

## Colorado Academic Standards Social Studies

Standards are the topical organization of an academic content area. The four standards of social studies are:

### 1. **History**

History develops moral understanding, defines identity and creates an appreciation of how things change while building skills in judgment and decision-making. History enhances the ability to read varied sources and develop the skills to analyze, interpret and communicate.

### 2. **Geography**

Geography provides students with an understanding of spatial perspectives and technologies for spatial analysis, awareness of interdependence of world regions and resources and how places are connected at local, national and global scales.

### 3. **Economics**

Economics teaches 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 individuals understand how to manage their own scarce resources using a logical decision-making process of prioritization based on analysis of the costs and benefits of every choice.

### 4. **Civics**

Civics teaches 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.

# Social Studies

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>High School</b>	
1. History	<ol style="list-style-type: none"> <li>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</li> <li>2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</li> <li>3. The significance of ideas as powerful forces throughout history</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</li> <li>2. Explain and interpret geographic variables that influence the interaction of people, places, and environments</li> <li>3. The interconnected nature of the world, its people and places</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources</li> <li>2. Economic policies impact markets</li> <li>3. Government and competition impact markets</li> <li>4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)</li> <li>5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)</li> <li>6. The components of personal credit to manage credit and debt (PFL)</li> <li>7. Identify, develop, and evaluate risk-management strategies (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies</li> <li>2. Purposes of and limitations on the foundations, structures and functions of government</li> <li>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</li> </ol>
<b>Eighth Grade</b>	
1. History	<ol style="list-style-type: none"> <li>1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives</li> <li>2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use geographic tools to analyze patterns in human and physical systems</li> <li>2. Conflict and cooperation occur over space and resources</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Economic freedom, including free trade, is important for economic growth</li> <li>2. Manage personal credit and debt(PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Analyze elements of continuity and change in the United States government and the role of citizens over time</li> <li>2. The place of law in a constitutional system</li> </ol>

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## Grade Level Expectations at a Glance

### Standard

### Grade Level Expectation

#### Seventh Grade

1. History	<ol style="list-style-type: none"> <li>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</li> <li>2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use geographic tools to gather data and make geographic inferences and predictions</li> <li>2. Regions have different issues and perspectives</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Supply and demand influence price and profit in a market economy</li> <li>2. The distribution of resources influences economic production and individual choices (Economics and PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Compare how various nations define the rights, responsibilities and roles of citizens</li> <li>2. The different forms of government and international organizations and their influence in the world community</li> </ol>

#### Sixth Grade

1. History	<ol style="list-style-type: none"> <li>1. Analyze and interpret historical sources to ask and research historical questions</li> <li>2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use geographic tools to solve problems</li> <li>2. Human and physical systems vary and interact</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Identify and analyze different economic systems</li> <li>2. Saving and investing are key contributors to financial well being (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Analyze the interconnected nature of the United States to other nations</li> <li>2. Compare multiple systems of governments</li> </ol>

#### Fifth Grade

1. History	<ol style="list-style-type: none"> <li>1. Analyze historical sources from multiple points of view to develop an understanding of historical context</li> <li>2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use various geographic tools and sources to answer questions about the geography of the United States</li> <li>2. Causes and consequences of movement</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Government and market structures influence financial institutions</li> <li>2. Utilizing financial institutions to manage personal finances (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. The foundations of citizenship in the United States</li> <li>2. The origins, structure, and functions of the United States government</li> </ol>

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## Grade Level Expectations at a Glance

**Standard**                      **Grade Level Expectation**

<b>Fourth Grade</b>	
1. History	<ul style="list-style-type: none"> <li>1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado</li> <li>2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States</li> </ul>
2. Geography	<ul style="list-style-type: none"> <li>1. Use several types of geographic tools to answer questions about the geography of Colorado</li> <li>2. Connections within and across human and physical systems are developed</li> </ul>
3. Economics	<ul style="list-style-type: none"> <li>1. People respond to positive and negative incentives</li> <li>2. The relationship between choice and opportunity cost (PFL)</li> </ul>
4. Civics	<ul style="list-style-type: none"> <li>1. Analyze and debate multiple perspectives on an issue</li> <li>2. The origins, structure, and functions of the Colorado government</li> </ul>

# Social Studies

## Grade Level Expectations at a Glance

**Standard**                      **Grade Level Expectation**

<b>Third Grade</b>	
1. History	<ul style="list-style-type: none"> <li>1. Use a variety of sources to distinguish historical fact from fiction</li> <li>2. People in the past influenced the development and interaction of different communities and regions</li> </ul>
2. Geography	<ul style="list-style-type: none"> <li>1. Use various types of geographic tools to develop spatial thinking</li> <li>2. The concept of regions is developed through an understanding of similarities and differences in places</li> </ul>
3. Economics	<ul style="list-style-type: none"> <li>1. Describe producers and consumers and how goods and services are exchanged</li> <li>2. Describe how to meet short-term financial goals (PFL)</li> </ul>
4. Civics	<ul style="list-style-type: none"> <li>1. Respecting the views and rights of others as components of a democratic society</li> <li>2. The origin, structure and function of local government</li> </ul>