lands; various kinds of forms</td>
</tr>
<tr>
<td>Ethnic Groups</td>
<td>Refers to a group of people of the same race or nationality who share a common and distinctive culture</td>
</tr>
<tr>
<td>Groups</td>
<td>Refers to any collection of persons considered together as being related in some way. This would include ethnic groups and occupational groups (for example, minders, ranchers, farmers).</td>
</tr>
<tr>
<td>Historical Inquiry</td>
<td>Refers to the process of studying history to find out what, who, why, when, etc., in a logical, problem-solving manner.</td>
</tr>
<tr>
<td>Historical Narrative</td>
<td>Refers to written histories that “tell the story,” from the simple to the complex.</td>
</tr>
<tr>
<td>Primary Sources</td>
<td>Refers to historical documents such as reports, maps, photographs, letters, drawing, diaries, and court records and other legal documents, created by those who participated in or witnessed the events of the past.</td>
</tr>
<tr>
<td>Secondary Sources</td>
<td>Refers to the written accounts of events of the past that reflect the author’s interpretation of these events based on the author’s analysis of primary and/or secondary sources of information.</td>
</tr>
<tr>
<td>Social Organization</td>
<td>Refers to the structure of social relations within a group.</td>
</tr>
<tr>
<td>Society, Societies</td>
<td>Refers to a group of human beings living as and/or viewed as members of a community; a structure system of human organization for large-scale community living that furnishes protection, continuity, security, and identity for its members</td>
</tr>
</tbody>
</table>