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Colorado
Academic Standards

Social Studies



Adopted 2022



COLORADO Department of Education



Center for Civic Education - Created April 2024

***We the People* Curriculum Crosswalk for: 3rd Grade Colorado Academic Standards - Social Studies**

Usage: This correlation guide offers a crosswalk between the Third Grade Colorado Academic Standards for Social Studies and the Level 1 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



Third Grade, Standard 1. History

Prepared Graduates:

1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.

Grade Level Expectation:

1. Compare primary and secondary sources when explaining the past.

Evidence Outcomes

Students Can:

- a. Compare primary sources with works of fiction about the same topic.
- b. Use a variety of primary sources such as artifacts, pictures, oral histories, and documents, to help determine factual information about historical events.
- c. Compare information from multiple sources recounting the same event.

Academic Context and Connections

Colorado Essential Skills:

1. Articulate the most effective kinds of historical sources to access information needed for understanding historic events (Media Literacy).
2. Ask questions to develop further understanding of reliability of various kinds of historical sources (Critical Thinking and Analysis).

Inquiry Questions:

1. How do historical fact, opinion and fiction uniquely influence an individual's understanding of history?
2. How do historical thinkers determine the accuracy of history?
3. What types of questions do historical thinkers ask about the past?
4. Why do historical thinkers use multiple sources in studying history?

Nature and Skills of History:

1. Historical thinkers use primary sources to distinguish fact from fiction.
2. Historical thinkers distinguish fact from fiction when used to make informed decisions. For example: Consumers must critically analyze advertisements for facts, and nonfiction writers must verify historical accuracy.

Historical thinkers compare information provided by different historical sources about the past.

3. Historical thinkers infer the intended audience and purpose of a historical source from information within the source itself.
4. Historical thinkers use information about a historical source, including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful.
5. Historical thinkers make inferences about the intended audience and purpose of a primary source from information within the source itself.

Disciplinary, Information, and Media Literacy:

1. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
2. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
3. Use distinctions between fact and opinion to determine the credibility of multiple sources.
4. Distinguish their own point of view from that of the author.
5. Compare and contrast the most important points and key details presented in two texts on the same topic.
6. Write opinion pieces on topics or texts, supporting a point of view with reasons.
7. Use evidence to develop claims in response to compelling questions.
8. Communicate information through the use of technologies.





Third Grade, Standard 1. History

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. Identify how people in the past influence the development and interaction of different communities or regions.

Evidence Outcomes

Students Can:

- a. Compare past and present situations and events.
- b. Give examples of people, events, and developments that brought important changes to a community or region.
- c. Describe the history, interaction, and contribution of various peoples and cultures, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities that have lived in or migrated to a community or region and how that migration has influenced change and development.

Academic Context and Connections

Colorado Essential Skills:

1. Recognize how members of a community rely on each other and interact to influence the development of their communities (Civic Engagement).

Inquiry Questions:

1. How have people from the past from diverse groups, identities, and cultures lived together and interacted with each other?
2. What types of questions do people ask to learn about the past?
3. How has a region changed and yet remained the same over time?

Nature and Skills of History:

1. Historical thinkers ask questions to guide their research into the past.
2. Historical thinkers analyze the interaction, patterns, and contributions of

various cultures and groups in the past.

3. Historical thinkers use context and information from the past to make connections and inform decisions in the present. For example: The development and traditions of various groups in a region affect the economic development, tourist industry, and cultural makeup of a community.
4. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
5. Historical thinkers explain probable causes and effects of events.

Disciplinary, Information, and Media Literacy:

1. Compare and contrast the most important points and key details presented in two texts on the same topic.
2. Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.
3. Provide reasons that support an opinion.
4. Provide a concluding statement or section.
5. Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
6. Develop a topic with facts, definitions, and details.
7. Conduct short research projects that build knowledge about a topic.
8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
9. Communicate information through the use of technologies.







Third Grade, Standard 2. Geography

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 to develop spatial thinking skills.

Evidence Outcomes

Students Can:

- a. Read and interpret information from geographic tools and formulate geographic questions.
- b. Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of Colorado, and neighboring states on maps.
- c. Describe the natural and man-made features of a specific area on a map.
- d. Identify geography-based problems and examine the ways that people have tried to solve them.

Academic Context and Connections

Colorado Essential Skills:

1. Articulate the most effective geographic tools to access information needed for developing spatial thinking (Critical Thinking and Analysis).

Inquiry Questions:

1. What questions do geographers ask?
2. How does the geography of where we live influence how we live?
3. How do physical features provide opportunities and challenges to regions?

Nature and Skills of Geography:

1. Geographic thinkers use and interpret information from geographic tools to investigate geographic questions.
2. Geographic thinkers use geographic tools to answer questions about places and locations such as where to locate a business or park and how to landscape a yard.
3. Geographic thinkers develop the skills to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination.
4. Geographic thinkers use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Disciplinary, Information, and Media Literacy:

1. Use information gained from illustrations such as maps and photographs, as well as the words in a text to demonstrate understanding of the text. For example: Where, when, why, and how key events occur.
2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
3. Find information using technology.



Third Grade, Standard 2. Geography

Prepared Graduates:

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

Grade Level Expectation:

2. Define the concept of region through an examination of similarities and differences in places and communities.

Evidence Outcomes

Students Can:

- a. Observe and describe the physical, cultural, and human-made characteristics of a local region. For example: The Eastern Plains, San Luis Valley, Pikes Peak, Northwest, Front Range, South Central, Southwest, and Western Slope.
- b. Identify the factors that make a region unique. For example: Cultural diversity, industry and agriculture, and landforms.
- c. Give examples of places that are similar and different from a local region.
- d. Characterize regions using different types of features such as physical, political, cultural, urban, and rural attributes.

Academic Context and Connections

Colorado Essential Skills:

1. Investigate a variety of places and communities and draw conclusions about regions (Critical Thinking and Analysis).

Inquiry Questions:

1. Are regions in the world more similar or different?
2. Why do people describe regions using human or physical characteristics?
3. What are the geographic characteristics of a region?
4. How do cultures lead to similarities and differences between regions?

Nature and Skills of Geography:

1. Geographic thinkers analyze connections among places.
2. Geographic thinkers compare and contrast characteristics of regions when making decisions and choices such as where to send children to school, what part of town to live in, what type of climate suits personal needs, and what region of a country to visit.
3. Geographic thinkers can explain how natural and human-made catastrophic events in one place affect people living in other places.

Disciplinary, Information, and Media Literacy:

1. Use information gained from illustrations such as maps and photographs, as well as the words in a text to demonstrate understanding of the text. For example: Where, when, why, and how key events occur.
2. Compare and contrast the most important points and key details presented in two texts on the same topic.
3. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
4. Find information using technology.

Third Grade, Standard 3. Economics

Prepared Graduates:

5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

1. Explain how producers and consumers exchange goods and services in different ways.

Evidence Outcomes

Students Can:

- a. Describe the difference between producers and consumers and explain how they need each other.
- b. Describe and give examples of forms of exchange. For example: Monetary exchange and barter.
- c. Describe how the exchange of goods and services between businesses and consumers affects all parties.
- d. Recognize that different currencies exist and explain the functions of money. For example: Medium of exchange, store of value, and measure of value.
- e. Cite evidence to show how trade benefits individuals, businesses, and communities, and increases interdependency.

Academic Context and Connections

Colorado Essential Skills:

1. Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (Civic Engagement).
2. Identify and explain the perspectives of all parties participating in an exchange (Global and Cultural Awareness).

Inquiry Questions:

1. What would happen if consumers did not want what a producer made?
2. What would the world look like if there was no transportation that could move goods more than 50 miles?

Nature and Skills of Economics:

1. Economic thinkers analyze trade and the use of money.
2. Economic thinkers describe and study the importance of exchange in a community.
3. Economic thinkers understand that goods and services are exchanged in multiple ways and are a part of everyday life such as purchasing or trading items.
4. Economic thinkers realize that production, consumption, and the exchange of goods and services are interconnected in the world. For example: Vegetables from California are sold at Colorado markets, and an ice storm in Florida affects orange juice supplies for the world.
5. Economic thinkers can explain why people voluntarily exchange goods and services when both parties expect to gain as a result of the trade.
6. Economic thinkers understand why people specialize and trade, and how that leads to increased economic interdependence in the world economy.

Disciplinary, Information, and Media Literacy:

1. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
2. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3. Begin to identify differing perspectives.
4. Explain the role of money in making exchange easier.
5. Identify examples of the variety of resources that are used to produce





goods and services. For example: Human capital, physical capital, and natural resources
SS.3.3.1 Third Grade, Standard 3. Economics Colorado Academic Standards (adopted 2022) SS.35





Third Grade, Standard 4. Civics

Prepared Graduates:

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

Grade Level Expectation:

1. Respect the views and rights of others.

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Level 1 curriculum connections

- **Unit 5, Lesson 23:** What are some important responsibilities of citizens?
- **Unit 5, Lesson 24:** How can citizens promote the common good?

Evidence Outcomes

Students Can:

- Identify and apply the elements of civil discourse. For example: Listening with respect, speaking in a respectful manner, and restating an opposing viewpoint or opinion.
- Identify important personal rights in a democratic society and how they relate to others' rights.
- Give examples of the relationship between rights and responsibilities.
- Restate the view or opinion of others with their reasoning when it is different from one's own.

Academic Context and Connections

Colorado Essential Skills:

- Appropriately express one's own emotions, thoughts, and values and identify how they influence behavior (Self-Awareness).
- Regulate reactions to differing perspectives (Adaptability and Flexibility).
- Identify and explain a different perspective when exploring events or ideas (Global and Cultural Awareness).
- State a position and reflect on possible objections to assumptions and implications of the position (Self-Advocacy and Initiative).

Inquiry Questions:

- What are the essential elements of compromise that enable conflict to be transformed into agreement?
- Why is personal advocacy important in a community with diverse views?
- What would a community be like if individuals from various groups did not respect each other's rights and views?
- How can community members ensure that all voices and opinions, including those from African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities groups, are heard?

Nature and Skills of Civics:

- Civic-minded individuals take the opportunity to make positive changes in their community.
- Civic-minded individuals recognize the value of respecting the rights and views of others.
- Civic-minded individuals understand that a respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures. For example: Environmentalists, industry, and government work together to solve issues around energy and other resources.
- Civic-minded individuals understand that virtues, such as honesty, mutual respect, cooperation, and attentiveness to multiple



perspectives, should be used when they interact with each other on public matters.
SS.3.4.1 Third Grade, Standard 4. Civics Colorado Academic Standards (adopted 2022) SS.36





Disciplinary, Information, and Media Literacy:

1. Distinguish their own point of view from that of the author of a text.
2. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
3. Use technology resources for problem solving, communication, and illustration of thoughts and ideas.
4. Provide opportunities to use technology to research multiple views on issues to better understand the evolution of rights. For example: Lawyers research court findings and individuals engage in civic discourse regarding issues of the day through the internet.
5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
6. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies.

Third Grade, Standard 4. Civics

Colorado Academic Standards (adopted 2022) SS.37



Third Grade, Standard 4. Civics

Prepared Graduates:

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

Grade Level Expectation:

2. Describe the origins, structures, and functions of local government.

Evidence Outcomes

Students Can:

- a. Explain the origins and structures of local government.
- b. Explain the services local governments provide and how those services are funded.
- c. Identify and explain a variety of roles leaders, citizens, and others play in local government.
- d. Describe how local government provides opportunities for people to exercise their rights and initiate change.
- e. Discuss the role of elections in choosing specific candidates to represent the public interest in local government.

Academic Context and Connections

Colorado Essential Skills:

1. Connect knowledge from personal experiences in schools and communities to civic engagement (Civic Engagement).

Inquiry Questions:

1. How are local governments and citizens interdependent?
2. How do individuals get involved in their local government?
3. How do local governments and citizens help each other?
4. Why do people create governments?
5. How do people, places, and events help us understand the ideals of democratic government?
6. Why is it important to vote?

Nature and Skills of Civics:

1. Civic-minded individuals are involved in their local government.
2. Civic-minded individuals know how personal advocacy and involvement can lead to change in communities.
3. Civic-minded individuals have a knowledge of the origins, structures, and functions of local government which enables participation in the democratic process. For example: Groups and governments work together to create a safe environment in the community.
4. Civic-minded individuals understand the important institutions of their society and the principles that these institutions are intended to reflect.
5. Civic-minded individuals use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Disciplinary, Information, and Media Literacy:

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
2. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
3. Identify the main idea and sequence of events in a social studies context.
4. Present information orally and in writing.





Prepared Graduates:

8. Apply economic reasoning skills to make informed personal financial decisions.

Grade Level Expectation:

1. Create a plan to meet a financial goal.

Evidence Outcomes

Students Can:

- a. Give examples of short-term spending and savings goals.
- b. Identify activities that individuals can do to earn money to reach personal financial goals.
- c. Differentiate the role of income and expenses when creating a budget.
- d. Create a plan with specific steps to reach a short-term financial goal.
- e. Model strategies to achieve a personal financial goal using arithmetic operations.

Academic Context and Connections

Colorado Essential Skills:

1. Use a variety of strategies to achieve a financial goal, such as buying a new toy (Critical Thinking and Analysis).
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities that will help reach a financial goal (Creativity and Innovation).
3. Set goals and develop strategies to remain focused on learning and reaching financial goals (Perseverance and Resilience).
4. Recognize how members of a community rely on each other, considering personal contributions as applicable, when creating and completing a plan to reach a financial goal (Collaboration and Teamwork).
5. Demonstrate an understanding of cause and effect related to personal decisions they make regarding reaching a financial goal (Critical Thinking and Analysis).
6. Articulate task requirements and identify deadlines when developing a plan to meet a financial goal (Self-Management).

Inquiry Questions:

1. What would happen if an individual spent all earnings on entertainment?
2. Why do individuals give away money?
3. Why is personal financial goal setting important?
4. How does an individual know when a good short-term goal is well-written?

Nature and Skills of Economics (PFL):

1. Financially capable individuals create goals and work toward meeting them.
2. Financially capable individuals understand the cost and the accountability associated with borrowing.
3. Financially capable individuals understand that personal financial goal setting is a lifelong activity and short-term goal setting is essential to that process. For example: Saving for a fish aquarium or skateboard.
4. Financially capable individuals understand that an analysis of various options for borrowing and creating short- and long-term goals is a lifelong skill.

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. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare competing theories, points of view, and arguments in the discipline.





***We the People* Curriculum Crosswalk for: 5th Grade Colorado Academic Standards - Social Studies**

Usage: This correlation guide offers a crosswalk between the Fifth Grade Colorado Academic Standards for Social Studies and the Level 1 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.





Fifth Grade, Standard 1. History

Prepared Graduates:

1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.

Grade Level Expectation:

1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.

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Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

Evidence Outcomes

Students Can:

- a. Recognize how historical context can affect the perspective of historical sources.
- b. Examine significant historical documents. For example: The Proclamation of 1763, the Stamp Act, the Declaration of Independence, the Constitution, and treaties with Indigenous Nations such as the Two Row Wampum Treaty.
- c. Interpret timelines of eras and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government.
- d. Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in early North America.

Academic Context and Connections

Colorado Essential Skills:

1. Make observations and draw conclusions from a variety of sources when studying American history (Media Literacy).
2. Identify and explain multiple perspectives when exploring events, ideas, and issues in United States history (Global and Cultural Awareness).

Inquiry Questions:

1. How do sources with varied perspectives help us to understand what happened in the past?
2. Why is important to understand the historical context of events?
3. How might history be different without the Declaration of Independence?
4. Why is it important to understand the perspectives of diverse groups involved in early United States history? For example: African Americans, Indigenous Peoples, and religious and immigrant groups.



Nature and Skills of History:

1. Historical thinkers analyze and interpret primary and secondary sources to make inferences about various time periods and show cause-and-effect relationships.
2. Historical thinkers seek people, places, and events that tell the story of history from multiple perspectives.
3. Historical thinkers examine data for point of view, historical context, distortion, or propaganda.
4. Historical thinkers apply the historical method of inquiry to continuously interpret and refine history. For example: Political cartoonists portray multiple perspectives of events, and newspapers may be biased in coverage of events throughout time.
5. Historical thinkers generate questions about individuals and groups who have shaped significant historical changes and continuities.
6. Historical thinkers explain why individuals and groups during the same historical period differed in their perspectives.





7. Historical thinkers explain connections among historical contexts and people’s perspectives at the time.
8. Historical thinkers summarize how different kinds of historical sources are used to explain events in the past.
9. Historical thinkers gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
10. Historical thinkers use evidence to develop claims in response to compelling questions.

Disciplinary, Information, and Media Literacy:

1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
2. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
3. Provide logically ordered reasons that are supported by facts and details.
4. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5. Draw evidence from literary or informational texts to support analysis, reflection, and research.
6. Articulate the most effective options to access information needed for a specific purpose.
7. Communicate information using technology.
8. Understanding how rules for respecting others’ belongings apply to digital content and information privacy.





Fifth Grade, Standard 1. History

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. Examine the historical eras, individuals, groups, ideas, and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?
- **Unit 2, Lesson 7:** What was the first national government like?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?

Evidence Outcomes

Students Can:

- a. Explain interactions among various groups such as Indigenous Peoples, enslaved individuals (both Indigenous and African), and European colonists. For example: The cultural genocide of Indigenous Peoples, chattel slavery of Africans, the League of the Iroquois, Spanish missions, and trade networks.
- b. Identify and describe the contributions of significant individuals and groups of Indigenous Peoples, enslaved individuals, and European colonists through the American Revolution. For example: Crispus Attucks, Sybil Luddington, Benjamin Banneker, Thomas Jefferson, and Patrick Henry.
- c. Describe the political, social, and economic reasons for the settlement of the European and American colonies and how it affected Indigenous Peoples and enslaved Africans.
- d. Analyze important political, social, economic, and military developments leading to and during the American Revolution.
- e. Investigate causes and effects of significant events in early United States history. For example: The establishment of Jamestown, George Washington's crossing of the Delaware River, the French and Indian War, and the Constitutional Convention.

Academic Context and Connections

Colorado Essential Skills:

1. Identify and explain multiple perspectives including African Americans, Indigenous Peoples, Latinos, Asian Americans, Hawaiian/Pacific Islanders, LGBTQ, and



religious groups when exploring events, ideas, issues in United States history (Global and Cultural Awareness).

Inquiry Questions:

1. How did historical events and individuals contribute to diversity in the United States?
2. How did beliefs and values shape the founding documents?
3. To what extent did individuals and their ideas contribute to the establishment of the United States government?
4. Whose voices were left out of the process of establishing the United States government? How have omissions in the historical record shaped our perception of history?
5. Why is it important to understand the perspective of multiple diverse groups involved in early United States history?
6. How did European colonization affect Indigenous and enslaved African populations?

SS.5.1.2 Fifth Grade, Standard 1. History

Colorado Academic Standards (adopted 2022) SS.55





Nature and Skills of History:

1. Historical thinkers use chronology to organize and study cause-and-effect relationships across time.
2. Historical thinkers study people, places, and events to tell the story of history from multiple diverse perspectives.
3. Historical thinkers examine the context and information from the past to make connections and inform decisions in the present. For example: The concept of liberty continues to be defended by lawyers and citizens; and the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals
4. Historical thinkers generate questions about individuals and groups who have shaped significant historical changes and continuities.
5. Historical thinkers explain connections among historical contexts and people’s perspectives at the time.
6. Historical thinkers summarize how different kinds of historical sources are used to explain events in the past.
7. Historical thinkers use evidence to develop a claim about the past.
8. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Disciplinary, Information, and Media Literacy:

1. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
7. Communicate information using technology.





Fifth Grade, Standard 2. Geography

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 sources to research and answer questions about United States geography.

Evidence Outcomes

Students Can:

- a. Answer questions about regions of North America and the United States using various types of maps.
- b. Use geographic tools to identify, locate, and describe places and regions in North America and the United States and suggest reasons for their location.
- c. Describe the influence of accessible resources on the development of local and regional communities throughout North America and the United States.

Academic Context and Connections

Colorado Essential Skills:

1. Investigate geographic resources to form hypotheses, make observations, and draw conclusions about communities in the United States (Global and Cultural Awareness).

Inquiry Questions:

1. How can various types of maps and other geographic tools communicate geographic information incorrectly?
2. How do you think differently about data when it is displayed spatially?
3. How and why do we label places?
4. How have places and regions in the United States been influenced by the physical geography of North America over time?

Nature and Skills of Geography:

1. Geographic thinkers use geographic tools to evaluate data in order to answer geographic questions.
2. Geographic thinkers locate places and identify resources, physical features, regions, and populations using geographic tools.
3. Geographic thinkers use geographic technologies to enhance the ability to locate and analyze maps to answer questions. For example: Historians use maps to help recreate settings of historical events, and individuals use maps to learn about different geographic areas.

Disciplinary, Information, and Media Literacy:

1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
2. Use precise language and domain-specific vocabulary to inform about or explain the topic.
3. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



SS.5.2.1 Fifth Grade, Standard 2. Geography

Colorado Academic Standards (adopted 2022) SS.57





Fifth Grade, Standard 2. Geography

Prepared Graduates:

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

Grade Level Expectation:

2. Examine causes and consequences of movement.

Evidence Outcomes

Students Can:

- a. Identify variables associated with discovery, exploration, and migration.
- b. Explain migration, trade, and cultural patterns that result from interactions among people, groups, and cultures.
- c. Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.
- d. Analyze how cooperation and conflict among diverse groups of people contribute(d) to political, economic, and social divisions in the United States.
- e. Give examples of the influence of geography on the history of the United States.

Academic Context and Connections

Colorado Essential Skills:

1. Consider purpose, formality of context and audience, and distinct cultural norms when planning the content, mode, delivery, and expression of analysis of historical events and movements (Interpersonal Communication).
2. Identify and explain multiple perspectives when exploring ideas about conflict in the United States (Global and Cultural Awareness).

Inquiry Questions:

1. What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time?
2. How can migration and immigration, voluntary and involuntary, be represented geographically?
3. How has the movement of people and their belongings affected the environment both positively and negatively?

Nature and Skills of Geography:

1. Geographic thinkers study patterns of human movement.
2. Geographic thinkers understand how technology has influenced movement to, colonization of, and the settlement of North America.
3. Geographic thinkers examine how the migration of individuals affects society including economic and environmental impacts.

Disciplinary, Information, and Media Literacy:

1. Draw evidence from geographic tools or informational texts to support analysis, reflection, and research.
2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have



about how to answer the questions.

SS.5.2.2 Fifth Grade, Standard 2. Geography

Colorado Academic Standards (adopted 2022) SS.58



Prepared Graduates:

5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

1. Explain how patterns of trade shaped the development of Early America.

Evidence Outcomes

Students Can:

- a. Identify examples of the productive resources and explain how they are used to produce goods and services. For example: Land, labor, and capital.
- b. Compare ways in which people and communities exchanged goods and services. For example: Barter and monetary exchange.
- c. Identify the goods and services that were traded among different cultures and regions.
- d. Describe how patterns of trade evolved within Early America.
- e. Explain some of the challenges that American colonists faced that would eventually lead them to the creation of commercial banks.

1. Economic thinkers analyze trade and the use of money.

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses, make observations, and draw conclusions about the development of the systems of exchange in the United States (Critical Thinking and Analysis).
2. Recognize how members of a community rely on each other through trade and exchange (Civic Engagement).

Inquiry Questions:

1. How did different cultures or communities in Early America interact with each other?
2. Why do people trade?
3. Why do most modern societies choose to use money?
4. How are financial institutions important to society?

Nature and Skills of Economics:





2. Economic thinkers describe and study the importance of exchange in a community.
3. Economic thinkers understand the actions of financial institutions in a market economy.
4. Economic thinkers make decisions about how to use scarce resources to maximize the well-being of individuals and society.
5. Economic thinkers voluntarily exchange goods and services when both parties expect to gain as a result of the trade.
6. Economic thinkers understand that the principles of markets apply to markets for goods and services, labor, credit, and foreign exchange.
7. Economic thinkers understand why people specialize and trade, and how that leads to increased economic interdependence in the world economy.
8. Economic thinkers gather information from a variety of sources and

evaluate the relevance of that information when constructing opinions, explanations, or arguments.

Disciplinary, Information, and Media Literacy:

1. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
2. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
4. Identify cause and effect, and fact and opinion.
5. Conduct research by locating, gathering, and organizing information using online and print resources.
6. Explain content using maps, graphs, charts, and diagrams.
7. Use content specific technology tools to support learning.

SS.59

SS.5.3.1 Fifth Grade, Standard 3. Economics Colorado Academic Standards (adopted 2022)



SOCIAL STUDIES

Fifth Grade, Standard 4. Civics

Prepared Graduates:

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

Grade Level Expectation:

1. Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United States.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 6:** What were the first state governments like?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?
- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 20:** How does the Constitution protect your right to due process of law?
- **Unit 4, Lesson 21:** How does the Constitution protect your right to vote?
- **Unit 5, Lesson 22:** What is the role of the United States in the world today?
- **Unit 5, Lesson 23:** What are some important responsibilities of citizens?
- **Unit 5, Lesson 24:** How can citizens promote the common good?

Evidence Outcomes

Students Can:

- a. Describe and explain examples of individual rights as a foundation of citizenship.
- b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. For example: Freedom, rule of law, equality, civility, cooperation, respect, responsibility, and civic participation.
- c. Discuss how the concept of citizenship changed over time in the early American colonies.



Academic Context and Connections

Colorado Essential Skills:

1. Recognize how members of a community rely on each other through a variety of ways when creating rules and norms (Collaboration and Teamwork).
2. Connect knowledge of the foundations of citizenship in the United States to personal ideas/understandings (Civic Engagement).

Inquiry Questions:

1. Who is considered a citizen and why?
2. How has citizenship been decided over the course of U.S. history?
3. What is the most important right and responsibility of a citizen?
4. How does the government meet its responsibility to citizens?
5. What historical or current barriers to citizenship exist?
6. What barriers to citizenship have affected people including African Americans, Latinos, Asian Americans, Hawaiian/Pacific Islanders, Indigenous Peoples, LGBTQ, and religious minorities?





Nature and Skills of Civics:

1. Civic-minded individuals understand that civic virtues such as civility, cooperation, respect, and responsible participation are foundational components of our society.
2. Civic-minded individuals understand the significance of peaceful assembly by groups and respectful behavior during a performance or speech.
3. Civic-minded individuals understand that the foundations of citizenship in the United States ensure that citizens' rights are being protected. For example: The rule of law applies to everyone in society and all individuals and groups are treated with respect.
4. Civic-minded individuals analyze historical documents to investigate the development of the national government.
5. Civic-minded individuals understand the responsibilities of the national government to its citizens.
6. Civic-minded individuals understand that in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
7. Civic-minded individuals gather information from a variety of sources and evaluate the relevance of that information when constructing opinions, explanations, or arguments.

Disciplinary, Information, and Media Literacy:

1. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2. Conduct research by locating, gathering, and organizing information using online and print resources.





Fifth Grade, Standard 4. Civics

Prepared Graduates:

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

Grade Level Expectation:

2. Investigate the origins, structures, and functions of the United States government.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?
- **Unit 1, Lesson 6:** What were the first state governments like?
- **Unit 2, Lesson 7:** What was the first national government like?
- **Unit 2, Lesson 8:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 9:** How many representatives should each state have in Congress?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?
- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?
- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 20:** How does the Constitution protect your right to due process of law?
- **Unit 4, Lesson 21:** How does the Constitution protect your right to vote?



Evidence Outcomes

Students Can:

- a. Explain the foundational documents and significance of the events that led to the establishment of the United States government. Including but not limited to the Philadelphia Convention, the Declaration of Independence, the Articles of Confederation, the Iroquois Confederacy, the Constitution, and the Bill of Rights.
- b. Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles.
- c. Explain the origins, structures, and functions of the three branches of the United States government and the relationships among them.
- d. Describe how the Constitution balances the power of national and state governments.

Academic Context and Connections

Colorado Essential Skills:

1. Identify and explain multiple perspectives when exploring the events leading to the creation of the United States government and the principles of American democracy (Critical Thinking and Analysis).

Inquiry Questions:

1. What are democratic ideals and practices and their historic origins?
2. Were the Founding Fathers correct in keeping the Constitution open for flexibility and interpretation?
3. How have historical documents defined and distributed power?
4. How has the Constitution been amended beginning with the Bill of Rights and since 1787?
5. How does a living document, such as the U.S. Constitution, benefit American democracy over time?

Nature and Skills of Civics:

1. Civic-minded individuals understand the concept of individual rights as a cornerstone to American democracy.
2. Civic-minded individuals understand the relationships between individual rights and personal responsibility.
3. Civic-minded individuals know that the origins, structure, and function of the United States government are studied to create an informed, civically literate, and responsible society. For example: Fundamental principles and liberties are still evolving as judges interpret the Constitution, and legislators make laws and local city councils, and boards create regulations.
4. Civic-minded individuals understand that in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
5. Civic-minded individuals understand that civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies.

Disciplinary, Information, and Media Literacy:

1. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
4. Identify and discuss primary and secondary sources.





COLORADO
Department of Education



Center for Civic Education - Created April 2024



Fifth Grade, Standard 5. Personal Financial Literacy

Prepared Graduates:

8. Apply economic reasoning skills to make informed personal financial decisions.

Grade Level Expectation:

1. Examine how individuals use financial institutions to manage personal finances.

Evidence Outcomes

Students Can:

- a. Differentiate between saving and investing.
- b. Establish the function of banking.
- c. Distinguish between different types of financial institutions such as banks and credit unions, and the services provided. For example: Checking accounts, savings accounts, investments, and loans.
- d. Create a way to keep track of money spent and money saved.

5. How do people choose a financial institution?
6. What are the risks and benefits of different financial institutions?

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions when choosing a financial institution or financial product (Adaptability and Flexibility).
2. Express one's own emotions, thoughts, and values and identify how they influence behavior when making decisions regarding choosing a financial institution or financial product (Self-Awareness).
3. Ask questions to develop further personal understanding when choosing financial institutions and financial products (Self-Advocacy and Initiative).

Inquiry Questions:

1. What risks and benefits are associated with spending versus saving and investing?
2. What factors influence choices to save or invest?
3. How can a checking account help to decide how to spend and save?
4. Why do people use financial institutions rather than self-banking?



Nature and Skills of Economics (PFL):

1. Financially capable individuals research, analyze, and make choices regarding their needs when using financial institutions.
2. Financially capable individuals identify positive and negative incentives that influence the decisions people make.
3. Financially capable individuals use technology to track and graph the interest accrued on “virtual” investments, checking and savings accounts, investments, and loans.

Disciplinary, Information, and Media Literacy:

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
2. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
3. Understand how rules for respecting others’ belongings apply to digital content and information privacy.





***We the People* Curriculum Crosswalk for: 8th Grade Colorado Academic Standards - Social Studies**

Usage: This correlation guide offers a crosswalk between the Eighth Grade Colorado Academic Standards for Social Studies and the Level 2 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.





Eighth Grade, Standard 1. History

Prepared Graduates:

1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.

Grade Level Expectation:

1. Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.

We the People

Level 2 curriculum connections

- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?
- **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?
- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?
- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 4, Lesson 20:** How did political parties develop?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?

Evidence Outcomes

Students Can:

- a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple diverse perspectives.
- b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in both Colorado and United States history. For example: Indigenous Peoples', Hawaiian/Pacific Islander, and African American perspectives on Western colonization and enslavement; Asian American and Latinos' perspectives on immigration; and the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre.
- c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry.
- d. Construct a written historical argument supported by relevant evidence and logical reasoning demonstrating the use or understanding of primary and secondary sources.
- e. Synthesize data from multiple sources in order to connect those sources to the traditional historical narrative.

Academic Context and Connections



Colorado Essential Skills:

1. Interpret information and draw conclusions based on deep analysis of primary and secondary sources. (Critical Thinking/Problem Solving)
2. Synthesize ideas in insightful ways by examining multiple perspectives from the American Revolution through Reconstruction (Creativity and Innovation).
3. Make predictions and design data/information collection to analyze conflicting perspectives (Data Literacy).
4. Look for and find value in perspectives expressed by others (Adaptability/Flexibility).

Inquiry Questions:

1. What ideas inspired the writing of America's founding documents?
2. How have America's founding documents impacted Americans?
3. Why do historians sometimes come to different conclusions about the same historical events?
4. Should and can historians be completely impartial when writing about history?
5. To what degree is there consistency among historical narratives written by historians about early U.S. history?

SS.8.1.1 Eighth Grade, Standard 1. History

Colorado Academic Standards (adopted 2022) SS.91





Nature and Skills of History:

1. Historical thinkers interpret history through the examination of primary and secondary sources with multiple perspectives.
2. Historical thinkers gather and synthesize information from primary and secondary sources to evaluate and create hypotheses of historical events and include supporting evidence to defend their claim.
3. Historical thinkers analyze modern and historical maps, through geographic tools, to explain how historical events are shaped by geography.
4. Historical thinkers use technology to produce and present primary and secondary sources clearly and efficiently.
5. Historical thinkers use the context and content from the past to make connections to the present. For example: Connecting the Civil War to current social and political issues, the boom-and-bust cycle of economics with the Gold Rush, and the impact of transportation during the development of the western United States and Colorado.
6. Historical thinkers use the historical method of inquiry to interpret and refine history and analyze multiple perspectives. For example: Historians and communities preserve historical documents, artifacts, and buildings.
7. Historical thinkers apply the inquiry process by developing a focus statement and questioning protocols to generate, evaluate, improve, and select high quality historical inquiry questions.
8. Historical thinkers apply analysis techniques to deepen understanding of primary and secondary sources. For example: Sourcing, contextualization, corroboration, and close reading.

Disciplinary, Information, and Media Literacy:

1. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
2. Evaluate the reliability, accuracy, relevance, and bias of online and print sources.
3. Ask, investigate, and answer historical questions through the interpretation of primary sources.
4. Use criteria to evaluate the quality of claims or evidence in a source.
5. Develop a clear sense of historical time, past, present, and future in order to identify the sequence in which events occurred.
6. Conduct research by locating, gathering, and organizing information to present orally and in writing by using appropriate technology resources to support learning.





Eighth Grade, Standard 1. History

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. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.

We the People

Level 2 curriculum connections

- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?
- **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?
- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?
- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 20:** How did political parties develop?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?

Evidence Outcomes

Students Can:

- a. Determine and explain the historical context of key people and events from the Revolutionary War Era through Reconstruction including the examination of different perspectives. For example: Grievances from the colonists against the British Parliament, the Constitutional Convention, the role of abolitionists, contributions and grievances from Indigenous Peoples and African Americans, and the causes and effects of the Civil War.
- b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise both in Colorado and across the nation. Including but not limited to: the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre.
- c. Examine the causes and effects of the territorial, political, and economic expansion of the United States.
- d. Evaluate the impact of various gender, age, race, ethnicity, religion, and class during this time period and the impact of these demographic groups on the events of



the time period.

- e. Analyze the cause and effect relationships of major conflicts from the origins of the American Revolution through Reconstruction.
- f. Analyze ideas that are critical to the understanding of early United States history. For example: Ideas involved in major events and movements such as settler colonialism, the changing definition of liberty and citizenship, enslavement of African and Indigenous Peoples, federalism, nativism of the Antebellum period, emancipation, and expansionism.

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on multiple perspectives (Critical Thinking and Analysis).
2. Synthesize ideas in insightful ways about historical eras, individuals, groups, ideas, and themes (Creativity and Innovation).
3. Make predictions and design data/information collection and analysis strategies to recognize continuity and change through time (Critical Thinking and Analysis, Data Literacy).
4. Look for and find value in perspectives expressed by others (Adaptability/Flexibility).





Inquiry Questions:

1. How have the basic values and principles of American democracy changed over time and in what ways have they been preserved?
2. How was North American colonial settlement perceived by Indigenous Peoples, and how did this impact their culture and survival throughout the continent?
3. What role did economics play in the establishments and perpetuation of the enslavement of peoples from the 17th century onward?
4. How did the application of the rights found in the Declaration of Independence change over time?
5. To what extent are the ideas of the American Revolution and the United States Constitution still affecting the world today?
6. How did America define itself as a “new” nation in the early 19th century?
7. How did different groups of people participate in, respond to, and resist Westward Expansion?
8. How did Americans redefine the right to vote during the 19th century?
9. To what extent did the 13th Amendment truly end slavery?
10. What role did various and diverse social groups such as women, African Americans, and Indigenous Peoples play in the Civil War?
11. To what extent did the 13th Amendment truly end slavery?
12. How have primary documents from multiple diverse perspectives influenced people, events, and ideas in U.S. History?

Nature and Skills of History:

1. Historical thinkers understand that slavery was instituted into what now is the United States of America under the laws of the English Monarch and the United States was the only nation to fight a war to eliminate slavery.
2. Historical thinkers create, investigate, and refine historical questions, and interpret history using primary and secondary sources representing multiple perspectives.
3. Historical thinkers analyze modern and historical maps, and other geographic tools, to explain how historical events are shaped by geography.
4. Historical thinkers use technology to produce and present primary and secondary sources clearly and efficiently.
5. Historical thinkers use the context and content from the past to make connections to the present locally, nationally, and globally.
6. Historical thinkers use the historical method of inquiry to interpret and refine history. For example: Historians and communities preserve historical documents, artifacts, oral histories, and buildings.
7. Historical thinkers use primary and secondary sources to create a claim that logically interprets historical events and provide relevant and specific evidence and reasoning to defend their claim.
8. Historical thinkers apply analysis techniques to deepen understanding of primary and secondary sources. For example: Sourcing, contextualization, corroboration, and close reading.

Disciplinary, Information, and Media Literacy:

1. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
2. Answer a historical question through the interpretation of primary and secondary sources.
3. Develop a clear sense of chronology, past, present, and future in order to identify the sequence in which events occurred and recognize cause and effect relationships
4. Conduct research by locating, gathering, and organizing information to present orally and in writing by using appropriate technology resources to support learning





Eighth Grade, Standard 2. Geography

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 to research and analyze patterns in human and physical systems in the United States.

Evidence Outcomes

Students Can:

- a. Interpret primary and secondary geographic sources to analyze a historic issue. For example: Using both historical and contemporary maps to understand the changes in American boundaries.
- b. Identify the spatial distribution of cultural groups and human migration patterns.
- c. Recognize patterns of land acquisition and apply to events of the past.
- d. Compare the relationship between human settlement and the environment to recognize important regional connections to early U.S. historical events.
- e. Calculate and analyze population trends in relation to historical phenomena.

4. Demonstrate ways to adapt and reach workable solutions when considering the use of limited resources and their impact upon political and historical events (Adaptability and Flexibility).

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions using demographic information based on the best analysis to understand patterns of change in human and physical systems (Critical Thinking and Analysis).
2. Synthesize ideas in insightful or innovative ways to demonstrate understanding of demographic patterns of movement and their impact upon the physical systems of the United States (Creativity and Innovation).
3. Organize geographic information using technologies to develop greater understanding of a historical event or action (Media Literacy, Data Literacy).





Inquiry Questions:

1. How have human settlement and migration patterns influenced and changed cultural characteristics and environmental systems?
2. How can geographic tools help explore patterns of continuity and change in human and physical systems?
3. How is human activity limited by the environment?
4. How have humans adapted to and changed the physical environment?

Nature and Skills of Geography:

1. Geographic thinkers recognize concepts of land and spatial representation to analyze and solve geographic and historical problems.
2. Geographic thinkers apply spatial reasoning to understand historical events.
3. Geographic thinkers use cognitive skills fundamental to spatial thinking

SS.8.2.1 Eighth Grade, Standard 2. Geography Colorado Academic Standards (adopted 2022) SS.95

by combining spatial visualization, spatial orientation, and spatial relation including recognition of spatial distributions and patterns to connect locations and associate and correlate spatially distributed phenomena.

4. Geographic thinkers respond to historical and spatial literature, including diverse narratives, to understand issues from a spatial perspective.

Disciplinary, Information, and Media Literacy:

1. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
2. Apply reading and writing strategies to construct and express knowledge.
3. Construct and interpret visual representations of geographic information.
4. Apply analysis of geographic data to logically interpret historical phenomena and sources.



Eighth Grade, Standard 2. Geography

Prepared Graduates:

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

Grade Level Expectation:

2. Recognize the impact of the competition for control of land and resources in early American history.

Evidence Outcomes

and explain interdependence, cooperation, and conflict over land and resources in early American history (Perseverance and Resilience).

Students Can:

- a. Analyze the push and pull factors that shaped immigration to and migration within the early United States. For example: Economic opportunities, religious refuge, and forced migration.
- b. Analyze patterns of conflict and cooperation that resulted from human migration and the economic, political, ethnic, and social implications of those interactions.
- c. Compare how differing geographic perspectives apply to a historic issue.
- d. Interpret geographic and environmental data to understand how competition over land and resources shaped the development of the early United States. For example: Establishing the Mason/Dixon line, development of railroads, the Louisiana Purchase, and the Treaty of Guadalupe Hidalgo.

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions as geographers based on the best analysis to recognize and understand the processes that interact in shaping human population patterns and historical events (Critical Thinking and Analysis).
2. Synthesize ideas in original and surprising ways while comparing differing geographic perspectives (Creativity and Innovation).
3. Act on creative ideas to make a tangible and useful contribution to analyze





4. Demonstrate ways to adapt and reach workable solutions in understanding differing perspectives over use of resources and space (Adaptability and Flexibility).

Inquiry Questions:

1. How will the location of resources lead to cooperation or conflict in the future?
2. How has conflict over land and resources impacted human migration of various ethnic and cultural groups across Colorado and North America?
3. How have differing perspectives regarding resource and land use, occupancy, and ownership led to cooperative policies or conflict?
4. How would human settlement patterns be different if people did not trade resources with others?

SS.8.2.2 Eighth Grade, Standard 2. Geography

Colorado Academic Standards (adopted 2022)

SS.96

Nature and Skills of Geography:

1. Geographic thinkers evaluate the allocation of resources and the use of land to understand relationships.
2. Geographic thinkers recognize that different perspectives affect cooperation and conflict over space and resources.

Disciplinary, Information, and Media Literacy:

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Distinguish among fact, opinion, and reasoned judgment in a text.
3. Read to identify cause-and-effect relationships, to compare and contrast information, identify fact and opinion, and determine author bias.
4. Evaluate the accuracy, relevance, appropriateness, and bias of online and print sources.
5. Identify propaganda, censorship, and bias in the media.





Eighth Grade, Standard 3. Economics

Prepared Graduates:

5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

1. Investigate how economic freedom, including free trade, was important for economic growth in early American history.

Evidence Outcomes

Students Can:

- a. Give examples of regional, national, and international differences in resources, productivity, and costs that provide a basis for trade.
- b. Describe the factors that lead to a region or nation having a comparative and absolute advantage in trade. For example: The American System proposed by Henry Clay.
- c. Explain the effects of domestic policies on international trade.
- d. Explain why nations sometimes restrict trade by using quotas, tariffs, and nontariff barriers.

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies concerning economic policy through evaluation of historical events (Critical Thinking and Analysis).
2. Apply knowledge and skills as an economist and citizen to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others in order to inform public policy (Global and Cultural Awareness).
3. Educate and inspire others using sound economic understandings to evaluate economic policy and inform economic decisions based upon consideration of past experiences (Critical Thinking and Analysis).

Inquiry Questions:

1. How do societies benefit from trade and exchange?
2. Why is it important for nations to control trade and exchange?
3. What are the benefits and challenges of trade at the individual, local, state, national, and international levels?
4. How does where and how you purchase products affect the cultural, social, economic, and environmental conditions?
5. What impact upon productivity results from taxation?
6. What concerns do citizens have with taxation?
7. What was the economic impact on citizens of the United States after leaving British rule?
8. How did regional interests impact political leaders' positions on slavery and economic policy?



SS.8.3.1 Eighth Grade, Standard 3. Economics

Colorado Academic Standards (adopted 2022) SS.97





Nature and Skills of Economics:

1. Economic thinkers choose wisely to get the most from limited resources. They understand that trade and collaboration within a market economy is important to business and individual success.
2. Economic thinkers understand that economic actions have indirect as well as direct effects and it is important to analyze positive and negative impacts of trade agreements as critical to a nation's success.
3. Economic thinkers understand that technological advances aid businesses in operating efficiently.
4. Economic thinkers analyze the components of economic growth in market economies because economic theories can be used to predict consequences.
5. Economic thinkers understand that economic actions have both direct and indirect effects on people living in poverty, children, the disabled, ethnic, and religious groups who may not have a voice in decision-making.

Disciplinary, Information, and Media Literacy:

1. Gather information by taking notes, making outlines, and creating graphic organizers.
2. Read texts by using reading strategies (i.e., prior knowledge, key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes).
3. Formulate appropriate research questions.
4. Draw evidence from informational texts to support analysis reflections, and research.



Eighth Grade, Standard 3. Economics

Colorado Academic Standards (adopted 2022) SS.98





Eighth Grade, Standard 4. Civics

Prepared Graduates:

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

Grade Level Expectation:

1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.

We the People

Level 2 curriculum connections

- **Unit 1, Lesson 2:** Why do we need government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 1, Lesson 5:** How can we organize government to prevent abuse of power?
- **Unit 2, Lesson 6:** How did constitutional government develop in Great Britain?
- **Unit 2, Lesson 7:** What experiences led to the American Revolution?
- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?
- **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?
- **Unit 2, Lesson 10:** How did the states govern themselves after the Revolution?
- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?
- **Unit 3, Lesson 12:** Who attended the Philadelphia Convention? How was it organized?
- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 18:** How did the people approve the new Constitution?
- **Unit 4, Lesson 19:** How did Congress organize the new government?
- **Unit 4, Lesson 20:** How did political parties develop?



- **Unit 4, Lesson 21:** How does the U.S. Supreme Court use the power of judicial review?
- **Unit 4, Lesson 22:** How does the U.S. Supreme Court determine the meaning of the words in the Constitution?
- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?
- **Unit 6, Lesson 28:** What is the relationship of the United States to other nations in the world?
- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?

Evidence Outcomes

Students Can:

- a. Describe major political and/or social changes that affected the definition of citizenship, expanded or restricted the rights of citizens, and how those changes impacted women, Indigenous Peoples, African Americans, Latinos, Asian Americans, LGBTQ, religious minorities, and people living in annexed territories.
- b. Analyze the relationship between the debate about citizenship and national identity in early U.S History, and how those ideas shaped political institutions and society.
- c. Compare how the leadership of various individuals has influenced the United States government and politics. For example: Women, American Indians, African Americans, and people in the unsettled territories.
- d. Evaluate the results of various strategies used to enact political change over time.
- e. Analyze primary sources supporting democratic freedoms and the founding of our government and explain how they provide for both continuity and change. Including but not limited to: the Declaration of Independence, the Constitution, Bill of Rights, and the Declaration of Sentiments.
- f. Examine ways members of society may effectively and civilly voice opinions, monitor government, and bring about change on a local, state, and national level, and which could have global implications.

Academic Context and Connections

Colorado Essential Skills:

1. Make connections as citizens between information gathered and personal experiences to apply and/or test solutions to analyze citizenship and examine the individual role in government (Civic Engagement).
2. Apply knowledge as citizens to set goals, make informed decisions and transfer to new contexts about the roles and responsibilities of individual citizens (Civic Engagement).

Inquiry Questions:

1. How have citizens and groups influenced change?
2. What are the roles and responsibilities for citizens?
3. What are the various ways that the government may respond to civic voice and participation?
4. How has civic participation impacted the development of government and civil rights in America?



5. What is more effective, diplomacy or debate?
6. How have political parties formed and changed over time?

SS.8.4.1 Eighth Grade, Standard 4. Civics

Colorado Academic Standards (adopted 2022) SS.99





7. How have Americans fought to preserve their rights, outlined in the Bill of Rights, and when the government violated those rights?

Nature and Skills of Civics:

1. Civic-minded individuals distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of government and non-governmental contexts.
2. Civic-minded individuals explain specific roles played by citizens. For example: Voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders.
3. Civic-minded individuals examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
4. Civic-minded individuals explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.

Disciplinary, Information, and Media Literacy:

1. Use content-specific technology tools to support learning and research.
2. Use effective decision-making and problem-solving skills in public and private life.
3. Accept and demonstrate civic responsibility for the well-being of oneself, family, and the community.
4. Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
5. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
6. Compares and contrasts evidence from multiple sources to seek, find, and prove corroboration.





Eighth Grade, Standard 4. Civics

Prepared Graduates:

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

Grade Level Expectation:

2. Investigate and evaluate the purpose and place of rule of law in a constitutional system.

We the People

Level 2 curriculum connections

- **Unit 1, Lesson 2:** Why do we need government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 1, Lesson 5:** How can we organize government to prevent abuse of power?
- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?
- **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?
- **Unit 2, Lesson 10:** How did the states govern themselves after the Revolution?
- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?
- **Unit 3, Lesson 12:** Who attended the Philadelphia Convention? How was it organized?
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- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?



- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 18:** How did the people approve the new Constitution?
- **Unit 4, Lesson 19:** How did Congress organize the new government?
- **Unit 4, Lesson 20:** How did political parties develop?
- **Unit 4, Lesson 21:** How does the U.S. Supreme Court use the power of judicial review?
- **Unit 4, Lesson 22:** How does the U.S. Supreme Court determine the meaning of the words in the Constitution?
- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?

Evidence Outcomes

Students Can:

- a. Evaluate the strengths of rule of law.
- b. Explain the role and importance of the Constitution and the strength of amendments made during this time period. Including but not limited to: the Bill of Rights, and the 13th, 14th, and 15th Amendments.
- c. Apply knowledge about the three branches of government and how they interact with one another to historical and contemporary problems.
- d. Evaluate the historical significance of the Declaration of Independence.
- e. Discuss the tensions between individual rights and liberties with state, tribal, and national laws.
- f. Explain how the state and federal courts' power of judicial review is reflected in the United States' form of constitutional government. For example: Marbury v. Madison.
- g. Use a variety of resources, including Supreme Court decisions, to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.

Academic Context and Connections

Colorado Essential Skills:

1. Make connections as citizens between information gathered and personal experiences to apply and/or test solutions to analyze the structures and functions of government (Critical Thinking and Analysis).
2. Connect knowledge as citizens from personal ideas/understandings to civic engagement about the origins, structures, and functions of governments (Civic Engagement).

Inquiry Questions:

1. What is the "common good?"
2. What are key court cases and historical events in the development of the United States?
3. How have landmark Supreme Court cases impacted society?
4. How does civil discourse contribute to the resolution of conflicts?



5. How has the United States balanced individual rights and law?
6. How does discussion and consensus building contribute to the development of a decision?
7. How does the U.S. Constitution provide for the rule of law, separation of power, and popular sovereignty?

SS.8.4.2 Eighth Grade, Standard 4. Civics

Colorado Academic Standards (adopted 2022) SS.101





8. Who is included and who is excluded in the clause, “All men are created equal,” which is written in the Declaration of Independence?” How true was this clause at the time it was written?

Nature and Skills of Civics:

1. Civic-minded individuals read diverse sources to create understanding, critically analyze issues, and place them in historical context.
2. Civic-minded individuals understand and discuss the dynamic nature of national government and the individual’s role in the process.
3. Civic-minded individuals understand that all forms of discrimination based on race have been illegal for almost three generations.

Disciplinary, Information, and Media Literacy:

1. Use content specific technology tools to support learning and research.
2. Use effective decision-making and problem-solving skills in public and private life.
3. Accept responsibility for the well-being of oneself, family, and the community.
4. Apply social studies content and skills to real life situations.



Eighth Grade, Standard 5. Personal Financial Literacy

Prepared Graduates:

8. Apply economic reasoning skills to make informed personal financial decisions.

Grade Level Expectation:

1. Examine the role of consumer decisions and taxes within the market economies of early American history.

Evidence Outcomes

Students Can:

- a. Calculate how the value of money has changed over time impacting earning, spending, borrowing, and investing. For example: Inflation and recession.
- b. Explain factors that have impacted borrowing and investing over time. For example: Currency stability, stocks, and banking practices.
- c. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.
- d. Analyze the impact of taxes on the people of the United States over time.

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses, make observations, and draw conclusions (Critical Thinking and Analysis).
2. Interpret information and draw conclusions based on the best analysis (Critical Thinking and Analysis).

Inquiry Questions:

1. What role did taxes play in the birth of our nation?
2. What would countries look like without taxes?
3. How has the value of money changed over time and what is the impact on consumerism?
4. How did inventions impact personal financial options?

Nature and Skills of Economics (PFL):

1. Financially capable individuals apply the economic way of thinking which assumes that people make choices because they are responding to the underlying incentives.
2. Financially capable individuals study factors that lead to increased economic interdependence, increased productivity, and improved standard of living for the individuals in a society.
3. Financially capable individuals understand that there is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs.

Disciplinary, Information, and Media Literacy:

1. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.
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. Analyze and use information presented visually in a text. For example: Graphs, charts, flowcharts, diagrams, models, tables, that support the words in a text.





SS.8.5.1 Eighth Grade, Standard 5. Personal Financial Literacy

Colorado Academic Standards (adopted 2022) SS.103



***We the People* Curriculum Crosswalk for: High School Colorado Academic Standards - Social Studies**

Usage: This correlation guide offers a crosswalk between the High School Colorado Academic Standards for Social Studies and the Level 3 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.





High School, Standard 1. History

Prepared Graduates:

1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.

Grade Level Expectation:

1. Apply the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.

Evidence Outcomes

Students Can:

- a. Formulate compelling and supporting questions after evaluating primary sources for point of view and historical context.
- b. Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives. For example: Perspectives of historically underrepresented groups.
- c. Gather and analyze historical information from a range of qualitative and quantitative sources. For example: Demographic, economic, social, and political data.
- d. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from a wide range of relevant historical sources.

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts, including multilingual (Interpersonal Communication).
2. Interpret, analyze, and draw conclusions using historical sources (Critical Thinking and Analysis).
3. Synthesize ideas in original and innovative ways (Creativity and Innovation).

Inquiry Questions:

1. How does the point of view of a historian affect how history is interpreted?
2. Do historians come to agreement on the historical significance of events? If so, how?
3. How does studying a variety of perspectives allow us to construct a more complete record of the past?
4. Why are historical questions important?
5. How do historical thinkers use primary and secondary sources to formulate historical arguments?
6. How might historical inquiry be used to better understand and make decisions about contemporary issues?

Nature and Skills of History:



1. Historical thinkers use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
2. Historical thinkers evaluate historical sources for audience, purpose, point of view, context, and authenticity.

SS.HS.1.1 High School, Standard 1. History

Colorado Academic Standards (adopted 2022) SS.104





3. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and diverse interpretations of historical events and figures and patterns and trends.
4. Historical thinkers evaluate the credibility of a source by examining how experts value the source.
5. Historical thinkers use information and context to interpret, evaluate, and inform decisions or policies regarding such issues which societies find contentious or worthy of debate and discussion.
6. Historical thinkers consider what perspectives or information is left out of an argument and why that might be important to know.
7. Historical thinkers understand that societal values change over time; therefore, a period of time under study should not be judged using present day values.

Disciplinary, Information, and Media Literacy:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of a text as a whole.
2. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
3. Analyze in detail how a complex primary and/or secondary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
4. Evaluate historians' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6. Individually and with others, students construct compelling questions, and explain points of agreement and disagreement about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
7. Explain how compelling questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
8. Interpret, analyze, and detect bias in historical sources.
9. Write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.
10. Integrate multimedia as effective tools for presenting and clarifying information.





High School, Standard 1. History

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. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

Evidence Outcomes

Students Can:

- a. Analyze continuity and change over the course of United States history. Including but not limited to: The expansion and limitations of rights, the balance between liberty and security, shifts in internationalist and isolationist policies, debates over the role of government, and the impacts of expansionist policies.
- b. Investigate causes and effects of significant events throughout United States history. For example: World and national conflicts (e.g., Spanish American War, the continued conflict over Indigenous lands, and the Tulsa Massacre), urbanization and suburbanization (e.g., Great Migration and Levittown), economic cycles (e.g., The Great Depression and the 2008 Great Recession), and both popular and counterculture movements.
- c. Analyze the complexity of events throughout United States history. For example: The Civil Rights Movement (e.g., Double V Campaign, the Voting Rights Act of 1965, and the Stonewall Riots); migration, immigration, and displacement (e.g., immigration and citizenship legislation, Japanese American incarceration, and debates over tribal sovereignty); landmark court cases (e.g., Keyes v. School District #1 Denver, Brown v. Board of Education, and Obergefell v. Hodges), and the war on terror (e.g., 9/11, Afghanistan and Iraq wars, Middle Eastern discrimination, and the evolution of U.S. counterterrorism efforts).
- d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: The systemic impact of racism and nativism (e.g., Jim Crow, affirmative action, and mass incarceration), the definition and role of patriotism, expansion and limitations of rights, and the role of religion.
- e. Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: Scientific innovations by diverse individuals, creation of mass production/assembly line process, creation of the atomic bomb, NASA, and the introduction of mass media and the Internet.
- f. Evaluate the historical development and impact of political thought, theory, and actions. For example: Shifts in the platforms of political parties, expansion and



limitations of suffrage, and the impact of various reform and socio-cultural movements.

- g. Analyze how opposing perspectives, compromise, and cooperation have shaped national unity and diversity. For example: The rights and contributions of diverse groups and individuals, including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ individuals, women, immigrants, individuals with disabilities, and ethnic and religious minorities, and the role of organizations and government in advancing these rights (e.g., NAACP, American Indian Movement, and United Farm Workers).
- h. Analyze and evaluate ideas critical to the understanding of American history. Including but not limited to: populism, progressivism, isolationism, imperialism, capitalism, racism, extremism, nationalism, patriotism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

SS.HS.1.2 High School, Standard 1. History

Colorado Academic Standards (adopted 2022) SS.106





- i. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States. Including but not limited to: the writings of the Muckrakers, political cartoons, Americana, the Harlem Renaissance, the Lost Generation, Jazz, Rock and Roll, protest songs and American literature.
- j. Examine and evaluate how the United States was involved in and responded to international events over the course of history. Including but not limited to: the World Wars, the Holocaust, the Nuremberg trials, Cold War policies, Berlin Airlift, Korean War, Vietnam War, and the genocides in Bosnia and Darfur.

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies to test historical hypotheses (Critical Thinking and Analysis, Data Literacy).
2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex national problems using interdisciplinary perspectives independently or with others (Global and Cultural Awareness, Creativity and Innovation).

Inquiry Questions:

1. How does society decide what is important in United States history?
2. What ideas have united and divided the American people over time?
3. How does the consideration of multiple perspectives enable us to better understand change over time?
4. How have efforts to expand rights overcome barriers over the course of United States history?
5. Why is it important to understand the positive contributions made by the United States of America in advancing human freedom and prosperity?
6. How has the United States' response to human rights abuses at home and abroad differed over time?
7. Why is it important to understand the contribution of the United States to the defeat of fascism and totalitarianism in World War II and the contribution made to the rebuilding of Europe through the Marshall Plan?
8. Why is it important to understand the contribution of the United States of America to the defense of democratic governments during the Cold War?

Nature and Skills of History:

1. Historical thinkers understand that the ability to negotiate the complex relationships among change, diversity, and unity throughout United States history, is an essential attribute for success in a more interconnected world.
2. Historical thinkers understand that the ability to negotiate the complex interrelationship among political, social, and cultural institutions throughout United States history, is essential to participation in the economic life of a free society and our civic institutions.
3. Historical thinkers analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
4. Historical thinkers analyze how historical events and spatial diffusion of ideas, technology, and cultural practices have influenced historical events.
5. Historical thinkers analyze The Civil Rights Movement from 1954 to 1968, the natural rights and principles that the Reverend Dr. Martin Luther King used to inform his leadership of The Civil Rights Movement, and the tactics and strategies of non-violence resistance he championed in response to the Jim Crow laws of that era.
6. Historical thinkers understand the founding principles upon which Dr. Martin Luther King's "I Have a Dream" speech were founded, specifically, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."





Disciplinary, Information, and Media Literacy:

1. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
2. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
3. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
4. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
5. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
6. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
7. Collaborate with peers, experts, and others using contemporary media to contribute to a content related knowledge base to compile, synthesize, produce, and disseminate information.
8. Engage in civil discourse on historical topics using evidence as a basis for argument formation.



High School, Standard 1. History

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:

3. Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.

Evidence Outcomes

Students Can:

- a. Evaluate continuity and change over the course of world history. For example: Social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars; the Cold War; independence movements/decolonization and 19th, 20th and 21st century genocides such as the Armenian Genocide; the Holocaust perpetrated by the fascist German Nazi Party (National Socialist German Workers Party) and its collaborators; the Sand Creek Massacre, Cambodian Genocide; the Union of Soviet Socialist Republics murder of Ukrainian nationals; genocides conducted by the Communist Party of China (CPC) against its political opponents during the Totalization Period, Collectivization, the Great Leap Forward, the Cultural Revolution, and Mao's Famine; and the current genocide of the Uyghurs; as well as genocides that have taken place in Rwanda, Darfur and Bosnia.
- b. Investigate causes and effects of significant events from the Renaissance to the present. Including but not limited to: the Renaissance, the Protestant Reformation, the Industrial Revolution, the French, Russian, Chinese, and Latin American Revolutions, the World Wars, and the Arab Spring movement.
- c. Analyze the complexity of events from the Renaissance to the present. For example: Religious rifts (e.g., the Protestant Reformation, the Shiite/Sunni split in Islam), industrialization, imperialism (e.g., spheres of influence and colonialism), independence movements in Africa, the Americas, and Asia; globalization, the rise of nationalism, and domestic and international terrorism.
- d. Examine and evaluate issues of unity and diversity in world history from the Renaissance to the present. For example: Migration and immigration (e.g., rapid global population growth), colonialism and the resulting changes in political geography, anti-colonial and nationalist movements, imperialism, world conferences and international agreements (e.g., Berlin Conference, United Nations, and Bandung Conference), and human rights issues.
- e. Evaluate the historical development and impact of philosophical and political movements and belief systems. Including but not limited to: the Enlightenment, humanism, communism, socialism, and the development and expansion of Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism, and Taoism.
- f. Investigate the historical development and impact of major scientific and technological innovations. For example: The Industrial Age (e.g., the British factory system), the Space Age (e.g., Sputnik), and scientific advancements such as the printing press, vaccinations, nuclear power, and the Internet.





g. Describe and analyze the historical development and impact of the arts and literature on the cultures of the world. For example: The Renaissance,

Modernism, and the use of art and literature as a form of both social progress and resistance.

SS.HS.1.3 High School, Standard 1. History

Colorado Academic Standards (adopted 2022) SS.109





Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies to test historical hypotheses (Critical Thinking and Analysis, Data Literacy).
2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others (Global and Cultural Awareness, Creativity and Innovation).

Inquiry Questions:

1. How have different cultures influenced world history?
2. How do historians work from/with cultural assumptions to decide what is important in world history?
3. What ideas transcend cultural, political, economic, and social differences in world history?
4. How does cultural, political, economic, and social diversity affect perceptions of change over time?
5. How are human rights violated and prosecuted in a world of different nations and cultures?
6. What role has censorship, propaganda, and media control played in modern genocides and other acts of mass violence?
7. How did Indigenous Peoples respond to and experience colonization?

Nature and Skills of History:

1. Historical thinkers understand that the ability to negotiate the complex relationships among change, diversity, and unity throughout world history is an essential attribute for success in a more interconnected world.
2. Historical thinkers understand that the ability to analyze the significance of interactions among eras, ideas, individuals, and groups is an essential skill in an increasingly globalizing world.

3. Historical thinkers analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
4. Historical thinkers analyze how historical events and spatial diffusion of ideas, technology, and cultural practices have influenced migration patterns and the distribution of human population.

Disciplinary, Information, and Media Literacy:

1. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
2. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
3. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
4. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
5. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
6. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
7. Collaborate with peers, experts, and others using contemporary media to contribute to a content related knowledge base to compile, synthesize, produce, and disseminate information.
8. Engage in civil discourse on historical topics using evidence as a basis for argument formation.



High School, Standard 2. Geography

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 analyze Earth's human systems and physical features to investigate and address geographic issues.

Evidence Outcomes

Students Can:

- a. Analyze variations in spatial patterns of cultural and environmental characteristics at multiple scales while gathering geographic data from a variety of valid sources. For example: Maps, Geographic Information Systems (GIS), graphs, and charts.
- b. Create and interpret maps to display and explain the spatial patterns of cultural and environmental characteristics using geospatial and related technologies.
- c. Evaluate relationships between the locations of places and regions and their political, cultural, and economic relationships using maps, satellite images, photographs, and other representations.

4. How can geographers support an argument with evidence?
5. Why is the concept of "where" important in the study of geography?

Academic Context and Connections

Colorado Essential Skills:

1. Interpret geographic information and draw conclusions based on geo-spatial reasonings (Critical Thinking and Analysis).
2. Apply results of analysis to make a tangible and useful contribution to diverse communities (Civic Engagement).

Inquiry Questions:

1. What is the significance of spatial orientation, place, and location?
2. How have the tools of a geographer changed over time?
3. What can various types of data tell us about a place?





Nature and Skills of Geography:

1. Geographic thinkers understand how geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.
2. Geographic thinkers gather, display, and analyze geographic information using geographic tools.
3. Geographic thinkers use absolute and relative location, mental maps, and spatial orientation in studying geographic questions.
4. Geographic thinkers predict how human activities will help shape Earth's surface and ways that people might cooperate and compete for use of Earth's resources.

Disciplinary, Information, and Media Literacy:

1. Integrate and evaluate content presented in diverse media and formats.

2. Determine what a text states, make inferences, and cite specific textual evidence.
3. Formulate appropriate research questions.
4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.
5. Analyze privacy policies in relation to the use of various websites as geographic tools. For example: Cookies, data, and location tracking.
6. Integrate accessibility principles to effectively communicate and meet the needs of one's audience.
7. Understand how laws and rules apply to digital content and information.

SS.HS.2.1 High School, Standard 2. Geography Colorado Academic Standards (adopted 2022) SS.111





High School, Standard 2. Geography

Prepared Graduates:

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

Grade Level Expectation:

2. Make connections among geographic variables that influence the interactions of people, places, and environments.

Evidence Outcomes

Students Can:

- a. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment.
- b. Analyze, interpret, and predict the influences of migration and the distribution of human populations based on reciprocal patterns. For example: Historical events, the spatial diffusion of ideas, technologies, and cultural practices.
- c. Examine patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities. For example: Urban/rural, regional, and transportation patterns.
- d. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.
- e. Research and interpret viewpoints from diverse groups. Including but not limited to: African Americans, Latinos, Asian Americans, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities' perspectives on issues that shape policies and programs for resource use and sustainability. For example: Immigration, resource distribution, universal human rights and the UN Sustainable Development Goals.
- f. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Academic Context and Connections

Colorado Essential Skills:

1. Apply geographic knowledge and skills to implement sophisticated, appropriate, and workable ideas to address complex geographic interactions among multiple diverse groups using interdisciplinary perspectives independently or with others (Global and Cultural Awareness).
2. Interpret geographic variables and draw conclusions based on geo-spatial analysis (Critical Thinking and Analysis).
3. Design data/information collection and analysis strategies to facilitate geographic inquiry (Critical Thinking and Analysis, Creativity and Innovation).

Inquiry Questions:

1. How might the physical geography of Earth change in the future?
2. How might people and societies respond to changes in the physical environment?
3. What are the maximum limits of human activity the environment can withstand without deterioration?
4. What are push and pull factors that impact migration?

Nature and Skills of Geography:



1. Geographic thinkers study how the physical environment is modified by human activities, including how human societies value and use natural resources.
2. Geographic thinkers evaluate major areas of environmental and societal interaction.

SS.HS.2.2 High School, Standard 2. Geography

Colorado Academic Standards (adopted 2022) SS.112





3. Geographic thinkers understand that individual actions affect the local environment and global community such as the impact of recycling and consumption of resources.
4. Geographic thinkers understand how technology can support invention and influence how humans modify the environment in both positive and negative ways. For example: The renovation of existing buildings to “green” technologies, the prevention and prediction of natural hazards and disasters, and the use of satellite imagery to track water availability in the Middle East.

Disciplinary, Information, and Media Literacy:

1. Integrate and evaluate content presented in diverse media and formats.
2. Determine what text states, make inferences, and cite specific textual evidence.
3. Read for a specific purpose. For example: Detect cause-and-effect relationships, compare and contrast information, identify fact and opinion, and author bias.
4. Process and effectively communicate and present information orally, in writing, and through development of websites, multimedia presentations, and other forms of technology.





High School, Standard 2. Geography

Prepared Graduates:

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

Grade Level Expectation:

3. Investigate patterns of the interconnected nature of the world, its people, and places.

Evidence Outcomes

Students Can:

- a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.
- b. Explain how shifts in the world's population are connected to and dependent upon other people for both human and natural resources.
- c. Explain how migration of people and movement of goods and ideas can contribute to and enrich cultures, but also create tensions.
- d. Analyze how culture, and cooperation and conflict influence both the division and unification of Earth. For example: International agreements, political patterns, national boundaries, and how cultural differences and conflict over land may lead to genocide.
- e. Make predictions and draw conclusions about the positive and negative global impact of cultural diffusion and assimilation. For example: Human rights, language, religion, and ethnicity.
- f. Examine geographic concepts through the lens of multiple diverse perspectives from various regions of the world and with consideration for indigenous, dominant, and marginalized populations. Including but not limited to: Indigenous Peoples in Colorado, Christians in the Middle East, the Uyghurs in China, and tribal groups in Afghanistan.

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others (Global and Cultural Awareness).
2. Apply a fundamental understanding of the ethical/legal issues in the interconnected nature of the world for effective civic participation (Social Awareness, Civic Engagement).
3. Interpret geographic information and draw conclusions based on geo-spatial analysis (Critical Thinking and Analysis).
4. Develop and apply knowledge, skills, and habits gained from experiences to address issues, affect change, and/or solve problems (Civic Engagement).

Inquiry Questions:

1. What is the role of people in the world?
2. How does globalization influence the interactions of people on Earth?
3. How do cooperation and conflict influence the division and control of the social, economic, and political spaces on Earth?



4. What does it mean to support human rights?
5. What predictions can be made about human migration patterns?

SS.HS.2.3 High School, Standard 2. Geography

Colorado Academic Standards (adopted 2022) SS.114





6. How do technologies influence both positive and negative social change and modern movements as a result of the increasing speed and global reach of social networking?

Nature and Skills of Geography:

1. Geographic thinkers evaluate global systems such as culture, diffusion, interdependence, migration, population pyramids, regional alliances, development of competition and trade, and the impact of population changes on society.
2. Geographic thinkers study the interconnection between physical processes and human activities that help shape the Earth's surface.
3. Geographic thinkers analyze how people's lives and identities are rooted in time and place.
4. Geographic thinkers understand that the world is geographically interconnected, affecting daily life in such ways as the spread of disease, global impact of modern technology, and the impact of cultural diffusion.
5. Geographic thinkers understand that the responsible use of technology creates new life choices, new interconnections between people, new opportunities, and unintended consequences.
6. Geographic thinkers make predictions and apply knowledge to evaluate economic systems, political systems, and social systems by measuring the desirability of each society and/or country based on human migration patterns.

Disciplinary, Information, and Media Literacy:

1. Integrate and evaluate content presented in diverse media and formats.
2. Determine what text states, make inferences, and cite specific textual evidence.
3. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
4. Synthesize information from a range of sources such as texts, experiments, and simulations into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information, when possible.
5. Analyze the reliability of information, claims, and sources presented in the various forms of media.





High School, Standard 3. Economics

Prepared Graduates:

5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.

Evidence Outcomes

Students Can:

- a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).
- b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments. Including but not limited to: cost vs. benefits, thinking at the margin, incentives matter, trade makes people better off, and future consequences count.
- c. Analyze how factors of production (land, labor, capital) are brought together to produce goods and services in an economic system.

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge and skills to analyze how individuals, businesses, and governments deal with the challenges of scarcity (Self-Management, Social Awareness, Global and Cultural Awareness).
2. Identify the incentives that influence individuals, families, businesses, and governments, and draw conclusions based on cost-benefit analysis (Critical Thinking and Analysis).

Inquiry Questions:

1. How does the condition of scarcity affect our decision-making, whether individually or collectively?
2. How might policy makers incentivize responsible personal financial behavior among its citizens?
3. How might policy makers incentivize potential entrepreneurs to address issues of scarcity through innovation and creativity?
4. How is marginal thinking used to make decisions?
5. How are incentives influenced by values? For example: Ethics, religious beliefs, cultural values.

Nature and Skills of Economics:

1. Economic thinkers realize that, due to scarcity, we must make choices which involve the prioritization of alternatives.
2. Economic thinkers assume that every choice, whether by families, governments, businesses, or individuals, has an opportunity cost.
3. Economic thinkers understand that, using the economic way of thinking, individuals analyze how the benefit of using productive resources for a particular purpose



compares with the opportunity cost of this resource use.

4. Economic thinkers apply the economic way of thinking and assume that people make choices because they are responding to the underlying incentives.
5. Economic thinkers realize that the proper analysis to use in decision-making is the marginal benefit and the marginal cost.

SS.HS.3.1 High School, Standard 3. Economics

Colorado Academic Standards (adopted 2022) SS.116





Disciplinary, Information, and Media Literacy:

1. Read for a specific purpose (i.e., detect cause-and-effect relationships, compare and contrast information, identify fact vs. opinion, and author bias).
2. Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formatting thesis statements that examine why as well as how.
3. Create, interpret, and analyze graphs, charts, and diagrams.
4. Process and effectively communicate and present information orally, in writing, and through development of websites, multimedia presentations, and other forms of technology.





High School, Standard 3. Economics

Prepared Graduates:

5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

2. Evaluate how mixed economic systems, market structures, competition, government policies, and the roles of producers and consumers affect market outcomes.

Evidence Outcomes

Students Can:

- a. Compare and contrast economic systems in terms of their ability to achieve or impede economic goals. For example: Traditional, command, market, and modern mixed economies.
- b. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce resources.
- c. Compare and contrast the market outcomes created by various market structures including monopolistic competition, oligopoly, and monopoly.
- d. Explore the role of government in addressing market failures. For example: Monopoly power/antitrust legislation, public goods, negative/positive externalities, the environment, property rights, regulation, access to essential goods and services, and income distribution.
- e. Compare and contrast different types of taxing. For example: Progressive, regressive, proportional, and marginal vs. average tax rates.
- f. Explore the multiple roles governments can play dealing with economic crises, including monetary and fiscal policy changes, and reallocation of resources and redistribution of wealth.
- g. Explore how economic crises create an environment where genocide is allowed to occur. For example: Rationing, scapegoating, including the incremental dehumanization of minority groups, and mitigating conflict over resources.

Academic Context and Connections

Colorado Essential Skills:

1. Manipulate and interpret the tools of supply and demand (Data Literacy).
2. Demonstrate ways different economic systems can answer the basic economic questions of what, how, and for whom to produce goods and services (Social Awareness, Global and Cultural Awareness, Adaptability and Flexibility).
3. Interpret information and draw conclusions about markets based on the supply and demand analysis (Critical Thinking and Analysis).

Inquiry Questions:

1. How do various economic systems make decisions regarding the production and distribution of goods and services?
2. When economic crises occur, does the economic system provide support for all members of the system or is there scapegoating, including the incremental dehumanization of minority groups, and mitigating conflict over resources?



3. What functions do prices serve in a market economy?

4. What are some costs and benefits of embracing a system of supply and demand as a basic allocation mechanism for society?

SS.HS.3.2 High School, Standard 3. Economics

Colorado Academic Standards (adopted 2022) SS.118





5. How does competition affect the choices consumers have in an economy?
6. What criteria might you use in creating a tax system?
7. What are the pros and cons of various tax systems?
8. What role does economics play in genocide?

Nature and Skills of Economics:

1. Economic thinkers compare economic systems by analyzing how each addresses the broad economic goals of the society.
2. Economic thinkers use supply and demand analysis to understand how resources are allocated and prices are determined.
3. Economic thinkers analyze the effects of government interference in the market through application of the demand and supply model.
4. Economic thinkers analyze the impact that “imperfectly competitive” markets have on consumers.
5. Economic thinkers investigate the underlying cause of market failures and how to best use government policy to correct the failures.
6. Economic thinkers recognize the importance of evaluating tax structures by examining how taxes paid change with the tax base.
7. Economic thinkers understand that the average tax rate captures the burden of a tax, but that behavior is more likely to be impacted by changes in the marginal tax rate.

Disciplinary, Information, and Media Literacy:

1. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
2. Process and effectively communicate and present information orally, in writing, and through development of websites, multimedia presentations, and other forms of technology.





High School, Standard 3. Economics

Prepared Graduates:

5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

3. Analyze how the business cycle affects the macroeconomy and evaluate the use of government policies to stabilize the economy.

Evidence Outcomes

Students Can:

- Describe how economic indicators provide various perspectives of the health of the economy and vary with the business cycle. Including but not limited to: Gross Domestic Product (GDP), inflation, unemployment, and other non-traditional indicators.
- Describe how fiscal and monetary policy are used to manipulate the economy including their potential lasting consequences.
- Explore how all policies have costs and benefits that impact participants of an economic system in different ways.

Academic Context and Connections

Colorado Essential Skills:

- Make predictions about the future course of the economy by interpreting economic data (Critical Thinking and Analysis).
- Design economic interventions to address economic challenges (Adaptability and Flexibility).
- Evaluate the health of an economy using multiple sources of current and reliable economic data (Digital Literacy, Data Literacy).
- Identify potential bias in sources of economic data (Media Literacy, Data Literacy).

Inquiry Questions:

- In what ways is the U.S. standard of living different from past generations?

- What considerations should be taken into account when deciding to reduce the rate of inflation in an economy?
- How might economics and politics intermingle when policymakers attempt to stabilize an economy?
- How desirable are economic growth and improvements in productivity for a society?

Nature and Skills of Economics:

- Economic thinkers recognize the value and the limitations of GDP as a measure of economic well-being.
- Economic thinkers understand how inflation and unemployment are calculated and used and recognize the potential imperfections of these measures.
- Economic thinkers study when and how to apply fiscal and/or monetary policy to stabilize the macroeconomy.
- Economic thinkers gather and analyze data to explore trends and predictions of the macroeconomy.
- Economic thinkers study the relationship between fiscal and monetary policies and the impact on the economy.
- Economic thinkers track productivity trends to better understand the underlying path of economic growth.

Disciplinary, Information, and Media Literacy:

- Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.
- Develop questions and plan inquiries.



High School, Standard 3. Economics

Prepared Graduates:

5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.

Grade Level Expectation:

4. Analyze how globalization and international trade affect the allocation of goods, services, and resources.

Evidence Outcomes

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Students Can:

- a. Analyze the role of comparative advantage in international trade of goods and services.
- b. Describe worldwide import/export patterns.
- c. Explain how trade policies affect international trade and domestic markets. Including but not limited to: free trade, tariffs, quotas, subsidies, and current policies.
- d. Explore the effects of current globalization trends and policies. For example: Economic growth, labor markets, the rights of citizens, and the environment in different nations.

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge and skills to analyze trade policy and its global complexities (Global and Cultural Awareness).
2. Make predictions about the effects of different trade policies (Social Awareness, Global and Cultural Awareness).

Inquiry Questions:

1. Why do people trade?
2. How important is international trade to the economies of various countries around the world?
3. What are some costs and benefits of globalization and international trade for various parties?
4. What opportunities might attract entrepreneurs into the international trade





5. How defensible are the criticisms of free trade?

Nature and Skills of Economics:

1. Economic thinkers recognize the importance of the theory of comparative advantage in determining the pattern of trade between countries.
2. Economic thinkers use the tool of demand and supply to better understand movements in exchange rates.
3. Economic thinkers recognize that fiscal and monetary policies affect people through various channels to include the impact on financial markets, the impact on exchange rates and the cost of travel, and the effect of interest rates on the cost of borrowing money.
4. Economic thinkers study why tariffs, quotas, and other trade policies are enacted by examining the winners and losers from such protectionism.

5. Economic thinkers use an economic way of thinking to study factors that lead to increased economic interdependence, increased productivity, and an improved standard of living for individuals in a society.

Disciplinary, Information, and Media Literacy:

1. Create, interpret, analyze, and detect bias in maps, graphs, charts, and diagrams.
2. Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.
3. Formulate appropriate research questions.
4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.

SS.HS.3.4

High School, Standard 3. Economics

Colorado Academic Standards (adopted 2022)

SS.121





High School, Standard 4. Civics

Prepared Graduates:

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

Grade Level Expectation:

1. Research and formulate positions on government policies and on local, state, tribal, and national issues to be able to participate and engage in a civil society.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?

Evidence Outcomes

Students Can:

- a. Research and discuss current issues to participate in civil discourse.
- b. Describe and evaluate the effectiveness and acceptability of a variety of methods of civic participation that individuals and groups may use to shape policy at various levels of government.
- c. Explain the roles and influence of individuals, groups, and the press, as checks on governmental practices. For example: Direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings.
- d. Evaluate traditional and non-traditional types of media (both historic and modern), including social media for reliability, credibility, and how they may influence government policy and public opinion.
- e. Engage as active community members with local, state, tribal, or federal levels of government on policy issues or for individual or group rights.

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge, skills, and habits gained from experiences to address issues, affect change, and/or solve problems (Civic Engagement).
2. Use interpersonal skills to establish and maintain healthy and supportive relationships to learn from and work with individuals and groups from diverse backgrounds



in order to understand or impact a policy. (Interpersonal Communication).

3. Analyze how, why and for what purpose media messages are constructed, and the reliability of those messages, in order to support a stance on an issue (Media Literacy).
4. Collaborate with individuals and groups from diverse backgrounds and/or cultures to address national and global issues, and to develop workable solutions (Global and Cultural Awareness).

Inquiry Questions:

1. What are possible forms of civic participation in a democratic republic?
2. How can people act individually and collectively to hold elected officials accountable?
3. What strategies can people use most effectively to influence public policy? For example: Running for public office, lobbying, civil disobedience, and peaceful protests.
4. How do people remain civil and engage in discourse when there is dissonance?

SS.HS.4.1 High School, Standard 4. Civics

Colorado Academic Standards (adopted 2022) SS.122





5. Why should you participate in government?
6. What kinds of participation would be most effective on the policy issues you care about the most?
7. Why have or do some groups find it necessary to organize (i.e., unions, boycotts, peaceful protests, or strikes, as a means of civic participation)?
8. What barriers exist to civic participation? Who is most impacted by these barriers? What is the best way to challenge these barriers?

Nature and Skills of Civics:

1. Civic-minded individuals research civic issues and act appropriately using a variety of sources from multiple perspectives and communicating views in a reasonable manner.
2. Civic-minded individuals communicate with stakeholders using logical reasoning with relevant, accurate data and evidence to influence policy.
3. Civic-minded individuals can verbally express their position on issues involving their community and/or nation in meaningful and thoughtful ways. For example: Community members speak at a school board, or city council meetings, or running for office.
4. Civic-minded individuals can listen to multiple perspectives as part of civil discourse.
5. Civic-minded individuals can work effectively individually, and in groups, to influence public policy and the actions of government.

Disciplinary, Information, and Media Literacy:

1. Decision-making involves researching an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. For example: Citizens research the issues before voting which may include using the Bluebook in Colorado.
2. Participation in a local, state, tribal, or national issue involves research, planning, and implementing appropriate civic engagement.
3. Social media can be a tool for researching civic issues, advocating for ideas, and expressing views to elected officials.
4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.
5. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
6. Demonstrate the ability to locate, evaluate, and apply reliable evidence.
7. Demonstrate the ability to responsibly use a variety of media sources as a tool for civic participation. For example: Social media, print media, broadcast media.
8. Critically analyze messages in the media to detect propaganda, censorship, and bias.
9. Demonstrate responsible behaviors when using technology and discuss consequences of inappropriate use.





High School, Standard 4. Civics

Prepared Graduates:

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

Grade Level Expectation:

2. Evaluate the purposes, roles, and limitations of the structures and functions of government.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?



- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?

Evidence Outcomes

Students Can:

- a. Describe the origins, purposes, and limitations of government, and include the contribution of key philosophers and American historical figures of diverse backgrounds.
- b. Identify the structure, function, and roles of current members of local, state, and national governments. Including but not limited to: understanding the three branches of government at each level of government.
- c. Analyze the processes for amending the Constitutions of Colorado and the United States and the significant changes that have occurred to those documents including both the Colorado and the United States' Bills of Rights.
- d. Explain the principles of a democracy and analyze how competing democratic values are balanced. For example: Freedom and security, individual rights and common good, general welfare, and rights and responsibilities.
- e. Describe the role and development of the founding documents of Colorado and the United States from their inception to modern day. Including but not limited to:



- the Great Law of Peace, the Declaration of Independence, the Constitutions of the United States and Colorado, the Federalist Papers, and the Bill of Rights.
- f. Evaluate the role of the judicial system in protecting life, liberty, and property for all persons in the United States.
 - g. Understand the structure of the American judicial system, the process of judicial appointments and key court decisions, in both Colorado and the United States, that affect the system of checks and balances and interactions of the local, state, tribal, and federal systems. Including but not limited to: significant Colorado court decisions such as *Francisco Maestas et al. v. George H. Shone* (1914), *U.S. Term Limits, Inc. v. Thornton* (1995), *Romer v. Evans* (1996), *Colorado Union of Taxpayers Found. v. City of Aspen* (2018); and landmark U.S. Supreme Court Cases such as *Korematsu v. United States* (1944), *Tinker v. Des Moines Independent Community School District* (1969).
 - h. Analyze how current global issues impact American policy.
 - i. Compare and contrast how other systems of government function. For example: Authoritarian regimes, parliamentary, and other systems.
 - j. Describe the relationship of tribal governments with state and federal governments. Including but not limited to: The Ute Mountain Ute and Southern Ute tribal governments and the State of Colorado.

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge of governmental origins and structures to solve problems by gathering information and weighing possible solutions, including making choices rooted in understanding patterns, cause-and-effect relationships, and the impacts that a decision can have on the individual and others (Critical Thinking and Analysis).SS.HS.4.2 High School, Standard 4. Civics Colorado Academic Standards (adopted 2022) SS.124





2. Interpret information and draw conclusions about the origins of the structures of America's governmental institutions (Civic Engagement).
3. Apply knowledge of government to develop workable solutions that address complex local, state, tribal, national, and global problems using interdisciplinary perspectives (Civic Engagement).

Inquiry Questions:

1. What are the most important democratic ideals and practices?
2. What are the natural rights and principles that Dr. Martin Luther King used to inform his leadership of The Civil Rights Movement?
3. How do various levels of government interact?
4. What would society look like if several landmark court cases had been decided differently?
5. How can U.S. and Colorado laws and policies best protect individual rights, and the rights of diverse or historically underrepresented groups? For example: African Americans, Latinos, Indigenous peoples, Asian Americans, Hawaiian/Pacific Islander, LGBTQ, and religious minorities?
6. How has American federalism evolved and changed over time?
7. How has the concept of American democracy developed throughout history and how could it continue to develop in relationship to current events?
8. How have domestic and foreign policies impacted American Democracy?
9. Why should people in the U.S. be informed of issues related to foreign governments?
10. Who are the elected officials who impact your life and how?
11. What are the rights and responsibilities of people in the United States?
12. How do the structures of the United States, state, and local governments impact democratic decision making?
13. What is the impact of lifetime judicial appointments?
14. What is the role of the Electoral College in electing the U.S. President?
15. How does the Electoral College impact different demographic groups and geographic areas?
16. How did the Three-Fifths Clause impact the development of American democracy?
17. How is education policy made in the United States, Colorado, and in your local community?
18. Why has the U.S. government's response to genocide and other acts of mass violence varied so widely?
19. What foreign policy tools does the U.S. government have to respond to mass spread violence and genocides around the world? What factors influence how the U.S. government responds?
20. What is the role of failed states and authoritarian regimes in genocide and other acts of mass violence?

Nature and Skills of Civics:

1. Civic-minded individuals know the facts and subject matter of the United States Citizenship test, the test that all foreign nationals must pass before becoming a U.S. citizen.
2. Civic-minded individuals understand the concept of "rule of law" and its role in policies and practices of the government.
3. Civic-minded individuals know the political theories that contributed to the foundation and development of the structures of government and their meaning today.
4. Civic-minded individuals understand how the U.S. system of government functions at the local, state, tribal, and federal level in respect to separation of powers and checks and balances and their impact on policy.
5. Civic-minded individuals understand the effectiveness of government institutions and the limits on government in addressing social and political problems.



High School, Standard 4. Civics

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6. Civic-minded individuals gather and analyze data from multiple sources to look for patterns and create hypotheses regarding national and foreign policy.
7. Civic-minded individuals understand the importance of the founding documents of the United States. Including but not limited to: the Constitution of the United States, the Bill of Rights, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers.

Disciplinary, Information, and Media Literacy:

1. Ask meaningful questions to analyze and evaluate information and ideas.
2. Determine central ideas in a text to provide an accurate summary and connect the relationship between key details and ideas.
3. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
4. Use media literacy skills to locate multiple reliable sources of information regarding the foundations, structures, and functions of government.
5. Write content-specific arguments that state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.
6. Synthesize information from multiple sources to demonstrate understanding of a topic.
7. Delineate a speaker's argument, identify specific claims, and distinguish if claims are supported by reasons and evidence.





High School, Standard 4. Civics

Prepared Graduates:

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

Grade Level Expectation:

3. Analyze the impact of civic participation on political institutions and public policy.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?

Evidence Outcomes



Students Can:

- a. Describe how members of a civil society can impact public policy on local, state, national, or international issues by exercising their civic rights and responsibilities. For example: Participation in primaries and general elections, contact with elected officials, petitions, protesting, attending public forums, or through initiatives and referenda.
- b. Evaluate opportunities for people to participate in and influence government through interest groups and social movements. For example: The tactics and strategies of nonviolent resistance championed by Dr. Martin Luther King in response to the Jim Crow laws of that era, or the Indigenous land rights movement.
- c. Analyze the impact of state and federal policies on campaigns and elections. For example: PACs, campaign finance, gerrymandering/redistricting, state and federal voting laws and regulations, Colorado's voting laws, and the Federal Election Commission.
- d. Analyze how individual rights have been affected over time by court decisions, legislative debates at various levels of government, or by the advocacy of individuals and groups.
- e. Examine how people in other systems of government exercise their civic rights and responsibilities.
- f. Examine the advantages and disadvantages of a two-party system or a multiparty system within a democratic government.

Academic Context and Connections

Colorado Essential Skills:

1. Analyze the reliability of information, claims, and sources presented in the various forms of media and from a variety of perspectives (Media Literacy).
2. Apply knowledge and skills gained from experiences to address issues and affect change (Civic Engagement).
3. Access and evaluate information through digital platforms and networks (Digital Literacy).

Inquiry Questions:

1. What are the different ways people can impact public policy at various levels as individuals or through groups?
2. What are the civic duties and responsibilities of citizens and non-citizens in the United States? Including but not limited to: jury duty, voting, and registration for selective service.
3. How have voting rights evolved over time?
4. What current issues surround voting rights at the local, state, and national level?
5. What are interest groups and how do they influence policy?
6. How have elections changed over time?

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7. How have political parties responded to societal and policy changes over time?
8. How has the participation of different demographic groups changed over time in the U.S. and how has this influenced American politics and the system of government?
9. How do primaries and caucuses impact political parties in the United States?
10. How does the winner-take-all system help to maintain a two-party system?
11. What role does gerrymandering play in the political process?
12. How can people responsibly engage with local elected officials about issues that impact their communities?
13. What role have court decisions played in determining the political process in the United States? For example: Voting rights, campaign finance, gerrymandering, etc.
14. How have the courts interpreted and modified civil rights and civil liberties over time?

Nature and Skills of Civics:

1. Civic-minded individuals use appropriate deliberative processes in multiple settings, such as caucuses, civic organizations, or advocating for change at the local, state, tribal, national, or international levels.
2. Civic-minded individuals analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
3. Civic-minded individuals evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international levels.
4. Civic-minded individuals evaluate social and political systems, in different contexts, times, and places, that promote civic virtues and enact democratic principles.
5. Civic-minded individuals analyze how people can use civic organizations, and social networks, including media to challenge local, state, tribal, national, and international laws that address a variety of public issues.
6. Civic-minded individuals analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
7. Civic-minded individuals evaluate multiple procedures for making and influencing governmental decisions at the local, state, tribal, national, and international levels in terms of the civic purposes achieved.
8. Civic-minded individuals can work effectively, both individually and in groups, to influence public policy and the actions of government.

Disciplinary, Information, and Media Literacy:

1. Identify the strategies that are used by political and civic entities to impact public opinion. For example: Interest groups, lobbying, political party platforms, social media networks, etc.
2. Identify how political issues are covered by the media, and how the media can influence public policy.
3. Identify ways in which various types of media can be evaluated for authenticity, validity, and reliability.
4. Evaluate the use of social media and crowdsourcing in political movements and campaigns.
5. Analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made, conclusions drawn, and speculative ideas offered in the text.
6. Synthesize information from multiple reliable sources to demonstrate understanding of a topic.
7. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and effective presence that builds credibility.



High School, Standard 4. Civics

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High School, Standard 5. Personal Financial Literacy

Prepared Graduates:

8. Apply economic reasoning skills to make informed personal financial decisions.

Grade Level Expectation:

1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.

Evidence Outcomes

Students Can:

- a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.
- b. Use reliable information resources when making financial decisions.
- c. Formulate strategies to protect personal and financial information.
- d. Develop a system for keeping and using financial records.
- e. Compare financial institutions and products.

5. What are different methods of financial record keeping?
6. How can an individual create a financial plan aligned with their personal values and goals?

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies (Critical Thinking and Analysis).
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes (Self-Awareness).

Inquiry Questions:

1. How does a consumer determine the accuracy and relevance of consumer information?
2. How can a consumer locate and identify reliable sources of financial information?
3. What are some steps that can be taken to protect personal and financial information?
4. What are some things that should be considered when entering into a contract for financial services?





Nature and Skills of Personal Financial Literacy:

1. Financially capable individuals consider the value of professional development, income earning potential, value of workplace benefits, and labor market trends as part of a lifetime comprehensive financial plan.
2. Financially capable individuals demonstrate effective financial decision- making by comparing costs and benefits of alternatives.

3. Financially capable individuals demonstrate self-awareness and areas for ongoing financial education, growth, and development.

Disciplinary, Information, and Media Literacy:

1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the sources.
2. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

SS.HS.5.1 High School, Standard 5. Personal Financial Literacy Colorado Academic Standards (adopted 2022) SS.129





High School, Standard 5. Personal Financial Literacy

Prepared Graduates:

8. Apply economic reasoning skills to make informed personal financial decisions.

Grade Level Expectation:

2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.

Evidence Outcomes

Students Can:

- a. Compare different sources of personal income and compensation. Including but not limited to: earned income, profit income, interest income, dividend income, rental income, capital gains, and royalties.
- b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.
- c. Predict the potential impact of education and skill development choices on career earnings, including starting salary by field and level of degree or credential.
- d. Investigate the total cost, affordability, and payment options associated with postsecondary options, degrees, and credentials, including personal savings, scholarships, grants, employer tuition programs, work study, and public and private loans.
- e. Review the purpose and the process of accessing state and federal financial aid. Including but not limited to: the Colorado Application for State Financial Aid (CASFA), the Free Application for Federal Student Aid (FAFSA) application for financial aid.
- f. Analyze student loan repayment options, terms, requirements, and state and federal repayment programs and their impact on a student's financial future.
- g. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: Benefits, flexible work options, and retirement plans.
- h. Simulate a sustainable household budget based on future personal and career goals.

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies (Critical Thinking and Analysis).
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes (Self-Management).
3. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national, and global arenas (Self-Awareness).

Inquiry Questions:

1. How can income earning potential be maximized with intentional choices and planning?
2. What is the role of education and earning capability in building financial security?
3. What potential barriers might impede an individual's work routine, hinder the ability to get a job, or prevent career advancement, and how can an individual



overcome the barriers?

4. What resources are available to individuals seeking help with career, employment, and training?

SS.HS.5.2 High School, Standard 5. Personal Financial Literacy

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5. How might life circumstances impact a household budget?
6. Should student loans be listed under Financial Aid on a Student Aid Report?

Nature and Skills of Personal Financial Literacy:

1. Financially capable individuals consider the value of professional development, income earning potential, value of workplace benefits, and labor market trends as part of a lifetime comprehensive financial plan.
2. Financially capable individuals plan for income tax liability.
3. Financially capable individuals consider opportunity costs when making decisions about professional development and career changes.
4. Financially capable individuals analyze economic cycles and make predictions regarding economic trends.
5. Financially capable individuals calculate the sustainable household income given specific market conditions and lifestyle circumstances which provides consumers with income earning goals when deciding employment, career path, and professional development.

Disciplinary, Information, and Media Literacy:

1. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
2. Describe the consequences of competition in specific markets.
3. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.



High School, Standard 5. Personal Financial Literacy

Prepared Graduates:

8. Apply economic reasoning skills to make informed personal financial decisions.

Grade Level Expectation:

3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.

Evidence Outcomes

Students Can:

- a. Analyze how inflation and cost of living impact consumer purchasing and saving power.
- b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs, and tradeoffs. For example: Comparing student, auto, home, and payday loans.
- c. Explain how an individual's credit history can affect borrowing power.
- d. Design a household budget (using gross and net income) that addresses financial obligations and integrates saving for future goals and retirement based on your values and goals.
- e. Describe how to use and manage different types of accounts and payment methods.
- f. Compare the advantages and disadvantages of various types of credit.
- g. Summarize the advantages and disadvantages of leasing versus purchasing automobiles, homes, and other large purchases.

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies (Critical Thinking and Analysis).
2. Take responsibility for spending decisions and borrowing decisions (Self-Advocacy and Initiative).
3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes (Self-Management).

Inquiry Questions:

1. How might changes in the economic cycle and market conditions affect household saving and spending habits?
2. How might changes in lifestyle, income, or life circumstances affect a household financial plan?
3. How can implementing an intentional savings plan provide stability and secure an individual's financial future?
4. What are some strategies individuals can implement to increase their savings?
5. How can individuals take steps to begin building credit?
6. How can individuals increase their credit score without taking on debt?
7. What are the advantages of secured vs. unsecured credit accounts?
8. When might it make sense to take on debt? When does it not make sense?
9. How much will today's purchase cost tomorrow?
10. What resources are available to individuals seeking help with financial hardships?
11. How does taking on debt impact finances?
12. What types of decisions can be made in order to avoid debt?
13. What strategies can consumers use to pay down debt as quickly as possible?
14. What impacts do different types of interest rates have on consumers? For example: Fixed rates, variable rates, and adjustable-rate mortgages.
15. Which types of loans typically charge higher interest rates?
16. What types of consumers are most likely to be targeted by predatory lenders?





SS.HS.5.3 High School, Standard 5. Personal Financial Literacy

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Nature and Skills of Personal Financial Literacy:

1. Financially capable individuals demonstrate effective decision-making based on their values and preferences and by comparing costs and benefits of alternatives.
2. Financially capable individuals plan and monitor spending and saving to fulfill financial obligations and achieve goals as part of a comprehensive financial plan.
3. Financially capable individuals know their rights and obligations when using credit.
4. Financially capable individuals understand that there is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs.

Disciplinary, Information, and Media Literacy:

1. Gather relevant information from multiple print and digital sources and assess the credibility and accuracy of the sources.
2. Read and comprehend complex informational texts. For example: Financial aid and credit card offers.
3. Analyze how consumer choices have different costs and benefits.
4. Analyze and compare types of interest, including rates, terms, and long-term impacts.
5. Read and comprehend a consumer credit report.



High School, Standard 5. Personal Financial Literacy

Prepared Graduates:

8. Apply economic reasoning skills to make informed personal financial decisions.

Grade Level Expectation:

4. Explore a diversified investment strategy that is compatible with personal financial goals.

Evidence Outcomes

Students Can:

- a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.
- b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: The business cycle.

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies (Critical Thinking and Analysis).
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes (Self-Management).

Inquiry Questions:

1. How does a consumer choose between investment options?
2. How might changes in the economic cycle and market conditions affect future earnings on an individual's investments?
3. How can a consumer obtain accurate information about different assets and investments?
4. How can a consumer determine the value of an asset or investment?
5. How does a consumer research and validate the accuracy of financial information?
6. How does investing fit into an individual's comprehensive financial plan?
7. How do different types and values of investments impact taxes?

Nature and Skills of Personal Financial Literacy:

1. Financially capable individuals consider the value that investing plays as part of a lifetime comprehensive financial plan.
2. Financially capable individuals carefully consider the amount of financial risk that they can tolerate based on life stage, and they plan for changes in the economic cycles.
3. Financially capable individuals create plans based on sound financial planning principles to maximize their standard of living over time.
4. Financially capable individuals analyze market conditions and make predictions regarding economic trends.
5. Financially capable individuals know how to perform time value of money calculations allowing investigation of rate of return, future value of investments, and present value of long-term financial goals.
6. Financially capable individuals understand the relationship between variables in a function which allows people to use functions to model relationships in the real world such as the impact of compound interest.
7. Financially capable individuals can describe how to buy and sell various assets and investments. For example: Stocks, real estate, and businesses.

Disciplinary, Information, and Media Literacy:

1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the sources.
2. Read and comprehend complex informational texts. For example: A stock chart or an account disclaimer.





3. Analyze how risk and reward incentives influence choices that may result in costs and benefits for different groups.
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High School, Standard 5. Personal Financial Literacy

Prepared Graduates:

8. Apply economic reasoning skills to make informed personal financial decisions.

Grade Level Expectation:

5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.

Evidence Outcomes

Students Can:

- a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.
- b. Identify the cost and benefits of purchasing insurance. For example: Insured profile, number and size of claims, frequency, and costs of natural disasters.
- c. Explain the types and purpose of insurance products. For example: Automotive, identity theft, health, disability, long-term care, life insurance, renters/homeowners' insurance, and professional liability.
- d. Outline steps to monitor and safeguard personal financial data to minimize, avoid and/or resolve identity theft or fraud issues.
- e. Analyze consumer and financial information for relevance, credibility, and accuracy.
- f. Identify consumer responsibilities, rights, and consumer protection laws that regulate contracts and financial transactions.

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis (Critical Thinking and Analysis).
2. Develop, plan, and organize self-behavior (Self-Management).

Inquiry Questions:

1. How are individuals, groups of consumers, and markets impacted by unexpected financial obligations due to property loss or damage, loss of income, health care issues, and fraud?
2. What should a consumer consider when choosing insurance for particular situations?
3. How will insurance needs change throughout a lifetime?
4. How does probability relate to obtaining insurance and the cost of insurance?
5. How does insurance fit into an individual's comprehensive financial plan?
6. What consumer scams are common?
7. How can consumers be aware of and protect themselves from scams?
8. What are the different types of insurance and how do they work?



9. What is the difference between an insurance premium and deductible?
10. How can an individual determine that they are adequately insured?

SS.HS.5.5 High School, Standard 5. Personal Financial Literacy

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11. How can an individual evaluate how much they are willing to pay for different levels of insurance coverage based on their risk assessment?

Nature and Skills of Personal Financial Literacy:

1. Financially capable individuals mitigate the financial risks associated with everyday life through planning for the unexpected, saving for emergencies, acquiring insurance, and securing personal information.
2. Financially capable individuals consider insurance as a part of a lifetime comprehensive financial plan.
3. Financially capable individuals demonstrate effective financial decision-making by comparing the additional costs of alternatives with the additional benefits.
4. Financially capable individuals understand that probability allows informed decision-making, such as whether the cost of insurance is less than the expected cost of illness, when the deductible on car insurance is optimal, or whether an extended warranty justifies the cost.

Disciplinary, Information, and Media Literacy:

1. Read and comprehend complex informational texts. For example: Insurance policies.
2. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
3. Compare and contrast financial information when making a decision.
4. Research current identity theft and financial scams.

