

Prepared Graduates:

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

Grade Level Expectation:

1. Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere.

Evidence Outcomes

Students Can:

- a. Identify ways different cultures record history in the Western Hemisphere.
- b. Analyze multiple primary and secondary sources while formulating historical questions about the Western Hemisphere. For example: art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.
- c. Gather, organize, synthesize, and critique information to determine if it is sufficient to answer historical questions about the Western Hemisphere.

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to research historical questions. (Strategic Learning: Critical Thinking and Problem Solving)
2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and primary sources. (Entrepreneurial Skills: Creativity/Innovation)
3. Examine various resources, to look for and find value in different perspectives expressed by others. (Personal Skills: Adaptability/Flexibility)
4. Utilize primary and secondary sources to examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)

Inquiry Questions:

1. What questions help us understand the development of the Western Hemisphere and the interactions of people in the region?
2. Why do sources on the same topic vary, and how do we determine which ones will help us effectively interpret the past?
3. What key primary sources help us to understand the Western Hemisphere?
4. How is the bias of the author of a source reflected in the source itself?

Nature and Skills of History:

1. Historical thinkers evaluate historical sources for purpose, audience, point of view, context, reliability, and authenticity.
2. Historical thinkers use primary and secondary sources to develop and evaluate hypotheses and interpretations of historical events and figures that are supported by evidence.
3. Historical thinkers identify points of view, seek multiple sources, and develop and defend a thesis with evidence.
4. Historical thinkers use technology to explore and evaluate for accuracy of information.
5. Historical thinkers use context and content from the past is used to make connections to the present.

Disciplinary, Information, and Media Literacy:

1. Cite specific textual evidence to support analysis of primary and secondary sources
2. Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
3. Evaluate information critically and competently.

Prepared Graduates:

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.

Evidence Outcomes

Students Can:

- a. Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times.
- b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. For example: Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.
- c. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to research historical questions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and primary sources. (Entrepreneurial Skills: Creativity/Innovation)
3. Plan and evaluate complex solutions to global challenges within the Western Hemisphere using multiple disciplinary perspectives such as cultural, historical, and scientific. (Civic Interpersonal Skills: Global/Cultural Awareness)
4. Examine various resources, to look for and find value in different perspectives expressed by others. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:

1. Why have civilizations succeeded and failed?
2. To what extent does globalization depend on a society's resistance to and adaptation to change over time?
3. What factors influenced the development of civilizations and nations in the Western Hemisphere?



Nature and Skills of History:

1. Historical thinkers analyze patterns and themes across time.
2. Historical thinkers study the people, places, ideas, and events in the Western Hemisphere to construct the story of history from multiple perspectives.
3. Historical thinkers use chronology to organize time.
4. Historical thinkers examine, interpret, and evaluate data for point of view, historical context, or propaganda and use it to inform decisions on the current world today.
5. Historical thinkers investigate how philosophies and ideas from the Aztec, Maya, Inca, and others in history continue to inform and affect the present.
6. Historical thinkers research how technological developments continue to evolve and affect the present.

Disciplinary, Information, and Media Literacy:

1. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
2. Identify propaganda, censorship, and bias in the media.
3. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
4. Cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment, or perform a task.

Prepared Graduates:

3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

Grade Level Expectation:

1. Use geographic tools and resources to research and make geographic inferences and predictions about the Western Hemisphere.

Evidence Outcomes

Students Can:

- a. Use geographic tools to identify, locate and describe places and regions in the Western Hemisphere, to solve problems. For example: latitude, longitude, scale on maps, globes, and other resources such as GPS and satellite imagery.
- b. Collect, analyze, and synthesize data from geographic tools to compare regions in the Western Hemisphere.
- c. Examine geographic sources to formulate questions and investigate responses.
- d. Interpret, apply, and communicate geographic data to justify potential solutions to problems in the Western Hemisphere at the local, state, national, and global levels.

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills: Initiative/Self-Direction)
2. Engage in novel approaches, directions, ideas, and/or perspectives while using inquiry and primary sources. (Entrepreneurial Skills: Creativity/Innovation)
3. Plan and evaluate complex solutions to global challenges, within the Western Hemisphere, which are appropriate to their contexts using multiple disciplinary perspectives, such as cultural, historical, and scientific. (Civic Interpersonal Skills: Global/Cultural Awareness)
4. Using geographic tools and resources, demonstrate task management attributes associated with producing high quality products including the abilities to: (a) Work positively and ethically; (b) Manage time and projects effectively; (c) Multi-task, and; (d) Clearly communicate with others. (Professional Skills: Task/Time Management).

Inquiry Questions:

1. How can geographic tools be used to solve problems in the future?
2. Why does where we live influence how we live?
3. How do populations, physical features, resources, and perceptions of places and regions change over time
4. How have geographic factors influenced human settlement, economic activity, and land acquisition?



Nature and Skills of Geography:

1. Spatial thinkers use geographic tools to develop spatial thinking and awareness skills.
2. Spatial thinkers use geographic tools to help to solve problems in daily life. For example: a car GPS is used to find a location, maps are used by tourists, and directions are found on the internet.
3. Geographic thinkers evaluate patterns that connect people in the Western Hemisphere to the rest of the world.
4. Geographic thinkers explore how technology is used by individuals and businesses to answer geographic problems such as the spread of disease, migration patterns, and distribution and loss of resources like water supplies.

Disciplinary, Information, and Media Literacy:

1. Integrate visual information such as charts, graphs, photographs, videos, or maps, with other information in print and digital texts.
2. Explain and justify decisions and shared content through the use of online maps, graphs, charts, data and diagrams.
3. Manage the flow of information from a wide variety of sources.
4. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and effective presence that builds credibility.
5. Generate questions to guide research, gather information from print and digital sources, determine biases and credibility of sources, cite sources accurately, and use evidence to answer their research question



Prepared Graduates:

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation:

2. Regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.

Evidence Outcomes

Students Can:

- a. Classify and analyze the types of human and geographic connections between places.
- b. Identify physical features of the Western Hemisphere and explain their effects on people who reside in the region.
- c. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere and give examples of how people have adapted to their physical environment.

Academic Context and Connections

Colorado Essential Skills:

1. Look for and find value in different perspectives expressed by others in the Western Hemisphere. (Personal Skills: Adaptability/Flexibility)
2. Plan and evaluate complex solutions to global challenges within the Western Hemisphere which are appropriate to their contexts using multiple disciplinary perspectives such as cultural, historical, and scientific. (Civic Interpersonal Skills: Global/Cultural Awareness)
3. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. What are different ways to define the Western Hemisphere based on human and physical systems?
2. How have people interacted with the environment over time in a positive or negative way?
3. How has globalization affected people and places?
4. In what ways are places on Earth interdependent?

Nature and Skills of Geography:

1. Geographic thinkers examine places and regions and the connections among them.
2. Geographic thinkers study how human and physical systems vary and interact to make better choices, decisions, and predictions. For example: resource distribution or trade is based on geographic features and environmental changes which affect business decisions.
3. Geographic thinkers analyze data regarding physical and human systems to make informed choices regarding production, trade, and resource acquisition.
4. Geographic thinkers use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls.

Disciplinary, Information, and Media Literacy:

1. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
2. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
3. Use information accurately and creatively for the issue or problem at hand.
4. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare and contrast competing theories, points of view, and arguments in the discipline.

Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

1. Investigate how societies create different economic systems in the Western Hemisphere.

Evidence Outcomes

Students Can:

- a. Describe how economic systems in the Western Hemisphere (such as traditional, command, market, and mixed) allocate resources.
- b. Use economic reasoning to explain how specialization of production can result in more interdependence. For example: international trade patterns.

Academic Context and Connections

Colorado Essential Skills:

1. Plan and evaluate complex solutions to global economic system challenges that are appropriate to their contexts using multiple disciplinary perspectives such as cultural, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Look for and find value in different economic perspectives expressed by others in the Western Hemisphere. (Personal Skills: Adaptability/Flexibility)
3. Make connections between information gathered and personal experiences to research economic questions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. How do different systems address the production of goods?
2. How are scarce resources distributed in different types of economic systems?
3. How do different economies control the means of production and distribution of goods and services?

Nature and Skills of Economics:

1. Economic thinkers study how and why individuals make decisions about purchases and in different locations.
2. Economic thinkers study the effects of different types of economies on global interdependence.
3. Economic thinkers explore how economic development varies and can be compared across countries in the Western Hemisphere including levels of education and average income.
4. Economic thinkers investigate how governments and the private sector cooperate to distribute goods and services, specialize, and are interdependent in the global economy.
5. Economic thinkers explain how career opportunities are influenced by the type of economic system.

Disciplinary, Information, and Media Literacy:

1. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
2. Read to identify cause-and-effect relationships, compare and contrast information, fact vs. opinion, and author bias.
3. Use content-specific technology tools to support learning and research.

Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

Grade Level Expectation:

2. Investigate the role of consumers within the Western Hemisphere (PFL).

Evidence Outcomes

Students Can:

- a. Explain the roles of buyers and sellers in product, labor, and financial markets.
- b. Describe the role of competition in the determination of prices and wages in a market economy.
- c. Explore how consumer spending decisions and demand impact market economies.
- d. Analyze how external factors might influence spending decisions for different individuals.

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate an understanding of cause and effect related to personal financial decisions. (Civic/Interpersonal Skills: Character)
2. Identify and explain multiple perspectives (cultural and global) when exploring economic events, ideas, and issues within the Western Hemisphere. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Assess personal strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset. (Personal Skills: Self-Awareness).

Inquiry Questions:

1. How did different societies in the Western Hemisphere define the roles of buyers and sellers in the various markets?
2. What role did the distribution of resources play in personal financial decisions?
3. What role has competition and wages played in different cultures?
4. Why is it important to analyze the various levels of a culture before understanding how individuals in that culture would make financial decisions?

Nature and Skills of Economics:

1. Financially capable individuals determine how history, location, and the distribution of resources have impacted financial decisions.
2. Financially capable individuals understand that competition and wages are not just American concepts. These concepts have applied to individual financial decisions long before the birth of the nation.
3. Financially capable individuals understand that populations within various cultures have made individual financial decisions differently throughout time and location.

Disciplinary, Information, and Media Literacy:

1. Analyze how and why individuals, events, and ideas develop.
2. Explain how a question represents key ideas in the field.
3. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question
4. Integrate multimedia as effective tools for presenting and clarifying information.

Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Analyze the relationships of different nations in the Western Hemisphere.

Evidence Outcomes

Students Can:

- a. Discuss advantages and disadvantages of living in an interconnected world.
- b. Examine changes and connections in ideas about citizenship in different times and places in the Western Hemisphere.
- c. Describe how groups and individuals influence governments within the Western Hemisphere.
- d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations.
- e. Analyze political issues from national and global perspectives over time.
- f. Identify historical examples illustrating how people from diverse backgrounds in the Western Hemisphere perceived and reacted to various global issues.

Academic Context and Connections

Colorado Essential Skills:

1. Examine how individuals in the Western Hemisphere interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)
2. Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are appropriate to their contexts, using multiple disciplinary perspectives such as cultural, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness).
3. Look for and find value in different perspectives expressed by others in the Western Hemisphere. (Personal Skills: Adaptability/Flexibility).

Inquiry Questions:

1. What does it mean to live in an interconnected world?
2. How can you be a productive member of the global community and a contributing citizen of the United States?
3. Why are there greater challenges and opportunities when multiple groups interact?
4. Why do national and global viewpoints sometimes differ?

Nature and Skills of Civics:

1. Civic-minded individuals discuss and analyze how various government decisions impact people, places, and history.
2. Civic-minded individuals analyze how the actions of individuals and groups can have a local, national, and international impact.
3. Civic-minded individuals analyze the relationship between rights and responsibility in national and global contexts.
4. Civic-minded individuals explain how nations are interconnected and affect each other on a daily basis. For example: businesses are affected by the laws, regulations, nations; and markets are damaged by drought, earthquakes and other natural disasters throughout the world.
5. Civic-minded individuals demonstrate how technology provides daily information regarding the interaction between the United States government and other nations.

Disciplinary, Information, and Media Literacy:

1. Describe how a text presents information (e.g., sequentially, comparatively, and causally).
2. Communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology in an effective manner.

Prepared Graduates:

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation:

2. Systems of government in the Western Hemisphere.

Evidence Outcomes

Students Can:

- a. Describe different systems of government in the Western Hemisphere.
- b. Identify how different systems of government relate to their citizens in the Western Hemisphere.
- c. Compare the economic components of the different systems of government in the Western Hemisphere.
- d. Compare the various governments and citizens' liberties in the Western Hemisphere.

Academic Context and Connections

Colorado Essential Skills:

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)
2. Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are appropriate to their contexts, using multiple disciplinary perspectives such as cultural, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Look for and find value in different perspectives expressed by others in the Western Hemisphere. (Personal Skills: Adaptability/Flexibility)
4. Apply ethical perspectives/concepts to an ethical question/situation/scenario. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. How do you define good government?
2. What evidence can you find of effective and ineffective governments in the past and the present?
3. What would a government look like if you created it?
4. What are the consequences if a government does not provide for the common good?

Nature and Skills of Civics:

1. Civic-minded individuals discuss and evaluate how personal and national actions have global consequences.
2. Civic-minded individuals identify ways in which lives are enriched and challenged because of the interconnected nature of a global society.
3. Civic-minded individuals demonstrate how different forms of government affect daily life. For example: employees work in international corporations and tourists visit countries with different laws, rules, and regulations.
4. Civic-minded individuals share how civic education is essential for understanding the implications of events around the world.

Disciplinary, Information, and Media Literacy:

1. Identify key steps in a text's description of a process related to history/social studies.
2. Evaluate the accuracy, relevance, appropriateness, and bias of online and print sources.
3. Synthesize information from multiple sources to demonstrate understanding of a topic.

Prepared Graduates:

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

Grade Level Expectation:

1. Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate thesis supported by evidence.

Evidence Outcomes

Students Can:

- a. Utilize primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during significant eras or events; including their influence on modern society. For example: the Silk Road and cultural diffusion, and the Chinese inventions of gunpowder and compass.
- b. Examine primary and secondary sources to identify points of view while formulating historical claims and questions. For example: art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to generate a thesis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Engage in novel approaches, ideas, and/or perspectives while using inquiry and primary and secondary sources. (Entrepreneurial Skills: Creativity/Innovation)
3. Look for different historical perspectives expressed in primary and secondary sources. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:

1. Why is continued questioning of historical events beneficial?
2. How can various primary and secondary perspectives in history be beneficial in understanding past and current issues?
3. Why is it advantageous to identify historical roots of change?
4. How can an artifact be utilized to interpret history?

Nature and Skills of History:

1. Historical thinkers construct history through the gathering and analysis of historical sources.
2. Historical thinkers construct the story of the past by interpreting events from multiple points of view and various perspectives.
3. Historical thinkers defend a supported position with appropriate resources.

Disciplinary, Information, and Media Literacy:

1. Determine the main idea(s) or relevant information of a primary or secondary source.
2. Analyze multiple points of view to establish a comparative approach to interpretation.
3. Utilize valid reasoning to develop a supported position on a historic matter.
4. Cite specific textual evidence to support analysis of primary and secondary sources.
5. Evaluate the reliability, accuracy, relevance, and bias of online and print sources.

Prepared Graduates:

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.

Evidence Outcomes

Students Can:

- a. Identify and explain the historical context of key people, regions, events, and ideas; including the roots of current issues. For example: Mansa Musa, the conflicts in the Middle East, the Black Death, and Confucianism.
- b. Investigate and evaluate the social, political, cultural and technological development of regions in the Eastern Hemisphere. For example: the river valley civilizations, Hammurabi's Code, the Hellenistic period, and the printing press.
- c. Describe the interactions and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources between countries, the foundations of world religions, East/West contact, settlement patterns, and the historical roots of current issues.

Academic Context and Connections

Colorado Essential Skills:

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)

Inquiry Questions:

1. How does the rise or collapse of a government affect surrounding societies over time?
2. How have ideas fundamentally changed various cultures in the Eastern Hemisphere?
3. How has technology shaped the development of civilizations?
4. What key ideas from ancient Eastern Hemisphere eras continue to demonstrate importance in modern times?

Nature and Skills of History:

1. Historical thinkers analyze patterns and themes throughout time to understand current events.
2. Historical thinkers construct history using a variety of sources.
3. Historical thinkers consider multiple points of view to interpret history and outcomes.
4. Historical thinkers use chronology to organize time.
5. Historical thinkers examine data for contextual meaning and various interpretations.

Disciplinary, Information, and Media Literacy:

1. Utilizing textual evidence, analyze the development and changes of people, events and ideas.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.



Prepared Graduates:

3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

Grade Level Expectation:

1. Use geographic tools and resources to research topics in the Eastern Hemisphere to make geographic inferences and predictions.

Evidence Outcomes

Students Can:

- Use maps and geographic tools to find patterns in human systems and/or physical features.
- Collect, classify, and analyze data to make geographic inferences and predictions.
- Apply inquiry and research utilizing geographic tools. For example: GPS and satellite imagery.
- Interpret maps to make inferences and predictions.

Academic Context and Connections

Colorado Essential Skills:

- Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills: Inquiry/Analysis).
- Evaluate information through the use of spatial technologies. (Professional Skills: Use Information/Communication Technologies).

Inquiry Questions:

- How are different types of maps important in understanding various types of information?
- How could geographic data be used for both positive and negative results?
- What is the importance of using various geographic tools to analyze topics?

Nature and Skills of Geography:

- Spatial thinkers use geographic tools to discover and investigate geographic patterns.
- Spatial thinkers use knowledge about the environment to study its influence on individuals and groups.

Disciplinary, Information, and Media Literacy:

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source.
- Draw evidence from informational texts to support analysis reflection, and research.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Conduct an inquiry-based research project that applies critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Prepared Graduates:

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation:

2. Regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions.

Evidence Outcomes

Students Can:

- a. Determine how physical and political features impact cultural diffusion and regional differences. For example: modern environmental issues, cultural patterns, trade barriers, and economic interdependence.
- b. Examine the geographic location and distribution of resources within a region to determine the economic and social impact on its people. For example: Middle Eastern water rights, the acceptance of refugees from other countries, and the Salt Trade.

Academic Context and Connections

Colorado Essential Skills:

1. Look for and find value in different perspectives expressed by others.
(Personal Skills: Adaptability/Flexibility)
2. Plan and evaluate complex solutions to global challenges using multiple disciplinary perspectives such as cultural, historical, and scientific.
(Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. How do geographers apply information from a variety of sources?
2. How can a location be in different regions at the same time?
3. How do regional issues affect larger areas?
4. How do geographic characteristics impact regional issues?

Nature and Skills of Geography:

1. Geographic thinkers study cultural groups in order to explain how they view a region and evaluate the use of resources in a region to predict and propose future uses.
2. Geographic thinkers study the various definitions of regions.

Disciplinary, Information, and Media Literacy:

1. Analyze informational text(s) to better understand and evaluate the author's perspective and purpose.
2. Evaluate the reasons and evidence that authors use to support their arguments and specific claims in informational text(s).
3. Distinguish among fact, opinion, and reasoned judgment in a text.
4. Identify propaganda, censorship, and bias in texts and other forms of media.



Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

1. Describe how economic systems in the Eastern Hemisphere address the problem of scarcity.

Evidence Outcomes

Students Can:

- a. Describe how different societies developed economic systems. For example: the barter system, traditional, command, market, and mixed.
- b. Evaluate the different economic systems in the Eastern Hemisphere, utilizing economic data. For example: economic growth, per capita income, and standard of living.
- c. Explain how trade affects the production of goods and services in different regions.

Academic Context and Connections

Colorado Essential Skills:

1. Innovate from failure, connect learning across domains, and recognize new opportunities. (Entrepreneurial Skills: Risk-Taking)

Inquiry Questions:

1. How do different types of economic systems affect societies?
2. How can economic systems be reflected using data?
3. When goods and services are scarce what might happen to price? Why?

Nature and Skills of Economics:

1. Economic thinkers study the relationship between local consumers and global producers.
2. Economic thinkers investigate and inform government actions to reduce or solve social issues.
3. Economic thinkers compare different economics systems to determine their impact on producers and consumers.

Disciplinary, Information, and Media Literacy:

1. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
2. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
3. Explain how a question represents key ideas of a discipline.



Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

Grade Level Expectation:

2. Investigate the role of consumers within the Eastern Hemisphere (PFL).

Evidence Outcomes

Students Can:

- a. Define resources from an economic and personal finance perspective.
- b. Summarize how the distribution of resources impacts consumerism.
- c. Compare and contrast choices available to consumers within different cultures as they developed in the Eastern Hemisphere throughout history.

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate an understanding of cause and effect related to personal decisions. (Civic/Interpersonal Skills: Character)
2. Identify and explain multiple perspectives (cultural and global) when exploring events, ideas, issues. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. What are the similarities and differences between different markets in the Eastern Hemisphere?

Nature and Skills of Economics:

1. Financially capable individuals understand that financial decisions have been impacted by the history, location, and distribution of resources of a place.
2. Financially capable individuals study various factors that influence production such as resources, supply and demand, and price, which affect individual consumer choices over time.
3. Financially capable individuals understand that the distribution of resources influences cultural growth and development over time and have impacted many of the different early civilizations around the world.
4. Financially capable individuals understand that competition and wages are not just American concepts. These concepts have applied to individual financial decisions long before the birth of the nation.
5. Financially capable individuals understand that populations within various cultures have made individual financial decisions differently throughout time and location.

Disciplinary, Information, and Media Literacy:

1. Explain how a question represents key ideas in the field.
2. Analyze how and why individuals, events, and ideas develop.
3. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere.

Evidence Outcomes

Students Can:

- a. Describe civic virtues and principles that guide governments and societies.
For example: citizenship, civic participation, and rule of law.
- b. Analyze the opportunities and limitations of civic participation in societies in the Eastern Hemisphere.
- c. Give examples illustrating the interactions between nations and their citizens. For example: Apartheid, human rights violations, and one-child policy of China)
- d. Identify public problems and research ways in which governments address those problems. For example: hunger, disease, poverty, and pollution.

Academic Context and Connections

Colorado Essential Skills:

1. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making.
(Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Participate in social or community activities. (Civic/Interpersonal Skills: Civic Engagement)

Inquiry Questions:

1. How do international laws and organizations help encourage ethical governmental practices?
2. How do the aggressive actions of a nation influence other nations and international organizations?
3. What factors lead to cooperation, competition, or aggression between societies?
4. Why do governments form alliances and join international organizations?

Nature and Skills of Civics:

1. Civic-minded individuals know the components of various systems of government.
2. Civic-minded individuals develop criteria to apply standards of ethics and quality in evaluating the effectiveness of government.
3. Civic-minded individuals understand the connections and complexities of interactions among nations.

Disciplinary, Information, and Media Literacy:

1. Distinguish among fact, opinion, and reasoned judgment in a text.
2. Summarize the points an author/speaker makes and explain how each claim is supported by reasons and evidence.
3. Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
4. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.