

### 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. Ask questions and discuss ideas about patterns and chronological order of events from the past.

### Evidence Outcomes

#### *Students Can:*

- a. Arrange life events in chronological order.
- b. Use words related to time, sequence, and change. For example: past, present, future, change, first, next, and last.
- c. Identify the organizational components of a calendar. For example: year, months, weeks, days, and notable events.
- d. Determine events from the past, present, and future using the components of a calendar.
- e. Distinguish between primary and secondary sources.
- f. Identify information from primary and/or secondary sources that answer questions about patterns and chronological order of events from the past.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognize and describe cause-and-effect relationships and patterns from the past. (Entrepreneurial Skills: Inquiry/Analysis)
2. Demonstrate curiosity about patterns from the past. (Entrepreneurial Skills: Creativity/Innovation)

#### *Inquiry Questions:*

1. Why is it important to know the order of events?
2. How do we organize time?
3. What has happened in your life and what does that tell you about yourself?

#### *Nature and Skills of History:*

1. Historical thinkers examine change and/or continuity over a period of time.
2. Historical thinkers record events in sequential order to increase understanding, see relationships, understand cause and effect, and organize information.
3. Cultural groups use similar tools for the organization of sequential information in order to communicate in a clear manner.

#### *Disciplinary, Information, and Media Literacy:*

1. Apply disciplinary concepts of change and continuity to the study of the past.
2. Read and/or listen to historical fiction.

### 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 diverse perspectives and traditions of families from many cultures have shaped the United States.

### Evidence Outcomes

#### *Students Can:*

- a. Identify similarities and differences between themselves and others.
- b. Discuss common and unique characteristics of different cultures using multiple sources of information.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Compare one's attitudes and beliefs to others. (Civic/Interpersonal Skills: Global/Cultural Awareness).
2. Identify and explain several cultural perspectives that constitute our diverse society. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. What symbols are representative of our multicultural and democratic way of life?
2. What is a culture?
3. How are these cultures different and similar to one another?

#### *Nature and Skills of History:*

1. Historical thinkers understand the importance of comparing and contrasting to identify patterns within and between cultures.
2. Historical thinkers use sources to make interpretations about cultural groups from the past.
3. Historical thinkers recognize symbols as cultural artifacts that can be interpreted to make meaning of both the past and present.
4. Historical thinkers compare multiple perspectives of people and groups of people in order to draw conclusions about both the past and the present.

#### *Disciplinary, Information, and Media Literacy:*

1. Apply disciplinary concept of perspective-taking to the study of the past.
2. Identify self-perspective.



### 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. Locate places and spaces using geographic tools.

### Evidence Outcomes

#### *Students Can:*

- Explain that maps and globes are different representations of Earth.
- Describe locations using terms related to direction and distance. For example: forward and backward, left and right, near and far, is next to, and close.
- Recite and address including city, state, and country, and explain how those labels help find places on a map.
- Distinguish between land and water on a map and globe
- Create simple maps showing both human and natural features.

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Identify key attributes of a variety of geographic tools. For example: globes, maps, and GPS.
- Find information through the use of geographic technologies.

#### *Inquiry Questions:*

- How would an individual describe how to get somewhere without an address?
- What if we had no geographic tools?
- How could a flat map truly represent a round globe?
- Why do people not carry globes to help find their way?
- Why is an address necessary?

#### *Nature and Skills of Geography:*

- Spatial thinkers use geographic tools to study and represent places.
- Spatial thinkers use geographic terms, tools, and technology in work and play to describe and find places. For example: pilots use maps to make flight plans, hikers use compasses to determine directions, and vacationers use maps to find unfamiliar places.
- Spatial thinkers memorize addresses to help locate places. For example: knowing an address is necessary for an ambulance to find it or for an individual to receive mail.

#### *Disciplinary, Information, and Media Literacy:*

- Apply disciplinary concept of perspective to identify and reflect upon personal connections and their place in the world.
- Integrate multimedia as effective tools for presenting and clarifying information.



### Prepared Graduates:

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

### Grade Level Expectation:

2. Describe the characteristics of a community and how they are influenced by the environment.

### Evidence Outcomes

#### *Students Can:*

- a. Provide examples of how individuals and families interact with their environment.
- b. Analyze how weather, climate and environmental characteristics influence individuals and the cultural characteristics of a family.
- c. Compare and contrast at least two different families with respect to schools, neighborhoods, and culture.
- d. Describe a family tradition and explain its cultural significance with regard to other groups and the environment.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Identify and reflect upon personal connections to one or more families within the community.
2. Make observations and draw conclusions about the relationship between groups of people and their surroundings.

#### *Inquiry Questions:*

1. How are places like communities similar to and different from where you live?
2. How do people celebrate traditions?
3. How do people use resources in the local community?
4. How do individuals in the community use the environment?

#### *Nature and Skills of Geography:*

1. Geographic thinkers study resources and their availability and use as a key to understanding human interactions with their environment and each other.
2. Geographic thinkers study human and environmental interactions and consequences of those interactions.
3. Geographic thinkers understand that people from various cultures are both similar and different and these differences are reflected in clothing, language, and culture, etc.
4. Spatial thinkers understand that boundaries and the need for boundaries affect everyday life. For example: boundary lines determine who owns a piece of property.

#### *Disciplinary, Information, and Media Literacy:*

1. Use disciplinary vocabulary in sentences.
2. Identify maps, graphs, charts and diagrams as sources as information.



### 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. Individuals work in different types of jobs to earn an income.

### Evidence Outcomes

#### *Students Can:*

- a. Identify the goods and/or services that different types of businesses produce in the community.
- b. Give examples of different types of jobs held by family members and/or individuals in the local community.
- c. Compare at least two different job choices that individuals have with respect to the benefits and costs of each job.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Ask questions to learn more about careers and other life pursuits. (Professional Skills: Career Awareness)
2. Demonstrate an understanding of cause and effect related to personal decisions such as jobs. (Civic/Interpersonal Skills: Character)

#### *Inquiry Questions:*

1. How are businesses different?
2. What are the different types of jobs and their roles in a community?
3. Why do people choose different jobs?

#### *Nature and Skills of Economics:*

1. Economic thinkers investigate the influence of different jobs and businesses in their community.

#### *Disciplinary, Information, and Media Literacy:*

1. Apply disciplinary concepts such as decision-making to determine the benefits and costs of a particular choice.

### Prepared Graduates:

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

### Grade Level Expectation:

2. Plan how to spend, share, and save money (PFL).

### Evidence Outcomes

#### *Students Can:*

- a. Discuss ways to earn or receive money.
- b. Identify types of currency and how currency is used.
- c. Define types of transactions such as deposit, purchase, borrow, and barter.
- d. Identify coins and find the value of a collection of two coins.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Consider how to spend, share, and save money knowing funds in any scenario are limited. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Determine different choices they can make with their money and how those choices may affect others. (Civic/Interpersonal Skills: Character)
3. Demonstrate curiosity, imagination and eagerness to learn more. (Entrepreneurial Skills: Creativity/Innovation)

#### *Inquiry Questions:*

1. How does an individual earn money?
2. Why do people donate to charity?
3. What are different methods of payment?
4. Are all items purchased with money?

#### *Nature and Skills of Economics:*

1. Financially capable individuals understand that financial goals can be met through planning. For example: an individual divides income between current expenses, saving for the future, and philanthropic donations.

#### *Disciplinary, Information, and Media Literacy:*

1. Compare the benefits and costs of individual choices.
2. Identify positive and negative incentives that influence the decisions people make.
3. Explain the role of money in making exchange easier.

### 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. Effective groups have responsible leaders and team members.

### Evidence Outcomes

#### *Students Can:*

- a. Describe the characteristics of responsible leaders.
- b. Identify the attributes of a responsible team member.
- c. Demonstrate the ability to be both a leader and team member.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognize personal characteristics, preferences, thoughts, and feelings with regard to leadership. (Personal Skills: Initiative/Self-Direction)
2. Recognize emotional responses to ideas that differ from one's own when working in a group setting. (Personal Skills: Adaptability/Flexibility)
3. Recognize how members of a community rely on each other, considering personal contributions as applicable. (Civic/Interpersonal Skills: Collaboration/Teamwork)

#### *Inquiry Questions:*

1. How do you know if you are a responsible team member?
2. How do you know if you are a responsible leader?
3. What qualities make a responsible leader and can they change?
4. How do you know when you are working with an effective team?

#### *Nature and Skills of Civics:*

1. Civic-minded individuals know how to be a good leader and team member.
2. Civic-minded individuals work together as a team toward a collective goal that honors the views of its members.

#### *Disciplinary, Information, and Media Literacy:*

1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### 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. Notable people, places, holidays, and civic symbols.

### Evidence Outcomes

#### *Students Can:*

- a. Identify and explain the relevance of notable civic leaders from different community groups.
- b. Identify and explain the meaning of various civic symbols important to diverse community groups. For example: the American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse Memorial, Liberty Bell, and a yellow sash (i.e., for women's rights).
- c. Identify and explain the relevance of significant civic places. For example: the state and national Capitol, the White House, and sites within the local community.
- d. Explain the significance of major civic holidays. For example: Veteran's Day, Martin Luther King Day, Independence Day, Earth Day, Memorial Day, Labor Day, and Cesar Chavez Day.
- e. Identify the American flag and the Colorado flag.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Compare attitudes and beliefs as an individual to others.  
(Civic/Interpersonal Skills: Global/Cultural Awareness).
2. Recognize diversity among notable people, places, holidays, and civic symbols that constitute multiple perspectives within society.  
(Civic/Interpersonal Skills: Collaboration/Teamwork).

#### *Inquiry Questions:*

1. Why do we have national, community, and local celebrations and holidays?
2. Who are notable people in the development of our country?
3. How are new national symbols, songs, or holidays created?

#### *Nature and Skills of Civics:*

1. Responsible community members see communities as multidimensional entities.
2. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation.

#### *Disciplinary, Information, and Media Literacy:*

1. Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.