



### 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 the past.

### Evidence Outcomes

#### *Students Can:*

- a. Ask questions about the past using question starters. For example: What did? Where did? When did? Which did? Who did? Why did? How did?
- b. Identify information from primary and/or secondary sources that answers questions about the past and adds to collective memory.
- c. Use correctly the word “because” in the context of personal experience or stories of the past.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognize and describe cause-and-effect relationships about the past. (Civic/Interpersonal Skills: Character)
2. Demonstrate curiosity about the past. (Entrepreneurial Skills: Creativity/Innovation)

#### *Inquiry Questions:*

1. What is history?
2. What do primary sources tell me about the past?
3. How are lives of people from the past similar and different from our lives today?

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

1. Historical thinkers ask and answer questions to guide investigations of people, places, and events in the past.
2. Historical thinkers ask and answer questions about the past.
3. Historical thinkers determine the kinds of sources that will be helpful in answering questions about the past.
4. Historical thinkers communicate conclusions using print, oral, and/or digital technologies to share their ideas about the past with others.

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

1. Generate questions and/or answers when presented with historical sources.
2. Interpret what is read through illustrations.
3. Listen to stories to gain information on a main idea.
4. Gather information and present orally.

### 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 sequence of events is important when describing the past.

### Evidence Outcomes

#### *Students Can:*

- a. Explore differences and similarities in the lives of children and families of long ago and today.
- b. Sequence information using words. For example: present, future, days, weeks, months, years, first, next, last, before, and after.
- c. Explain why knowing the order of events is important.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognize and describe patterns in the sequence of events from the past.  
(Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. Why is it important to know the order of events?
2. How is your life and/or family different from other children and families?
3. What happened yesterday and today, and what might happen tomorrow?
4. How have you grown and changed over time?

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

1. Historians arrange events in the order of their occurrence.
2. Historians examine change and/or continuity over a period of time.

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

1. Apply disciplinary concepts of change and continuity to the study of the past.
2. Gather information and present orally.



**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. Recognize that geographic tools represent places and spaces.

Evidence Outcomes

*Students Can:*

- a. Distinguish between a map and a globe as ways to show places people live.
- b. Use geographic tools to describe places. For example: globes, maps, and GPS.

Academic Context and Connections

*Colorado Essential Skills:*

1. Find information through the use of geographic technologies.

*Inquiry Questions:*

1. What information can a map tell me about the places and spaces people live?
2. What information can a globe tell me about the places and spaces people live?

*Nature and Skills of Geography:*

1. Spatial thinkers distinguish between a map and globe to show places people live.

*Disciplinary, Information, and Media Literacy:*

1. Use developmentally appropriate technology resources to present learning.
2. Identify vocabulary through illustrations.
3. Interpret what is read through illustrations.
4. Generate questions and/or answers when presented with geographic tools.



### Prepared Graduates:

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

### Grade Level Expectation:

2. People live in different places around the world.

### Evidence Outcomes

#### *Students Can:*

- a. Compare and contrast how people live in different settings around the world.
- b. Give examples of food, clothing, shelter, and how they change in different environments.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Compare attitudes and beliefs as an individual to others.
2. Recognize and describe cause-and-effect relationships between people and their surroundings.

#### *Inquiry Questions:*

1. What would it be like to live in another city, state, or country?
2. Why do people belong to different groups?
3. What makes a place special to the people who live there?

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

1. Geographic thinkers investigate other cultures and how they have been influenced by the climate, physical geography, and cultures of an area.
2. Geographic thinkers understand that people live in different settings and interact with their environment based on location. For example: people living in colder climates wear more clothes, and people in areas where there are floods live on higher ground or in houses on stilts.

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

1. Use developmentally appropriate technology resources to present learning.
2. Identify vocabulary through illustrations.
3. Interpret what is read through illustrations.
4. Pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue.



### 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 make choices based on wants.

### Evidence Outcomes

#### *Students Can:*

- a. Identify the costs and benefits of a choice an individual makes when acquiring an item.
- b. Recognize and engage in ways to use another individual's items. For example: asking for permission to share and taking turns.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognize that problems can be identified and possible solutions can be created when making choices. (Entrepreneurial Skills: Critical Thinking/Problem Solving).

#### *Inquiry Questions:*

1. What are the benefits and costs of ownership?
2. If you want to use someone else's item what must you do?
3. What happens when someone wants to use something that belongs to you?
4. What do we do if there is not enough of something we all want (scarcity)?
5. What are things that everyone collectively owns?

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

1. Economic thinkers study ownership as a key principle of economics.
2. Economic thinkers understand that some items are more desired than others and are more in demand.
3. Individuals interact with each other and the concept of ownership on a daily basis. For example, people purchase items for their use, donate items for others to use, and ask for permission to use someone else's items.

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

1. Apply disciplinary concepts such as decision-making techniques to make a choice.
2. Show the responsibility for the well-being of oneself.
3. Technology is used to indicate and keep track of ownership. For example: pets may have microchips implanted and libraries use barcodes to keep track of their books.



### Prepared Graduates:

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

### Grade Level Expectation:

2. Describe choices people make about how to use the money they earn (PFL).

### Evidence Outcomes

#### *Students Can:*

- a. Recognize choices people make.
- b. Explain how decisions are made.
- c. Give examples of the difference between spending income on something you want versus something you need.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make personal financial decisions based on spending options. (Personal Skills: Initiative/Self Direction)
2. Determine how to spend money depending on values and choices. (Personal Skills: Self-Awareness)
3. Demonstrate curiosity, imagination and eagerness to learn more. (Entrepreneurial Skills: Creativity/Innovation)

#### *Inquiry Questions:*

1. What are wants and needs?
2. How do people make choices when they want something?
3. How do people balance between wants and needs?
4. What is the difference between a want and a need?
5. How can money help people to meet their wants and needs?

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

1. Financially capable individuals differentiate between wants and needs.
2. Financially capable individuals make choices about purchasing to serve wants and needs. For example: parents pay bills prior to purchasing movie tickets or toys.

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

1. Compare the benefits and costs of individual choices.
2. Identify positive and negative incentives that influence the decisions that 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. Understand that civic participation takes place in multiple groups and in various forms.

### Evidence Outcomes

#### *Students Can:*

- a. Differentiate among examples of civic participation. For example: voting, debating, running for office, protesting, and volunteering.
- b. Explain the qualities of an informed and engaged citizen.
- c. Practice citizenship skills including, courtesy, honesty, equity, and fairness when working with others.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Compare one's attitudes and beliefs about civic participation to others.  
(Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Identify and reflect upon personal connections to community systems.  
(Civic/Interpersonal Skills: Civic Engagement)

#### *Inquiry Questions:*

1. What would it look like to have no rules?
2. How can we solve conflict in a fair manner?
3. Why do we consider voting fair?

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

1. Civic-minded individuals know the importance of fairness and conflict resolution.
2. Civic-minded individuals understand that decisions are made cooperatively.  
For example: families vote on which movie to see and classes vote on which project they will do.

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

1. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2. Participate in collaborative discussions by coming to discussions prepared.
3. Follow rules for discussions, set goals, fulfill roles in collaborative groups.



### 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. Participate in making fair and reasoned decisions using democratic traditions.

### Evidence Outcomes

#### *Students Can:*

- a. Explain why rules are needed.
- b. Create and follow classroom rules.
- c. Explain how a class rule may promote fairness and resolve conflict, and compare against a rule that does not.
- d. Contribute to making and maintaining class community decisions.
- e. Explain the difference between democratic decision-making and decisions made by authorities. For example: a parent, teacher, principal, and a police officer.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Within democratic traditions, articulate personal strengths and challenges using information and communication technologies to express themselves. (Civic/Interpersonal Skills: Communication).
2. Recognize how personal actions have had a positive or negative impact with feedback as needed. (Civic/Interpersonal Skills: Collaboration/Teamwork).

#### *Inquiry Questions:*

1. What qualities make people responsible and engaged citizens?
2. Why would people want to have friends from different groups?
3. What can you do to be an active and helpful member of your class and school?

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

1. Civic-minded individuals study citizen participation and structures that bring security and stability to community life.
2. Civic-minded individuals understand that individual actions can make the community better. For example: people clean up highways or volunteer in shelters.

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

1. Interpret what is read through illustrations.
2. Listen and participate as a member of the classroom community.
3. Follow rules for discussions, set goals, fulfill roles in collaborative groups.