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.
### Preschool Overview

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Topics at a Glance</th>
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### Grade Level Expectations

<table>
<thead>
<tr>
<th>Standard</th>
<th>Big Ideas for Preschool (Grade Level Expectations)</th>
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<tbody>
<tr>
<td><strong>1. History</strong></td>
<td>1. Change and sequence over time</td>
</tr>
<tr>
<td><strong>2. Geography</strong></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 |
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
<table>
<thead>
<tr>
<th>Content Area: Social Studies - Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard: 1. History</td>
</tr>
<tr>
<td>Prepared Graduates:</td>
</tr>
<tr>
<td>Develop an understanding of how people view, construct, and interpret history</td>
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</table>

**Grade Level Expectation**

**Concepts and skills students master:**
1. Change and sequence over time

<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. Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present future, before, now, and later.</td>
<td>1. How have you grown and changed over time?</td>
</tr>
<tr>
<td>b. Select examples from pictures that illustrate past, present, and future</td>
<td>2. What are important events in your past, your families past, or the past of an adult you know?</td>
</tr>
<tr>
<td>c. Sequence a simple set of activities or events</td>
<td></td>
</tr>
<tr>
<td>d. Identify an example of change over time on topics to include but not limited to their own growth</td>
<td></td>
</tr>
</tbody>
</table>

**Inquiry Questions:**
1. How have you grown and changed over time?
2. What are important events in your past, your families past, or the past of an adult you know?

**Relevance and Application:**
1. Change occurs over time and has an impact on individuals and society.
2. Sequence and sequencing helps with understanding, such as the sequence of equations in mathematics.
3. Technology is used to record change and sequence. For example, clocks, calendars, and timelines record change.

**Nature of Discipline:**
1. Historical thinkers study and describe past events and change over time in the lives of people.
2. Historical thinkers organize past events using chronology.
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.

**Prepared Graduate Competencies in the Geography standard are:**

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them
### Content Area: Social Studies - Preschool

#### Standard: 2. Geography

#### Prepared Graduates:
Develop spatial understanding, perspectives, and personal connections to the world

#### Grade Level Expectation
**Concepts and skills students master:**
1. Develop spatial understanding, perspectives, and connections to the world

#### Evidence Outcomes

**Students can:**
- Use positional phrasing. Phrases to include but not limited to: over and under, here and there, inside and outside, up and down
- Identify common places to include but limited to home, school, cafeteria, and gymnasium
- Describe surroundings
- Use pictures to locate familiar places
- Use nonlinguistic representations to show understanding of geographic terms

#### 21st Century Skills and Readiness Competencies

**Inquiry Questions:**
1. How do you describe your surroundings?
2. Where is this place located?
3. What would the playground look like if it were organized in a different way?
4. What is a geographical term?
5. What is the importance of location?

**Relevance and Application:**
1. Specific vocabulary describes space and locations such as the book are under the table, and the pencil is next to the telephone.
2. Words can describe surroundings. For example, the dentist is inside her office; the firefighter is on the truck; and the puppy is inside the doghouse.
3. Knowledge about location through personal experience integrates geographic terms with spatial thinking.
4. Individuals perform different activities in different places. For example, cooking is done in the kitchen, hiking in the mountains, walking the dog in the park, learning in school, and working in a store.

**Nature of Discipline:**
1. Spatial thinkers investigate other cultures and how they have been influenced by climate, physical geography, and other cultures in an area.
2. Spatial thinkers understand that space is organized, have personal experiences with their environment, and look for patterns.
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 Standard 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
**Content Area: Social Studies - Preschool**

**Standard: 3. Economics**

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

**Grade Level Expectation**

**Concepts and skills students master:**
1. People work to meet wants and needs

<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. Explain that people work (produce) for an income</td>
<td>1. What might happen if no one worked?</td>
</tr>
<tr>
<td>b. Discuss that money is used to buy items that the student or family wants</td>
<td>2. What do we buy and why?</td>
</tr>
<tr>
<td>c. Give examples to distinguish spending from saving</td>
<td>3. How do people use income?</td>
</tr>
<tr>
<td></td>
<td>4. Why do you save income?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**
1. Working enables people to meet wants. For example, a parent works to receive income used to purchase items such as food, cars and vacations.

**Nature of Discipline:**
1. Economic thinkers analyze the connection between working and earning income.
2. Economic thinkers recognize that people use income to meet needs and wants.
## Content Area: Social Studies - Preschool

### Standard: 3. Economics

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

### Grade Level Expectation

#### Concepts and skills students master:
- 2. Recognize money and identify its purpose (PFL)

#### Evidence Outcomes

**Students can:**
- a. Recognize coins and currency as money
- b. Identify how money is used as a medium of exchange
- c. Discuss why we need money

#### 21st Century Skills and Readiness Competencies

**Inquiry Questions:**
- 1. Why do people use money?
- 2. What are the different forms of money?

**Relevance and Application:**
- 1. Recognition of units of money aids in making purchases. For example, a parent pays for an item using correct change.
- 2. Knowledge of coins and currency ensures accurate transactions. For example, you can check that a cashier gave you the right amount of change.
- 3. Money is a medium of exchange.

**Nature of Discipline:**
- 1. Financially responsible individuals use money wisely.
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.

<table>
<thead>
<tr>
<th>Prepared Graduate Competencies in the Civics standard are:</th>
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<tbody>
<tr>
<td>- Analyze and practice rights, roles, and responsibilities of citizens</td>
</tr>
<tr>
<td>- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens</td>
</tr>
</tbody>
</table>
**Content Area: Social Studies - Preschool**  
**Standard: 4. Civics**

**Prepared Graduates:**  
Analyze and practice rights, roles, and responsibilities of citizens

**Grade Level Expectation**  
**Concepts and skills students master:**  
1. Individuals have unique talents and work with others in groups

**Evidence Outcomes**

**Students can:**
- Recognize membership in family, neighborhood, school, team, and various other groups and organizations
- Name groups to which they belong and identify the leader(s)
- Identify examples of times when people can play different roles and bring unique talents to a variety of groups

**21st Century Skills and Readiness Competencies**

**Inquiry Questions:**
1. What makes an individual unique?  
2. Why would a person want to belong to a group?  
3. How can differences among group members make groups better?

**Relevance and Application:**
1. People join groups based on similar interests and talents such as dance groups, Boy Scouts, or play groups  
2. Groups have common purposes such as cleaning up a street, helping students learn, or playing a sport.  
3. There are different roles in groups including leaders and team members.

**Nature of Discipline:**
1. Responsible community members know the roles of individuals vary by the purpose of the group.  
2. Responsible community members identify qualities of leadership and effective action.
### Content Area: Social Studies - Preschool

### Standard: 4. Civics

#### Prepared Graduates:
Analyze origins, structure, and functions of governments and their impacts on societies and citizens

#### Grade Level Expectation

**Concepts and skills students master:**
1. Rules and their purpose in allowing groups to work effectively

<table>
<thead>
<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. Explain that groups have rules</td>
<td>1. What happens when people do not work cooperatively?</td>
</tr>
<tr>
<td>b. Recognize interpersonal boundaries</td>
<td>2. What personal boundaries are common?</td>
</tr>
<tr>
<td>c. Exert self-control</td>
<td>3. What happens if there are no rules?</td>
</tr>
<tr>
<td>d. Interact positively with others</td>
<td><strong>Relevance and Application:</strong></td>
</tr>
<tr>
<td>e. Give examples of some rules that are permanent and some that change</td>
<td>1. Actions affect us and others. For example, fighting may result in injury and punishment.</td>
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<tr>
<td></td>
<td>2. Rules are different in different settings. For example, school rules may be different from home rules.</td>
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<tr>
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<td>3. Situations may be fairer because of rules such as taking turns on playground equipment.</td>
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</table>

**Nature of Discipline:**
1. Responsible community members identify the effects of rules on individuals and groups.
2. Responsible community members investigate the causes of inequities that exist within and among groups.
3. Responsible community members study the tension between preserving security, and order and liberty.
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>
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<tr>
<td><strong>High School</strong></td>
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</table>
| 1. History | 1. 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. 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. The interconnected nature of the world, its people and places  |
| 3. Economics | 1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources  
   2. Economic policies impact markets  
   3. 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. 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. 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. 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. Conflict and cooperation occur over space and resources  |
| 3. Economics | 1. Economic freedom, including free trade, is important for economic growth  
   2. 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. The place of law in a constitutional system  |
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<thead>
<tr>
<th>Standard</th>
<th>Seventh Grade</th>
<th>Grade Level Expectation</th>
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</table>
| 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. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another |                                                                                                                                                    |
| Geography     | 1. Use geographic tools to gather data and make geographic inferences and predictions  
2. Regions have different issues and perspectives |                                                                                                                                                    |
| Economics     | 1. Supply and demand influence price and profit in a market economy  
2. The distribution of resources influences economic production and individual choices (PFL) |                                                                                                                                                    |
| Civics        | 1. 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. Analyze and interpret historical sources to ask and research historical questions  
2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another |                                                                                                                                                    |
| Geography     | 1. Use geographic tools to solve problems  
2. Human and physical systems vary and interact |                                                                                                                                                    |
| Economics     | 1. Identify and analyze different economic systems  
2. Saving and investing are key contributors to financial well being (PFL) |                                                                                                                                                    |
| Civics        | 1. Analyze the interconnected nature of the United States to other nations  
2. Compare multiple systems of governments |                                                                                                                                                    |
| Fifth Grade   | 1. Analyze historical sources from multiple points of view to develop an understanding of historical context  
2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government |                                                                                                                                                    |
| Geography     | 1. Use various geographic tools and sources to answer questions about the geography of the United States  
2. Causes and consequences of movement |                                                                                                                                                    |
| Economics     | 1. Government and market structures influence financial institutions  
2. Utilizing financial institutions to manage personal finances (PFL) |                                                                                                                                                    |
| Civics        | 1. The foundations of citizenship in the United States  
2. The origins, structure, and functions of the United States government |                                                                                                                                                    |
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<thead>
<tr>
<th>Standard</th>
<th>Fourth Grade</th>
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</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>
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</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 |

<table>
<thead>
<tr>
<th>Standard</th>
<th>Second Grade</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 |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Grade</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. History | 1. Describe patterns and chronological order of events of the recent past  
2. Family and cultural traditions in the United States in the past |
| 2. Geography | 1. Geographic tools such as maps and globes to represent places  
2. People in different groups and communities interact with each other and the environment |
| 3. Economics | 1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income  
2. Identify short term financial goals (PFL) |
| 4. Civics | 1. Effective groups have responsible leaders and team members  
2. Notable people, places, holidays and patriotic symbols |
| **Kindergarten** |  |
| 1. History | 1. Ask questions, share information and discuss ideas about the past  
2. The first component in the concept of chronology is to place information in sequential order |
| 2. Geography | 1. People belong to different groups and live in different settings around the world that can be found on a map or globe |
| 3. Economics | 1. Ownership as a component of economics  
2. Discuss how purchases can be made to meet wants and needs (PFL) |
| 4. Civics | 1. Participate in making decisions using democratic traditions  
2. Civic participation takes place in multiple groups |
| **Preschool** |  |
| 1. History | 1. Change and sequence over time |
| 2. Geography | 1. Develop spatial understanding, perspectives, and connections to the world |
| 3. Economics | 1. People work to meet wants  
2. Recognize money and identify its purpose (PFL) |
| 4. Civics | 1. Individuals have unique talents but also work with others in groups  
2. Rules and their purpose in allowing groups to work effectively |
## Glossary of Terms

### Academic Vocabulary

<table>
<thead>
<tr>
<th>Standard 1: History:</th>
<th>past, present, future, change, chronological, sequential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2: Geography:</td>
<td>map, globe</td>
</tr>
<tr>
<td>Standard 3: Economics:</td>
<td>ownership, permission, sharing, scarcity, wants, needs, income,</td>
</tr>
<tr>
<td>Standard 4: Civics:</td>
<td>rules, conflict, fairness, decisions, democratic voting, authorities</td>
</tr>
</tbody>
</table>