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.
Economics Overview

Course Description
Current economic issues will serve as a foundation for the application of economic theory in this semester course. Analysis of the United States economic system as it relates to the individual and building financial literacy will be a focus. Specific units will cover microeconomic concepts such as the Law of Supply and Demand, factors of production, and the business cycle. Macroeconomic topics will include money and banking, basic monetary and fiscal policy, international trade and the impact of globalization. Comparative economic systems will also be introduced.

Topics at a Glance
- Scarcity and Choices
- Factors of Production
- Law of Supply and Demand
- Business Cycles
- Compare economic systems
- Personal Financial Literacy
- Monetary Policy
- Fiscal Policy
- Globalization

Assessments
- Pre-assessments
- Checks for understanding
- Student presentations
- Student questions/comments
- Personal reflections
- Teacher questions, prompts and discussion
- Performance task (planning, in-progress, final)
- Critiques (group discussion, written reflection, in-progress
- Peer and self assessments
- Unit tests

Effective Components of BVSD Economics Course
- Actively engages and motivates students in the process of learning economics
- Provides learning activities that are appropriate in complexity and pacing
- Introduces and expects appropriate use of economic vocabulary
- Provides opportunities for varied learning types
- Differentiates economic instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates the study of economics with other content areas with an emphasis on financial literacy

Grade Level Expectations

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</td>
<td>1. Analyze the relationships between economic goals and the allocation of scarce resources 2. Explain how economic choices incur opportunity costs</td>
</tr>
<tr>
<td>2. Economics policies affect markets</td>
<td>1. Analyze how government activities influence the economy.</td>
</tr>
<tr>
<td>3. Government and competition affect markets</td>
<td>1. Analyze the role of government within different economies.</td>
</tr>
<tr>
<td>4. Acquire the knowledge and economic reasoning skills to make sound financial decisions</td>
<td>1. Analyze financial goals including budgeting, long-range goals, investments, savings, mortgages, credit history, insurance and risk.</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.

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

2. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
3. Acquire the knowledge and economic reasoning skills to make sound financial decisions
### Content Area: Social Studies – High School Economics

**Standard: Economics**

**Prepared Graduates:** Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

**Concepts and skills students master:**

1. Productive resources -natural, human, capital- are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources.

<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. Analyze the relationships between economic goals and the allocation of scarce resources</td>
<td>1. How is marginal thinking used in determining societal and individual decisions?</td>
</tr>
<tr>
<td>b. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs</td>
<td>2. How has globalization changed the availability of human capital?</td>
</tr>
<tr>
<td>c. Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits</td>
<td>3. What are some of the ways that the values of a society affect the goods and services it produces?</td>
</tr>
<tr>
<td>d. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services</td>
<td>4. What entrepreneurial idea would solve some of the world scarcity issues?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**

1. The availability of natural resources, such as fossil fuels and blood diamonds, has an impact on economic decisions made in a global economy.
2. Entrepreneurship and innovation create new paradigms to address scarcity and choice. Examples include electric cars, cell phones, social networking, Internet, and satellite television.
3. Natural resources can be scarce in the world or specific regions, impacting markets and creating innovation such as projects developed to provide clean drinking water around the world, lack of water in the Middle East created significant desalination research.
4. Marginal thinking allows for good economic decisions to be made by individuals, businesses, and governments.

**Nature of Discipline:**

1. When using an economic way of thinking individuals study how productive resources are changing in order to anticipate new problems with scarcity of desired resources.
2. Economic thinkers analyze how economies utilize resources to meet the cumulative wants and needs of the individuals in a society.
3. When using an economic way of thinking individuals study factors that lead to increased economic interdependence, increased productivity, and improved standard of living for the individuals in a society.
Content Area: Social Studies – High School Economics

Standard: Economics

Prepared Graduates:
Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Concepts and skills students master:
2. Economic policies affect markets

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td></td>
</tr>
<tr>
<td>a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve</td>
<td></td>
</tr>
<tr>
<td>b. Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies</td>
<td></td>
</tr>
<tr>
<td>c. Identify government activities that affect the local, state, or national economy</td>
<td></td>
</tr>
<tr>
<td>d. Give examples of the role of government in a market economic system</td>
<td></td>
</tr>
<tr>
<td>e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies</td>
<td></td>
</tr>
<tr>
<td>f. Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy</td>
<td></td>
</tr>
</tbody>
</table>

Inquiry Questions:
1. What is government’s role in a market economy?
2. How do embargoes and tariffs influence the balance of trade in a positive or negative manner?
3. What is the economic impact of various monetary and fiscal policies that a government can use?
4. How would you change monetary policy?
5. What type of monetary and fiscal policies would be best for businesses?
6. What role do taxes play in business decisions?
7. What actions can the Federal Reserve take to influence the level of GDP and the rate of inflation in the economy?

Relevance and Application:
1. Fiscal and monetary policies affect financial markets and individuals such as the impact of exchange rates on tourists, and the effect of interest rates on the cost of borrowing money.
2. Businesses understand and follow the changes in fiscal and monetary policy to make better choices and react to changing markets.
3. Technology allows both individuals and businesses to access up-to-date information regarding fiscal and monetary policies and the fluctuations in markets.
4. Economic behavior is modified based on positive and negative incentives such as tax credits on alternative energy and increases or decreases in payroll taxes.
5. Trade agreements impact international trade.

Nature of Discipline:
1. Economic thinkers gather and analyze data to explore trends and predictions.
2. Economic thinkers study the relationship between policy and market reaction.
3. Economic thinkers decipher trends in financial markets by looking for patterns of behavior.
### Content Area: Social Studies – High School Economics

### Standard: Economics

#### Prepared Graduates:
Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

#### Concepts and skills students master:
3. Government and competition affect markets

<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. Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism</td>
<td>1. In what ways does the United States government influence decisions regarding production and distribution of goods?</td>
</tr>
<tr>
<td>b. Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, and monopoly</td>
<td>2. How does competition affect the choices consumers have in an economy?</td>
</tr>
<tr>
<td>c. Compare and contrast economic systems in terms of their ability to achieve economic goals</td>
<td>3. What are some ways that different market structures affect the goods and services available for purchase?</td>
</tr>
<tr>
<td>d. Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, and proportional taxes.</td>
<td>4. How do various economic systems, including command socialism, communism and market capitalism, make decisions regarding production and distribution of goods and the role government will play?</td>
</tr>
<tr>
<td></td>
<td>5. What is the impact of various local, state, and federal taxes on the individual and on businesses?</td>
</tr>
</tbody>
</table>

#### Relevance and Application:
1. Knowledge of the changing role of government in various markets helps to make informed choices.
2. The understanding of the role of competition in markets helps to make informed decisions and create business strategies.
3. Government taxing and spending policies affect individuals and businesses.

#### Nature of Discipline:
1. Economic thinkers compare systems of economics to determine how best to meet economic goals.
2. Economic thinkers study the use of monetary and fiscal policies.
3. Economic thinkers analyze the effects of specific government regulations on different groups, including consumers, employees and businesses.
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<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>a. Develop a financial plan including a budget based on short- and long-term goals</td>
<td>1. How can you develop short- and long-term financial goals and plans that reflect personal objectives?</td>
</tr>
<tr>
<td>b. Analyze financial information for accuracy, relevance, and steps for identity protection</td>
<td>2. How does a consumer determine the accuracy, relevancy, and security of financial information?</td>
</tr>
<tr>
<td>c. Describe factors affecting take-home pay</td>
<td>3. What is the role that various sources of income play in a financial plan?</td>
</tr>
<tr>
<td>d. Identify sources of personal income and likely deductions and expenditures as a basis for a financial plan</td>
<td>4. What are the financial and legal consequences of not paying your taxes?</td>
</tr>
<tr>
<td>e. Describe legal and ethical responsibilities regarding tax liabilities</td>
<td>5. What is the role of education in building financial security?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**
1. Individuals create long- and short-term financial plans and budgets that include predictions about education, costs; potential to achieve financial goals; projected income; likely expenditures, savings and interest; credit or loans; and investment decisions including diversification.
2. Individuals are able use the appropriate contracts and identify each party's basic rights and responsibilities to protect financial well-being.
3. Technology allows individuals to research and track information regarding personal finances using such tools as online banking and brokerage accounts.

**Nature of Discipline:**
1. Financially responsible individuals describe factors that influence financial planning.
2. Financially responsible individuals plan for tax liabilities.
3. Financially responsible individuals consider opportunity costs of saving over spending and vice versa.
4. Financially responsible individuals analyze economic cycles and make predictions regarding economic trends.
### Content Area: Social Studies – High School Economics

### Standard: Economics

#### Prepared Graduates:
- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

#### Concepts and skills students master:
- 5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)

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<tr>
<th>Evidence Outcomes</th>
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<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>a. Compare and contrast the variety of investments available for a diversified portfolio</td>
<td>1. How does a consumer choose between investment options?</td>
</tr>
<tr>
<td>b. Evaluate factors to consider when managing savings and investment accounts</td>
<td>2. How might changes in the economic cycle affect future earnings on an individual's investments?</td>
</tr>
<tr>
<td>c. Explain how economic cycles affect personal financial decisions</td>
<td>3. What are some ways that you might rate the security, accuracy, and relevancy of financial information?</td>
</tr>
<tr>
<td>d. Describe the appropriate types of investments to achieve the objectives of liquidity, income and growth</td>
<td>4. How does compound interest manifest in investment and debt situations?</td>
</tr>
</tbody>
</table>

#### Relevance and Application:
- Investigation of different investment strategies helps to identify which strategies are appropriate for different life stages such as early adulthood through to retirement.
- The creation of a plan to diversify a portfolio of investments balances risks and returns and prepares for a solid financial future.
- A personal career plan includes educational requirements, costs, and analysis of the potential job demand to achieve financial well-being.

#### Nature of Discipline:
- Financially responsible individuals carefully consider the amount of financial risk that they can tolerate based on life stage and plan for changes in the economic cycles.
- Financially responsible individuals create plans based on sound economic principles to maximize their standard of living over time.
**Content Area:** Social Studies – High School Economics  
**Standard:** Economics  
**Prepared Graduates:**  
Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)  

**Concepts and skills students master:**  
6. The components of personal credit to manage credit and debt (PFL)  

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry Questions:</td>
</tr>
<tr>
<td>a. Analyze various lending sources, services, and financial institutions</td>
<td>1. Why is it important to know the similarities and differences of revolving credit, personal loans, and mortgages?</td>
</tr>
<tr>
<td>b. Investigate legal and personal responsibilities affecting lenders and borrowers</td>
<td>2. How does the law protect both borrowers and lenders?</td>
</tr>
<tr>
<td>c. Make connections between building and maintaining a credit history and its impact on lifestyle</td>
<td>3. Why is a good credit history essential to the ability to purchase goods and insurance, and gain employment?</td>
</tr>
<tr>
<td></td>
<td>4. When should you use revolving credit and/or personal loans?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**  
1. The understanding of the components of personal credit allows for the management of credit and debt. For example, individuals can use an amortization schedule to examine how mortgages differ, check a credit history, know the uses of and meaning of a credit score, and use technology to compare costs of revolving credit and personal loans.  
2. Knowledge of the penalties that accompany bad credit, such as the inability to qualify for loans, leads to good financial planning.  

**Nature of Discipline:**  
1. Financially responsible consumers know their rights and obligations when using credit.  
2. Financially responsible consumers frequently check their own credit history to verify its accuracy and amend it when inaccurate.  
3. Financially responsible consumers make decisions that require weighing benefit against cost.
### Content Area: Social Studies – High School Economics

**Standard: Economics**

**Prepared Graduates:**
Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

**Concepts and skills students master:**
7. Identify, develop, and evaluate risk-management strategies (PFL)

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td></td>
</tr>
<tr>
<td>a. Differentiate between types of insurance</td>
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<tr>
<td>b. Explain the function and purpose of insurance</td>
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</tr>
<tr>
<td>c. Select and evaluate strategies to mitigate risk</td>
<td></td>
</tr>
<tr>
<td><strong>Inquiry Questions:</strong></td>
<td></td>
</tr>
<tr>
<td>1. What are the benefits of car, health, life, mortgage, long-term care, liability, disability, home and apartment insurance?</td>
<td></td>
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<tr>
<td>2. How does a consumer choose between various insurance plans?</td>
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<tr>
<td>3. How does insurance help consumers to prepare for the unexpected?</td>
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<tr>
<td>4. What additional ways can individuals alleviate financial risks?</td>
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</tr>
</tbody>
</table>

**Relevance and Application:**
1. The knowledge of how to evaluate, develop, revise, and implement risk-management strategies allow individuals to be prepared for the future. For example, a plan for insurance may change over the course of life depending on changing circumstances.
2. Individuals seek advice and counsel from insurance companies, financial planners, and other businesses on risk management.

**Nature of Discipline:**
1. Financially responsible individuals mitigate the risks associated with everyday life through planning, saving, and insurance.
2. Financially responsible individuals consider insurance as a part of their financial plan.
Prepared Graduate Competencies in Social Studies

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

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

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

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

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

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

#### Grade Level Expectation

<table>
<thead>
<tr>
<th>Standard</th>
<th>High School</th>
<th>Eighth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School</strong></td>
<td></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 | 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 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 | 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 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) | 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. 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 | 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

### Grade Level Expectation

#### Seventh Grade

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
<table>
<thead>
<tr>
<th>Standard</th>
<th>Fourth Grade</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
</table>
| 1. 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 |
| 2. 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 |
| 3. Economics | 1. People responded to positive and negative incentives  
2. The relationship between choice and opportunity cost (PFL) |
| 4. Civics | 1. Analyze and debate multiple perspectives on an issue  
2. The origins, structure, and functions of the Colorado government |

<table>
<thead>
<tr>
<th>Standard</th>
<th>Third Grade</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
</table>
| 1. 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 |
| 2. 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 |
| 3. Economics | 1. Describe producers and consumers and how goods and services are exchanged  
2. Describe how to meet short-term financial goals (PFL) |
| 4. Civics | 1. Respecting the views and rights of others as components of a democratic society  
2. The origin, structure and function of local government |

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<thead>
<tr>
<th>Standard</th>
<th>Second Grade</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
</table>
| 1. History | 1. Identify historical sources and utilize the tools of a historian  
2. People in the past influenced the history of neighborhoods and communities |
| 2. Geography | 1. Use geographic terms and tools to describe space and place  
2. People in communities manage, modify, and depend on their environment |
| 3. Economics | 1. The scarcity of resources affects the choices of individuals and communities  
2. Apply decision-making processes to financial decision making (PFL) |
| 4. 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

### First Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectation</th>
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</thead>
</table>
| **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 |
| **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 |
| **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) |
| **Civics** | 1. Effective groups have responsible leaders and team members  
2. Notable people, places, holidays and patriotic symbols |

### Kindergarten

<table>
<thead>
<tr>
<th>Standard</th>
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</table>
| **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 |
| **Geography** | 1. People belong to different groups and live in different settings around the world that can be found on a map or globe |
| **Economics** | 1. Ownership as a component of economics  
2. Discuss how purchases can be made to meet wants and needs (PFL) |
| **Civics** | 1. Participate in making decisions using democratic traditions  
2. Civic participation takes place in multiple groups |

### Preschool

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectation</th>
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</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td>1. Change and sequence over time</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>1. Develop spatial understanding, perspectives, and connections to the world</td>
</tr>
</tbody>
</table>
| **Economics** | 1. People work to meet wants  
2. Recognize money and identify its purpose (PFL) |
| **Civics** | 1. Individuals have unique talents but also work with others in groups  
2. Rules and their purpose in allowing groups to work effectively |
Glossary of Terms

**Need** - Something like air, food, or shelter that is necessary for survival.

**Want** - An item we desire but is not essential to survival.

**Scarcity** - Limited quantities of resources to meet unlimited wants.

**Factors of Production** - Land, labor and capital; the three groups of resources that are used to make all goods and services.

**Entrepreneur** - Ambitious leader that combines land, labor, and capital to create and market new goods or services.

**Trade-Off** - An alternative we sacrifice when we make a decision.

**Opportunity Cost** - The most desirable alternative given up as the result of a decision.

**Thinking at the Margin** - Deciding whether to do or use one additional unit of some resource.

**Production Possibilities Curve** - A curve that shows alternative ways to use an economy’s resources.

**Market Economy** - Economic system in which decisions on production and consumption of goods and services are based on voluntary exchange in markets.

**Mixed Economy** - Economic system that combines tradition and the free market with limited government involvement.

**Centrally Planned Economy** - Economic system in which the central government makes all decisions on the production and consumption of goods and services.

**Laissez Faire** - The doctrine that states that government generally should not intervene in the marketplace.

**Demand** - The desire to own something and the ability to pay for it.

**Supply** - The amount of goods available.

**Ceteris Paribus** - A Latin phrase that means “all other things held constant.”

**Equilibrium** - The point at which quantity demanded and quantity supplied are equal.

**Price Floor** - A minimum price for a good or service.

**Price Ceiling** - A maximum price that can be charged for a good or service.

**Monopoly** - A market dominated by a single seller.

**Sole Proprietorship** - A business owned and managed by a single individual.

**Corporation** - A legal entity owned by individual stock owners.

**Stock** - A certificate of ownership in a corporation.

**Bond** - A formal contract to repay borrowed money with interest at fixed intervals.

**Dividend** - The portion of corporate profits paid out to stock owners.

**Fiat Money** - Money that has value because the government has ordered that it is an acceptable means to pay debts.

**Federal Reserve System** - The nation’s central banking system.

**FDIC** - The government agency that insures customer deposits if a bank fails.

**Mortgage** - A specific type of loan that is used to buy real estate.

**Interest** - The price paid for the use of borrowed money or, money earned by deposited funds.

**Mutual Fund** - Fund that pools the savings of many individuals and invests this money in a variety of stocks, bonds and other financial assets.

**Equities** - Claims of ownership in a corporation.

**The Dow** - Index that shows how certain stocks have traded.

**Speculation** - The practice of making high-risk investments with borrowed money in hopes of getting a big return.

**Diversification** - Spreading out investments to reduce risk.

**Gross Domestic Product** - The total value of all goods and services produced in a particular economy; the dollar value of all goods and services produced within a country’s borders within a given year.

**Business Cycle** - A period of macroeconomic expansion followed by a period of contraction.

**Unemployment Rate** - The percentage of the nation’s labor force that is unemployed.

**Consumer Price Index** - A price index that is determined by measuring the price of a standard group of goods meant to represent the typical “market basket” of a typical urban consumer.

**Poverty Rate** - The percentage of people who live in households with income below the official poverty line.
**Tax** - A required payment to a local, state, or national government.

**FICA** - Taxes that fund Social Security and Medicare.

**Social Security** - Old-age, Survivors, and Disability Insurance.

**Medicaid** - Entitlement program that benefits low-income families, some people with disabilities, and elderly people in nursing homes.

**Keynesian Economics** - Form of Demand-side economics that encourages government action to increase or decrease demand and output.

**Prime Rate** - Rate of interest banks charge on short-term loans to their best customers.

**Trade Barrier** - A means of preventing a foreign product or service from freely entering a nation’s territory.

**NAFTA** - Agreement that will eliminate all tariffs and other trade barriers between Canada, Mexico, and the United States.