



*Eighth Grade  
American  
History I: To 1890  
Curriculum Essentials  
Document*



*Boulder Valley School District  
Department of Curriculum and Instruction  
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### Eighth Grade American History Curriculum Essentials

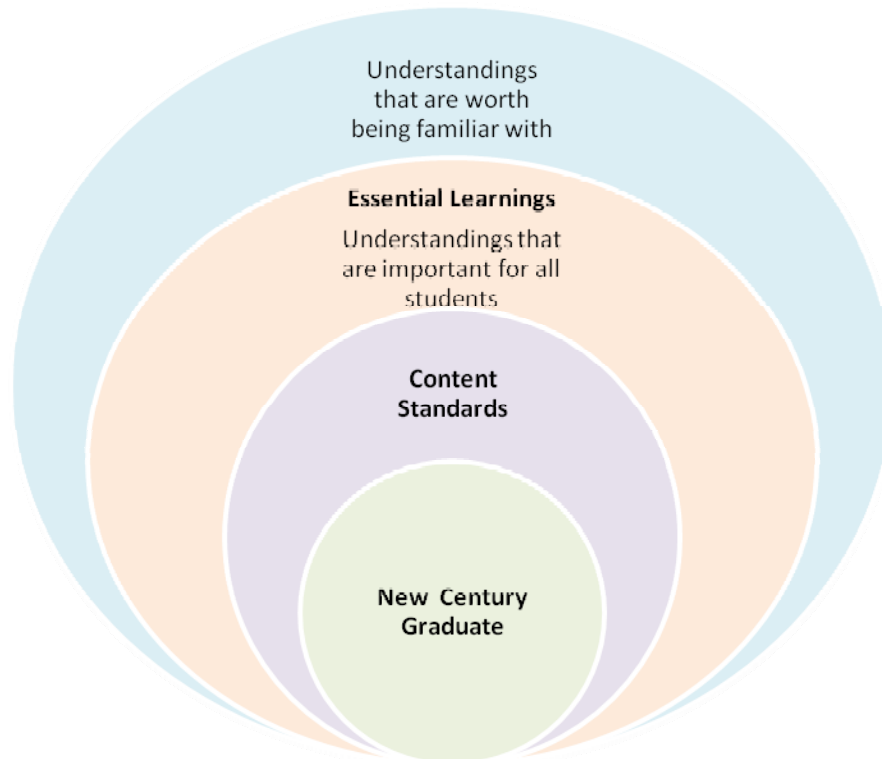
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# *General Introduction*



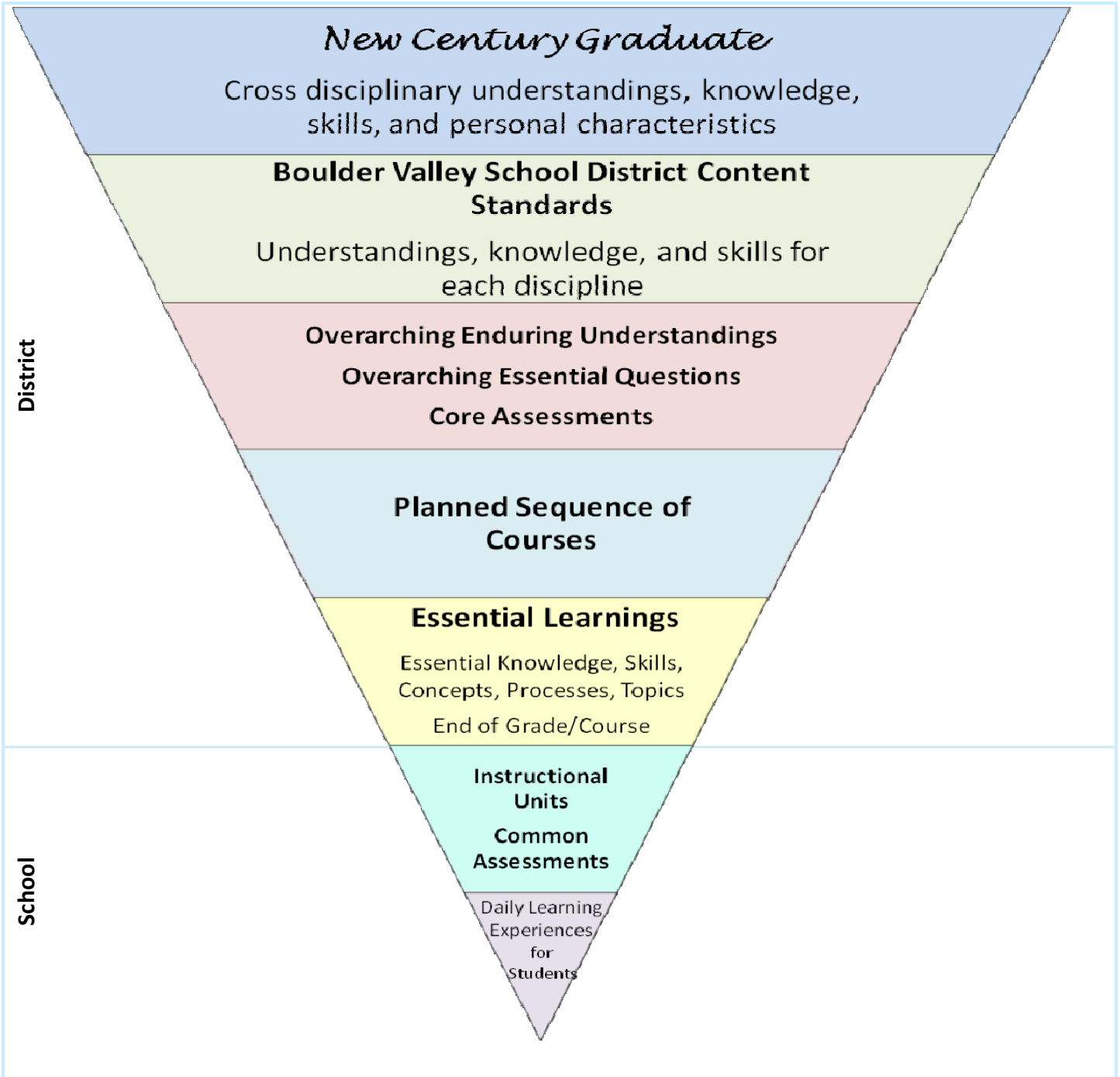
## What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

## Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

## *New Century Graduate* Knowledge and Skills

### **Life Competencies**

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

### **Communication: Speaking and Writing**

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

### **Multicultural/Global Perspective**

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

### **Literacy: Reading**

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

### **Mathematics**

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

### **History**

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

### **Science**

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

### **Arts**

Experiences and appreciates music, visual arts, dance and theater.

## *New Century Graduate* Personal Characteristics



### **Respect for Others (Values Others)**

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

### **Initiative and Courage**

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

### **Citizenship**

Understands his or her role and responsibilities and contributes to the community, nation, and world.

### **Responsibility**

Takes responsibility for own thoughts and actions, accepting the consequences.

### **Ethical Behavior**

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

### **Flexibility and Open Mindedness**

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

### **Self-respect**

Possesses self-respect and confidence, while recognizing one's own limitations.

## What are Enduring Understandings and Essential Questions?

**Enduring understandings** are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

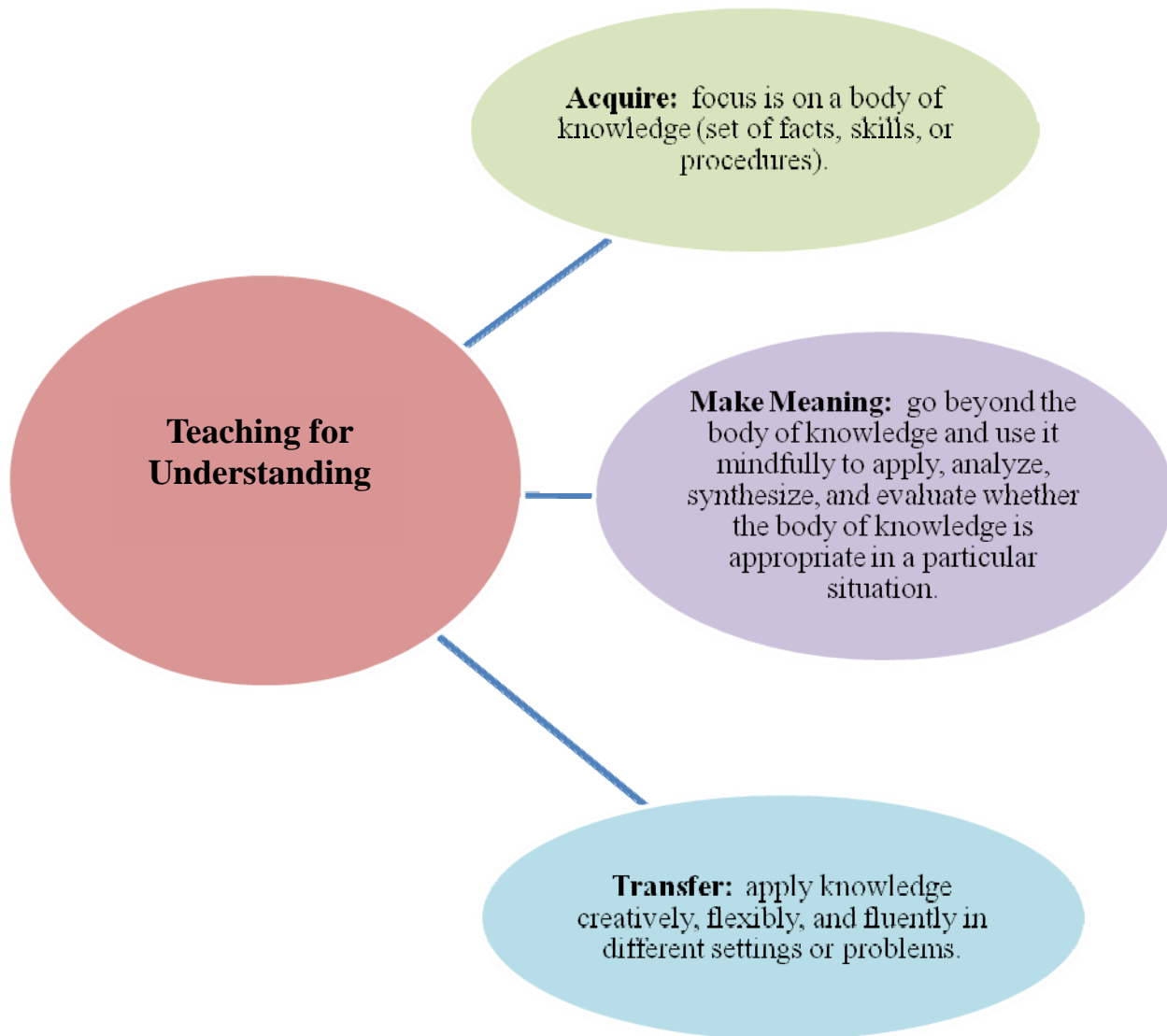
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

**Essential questions** provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

## Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



## What Does it Mean to Understand?

### Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

### Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

### Explanation

- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

### Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

## What Does it Mean to Understand? (continued)

### Application

- use information, methods, concepts, theories in new situations and diverse, realistic contexts
- *Question Cues:* apply, demonstrate, calculate, complete, show, solve, change, create, translate, employ, interpret, illustrate, adapt, debug, invent, perform, solve, test

### Perspective

- critical and insightful points of view making assumptions and implications explicit
- create new theories, stories, or applications
- *Question Cues:* analyze, argue, compare, contrast, criticize, infer

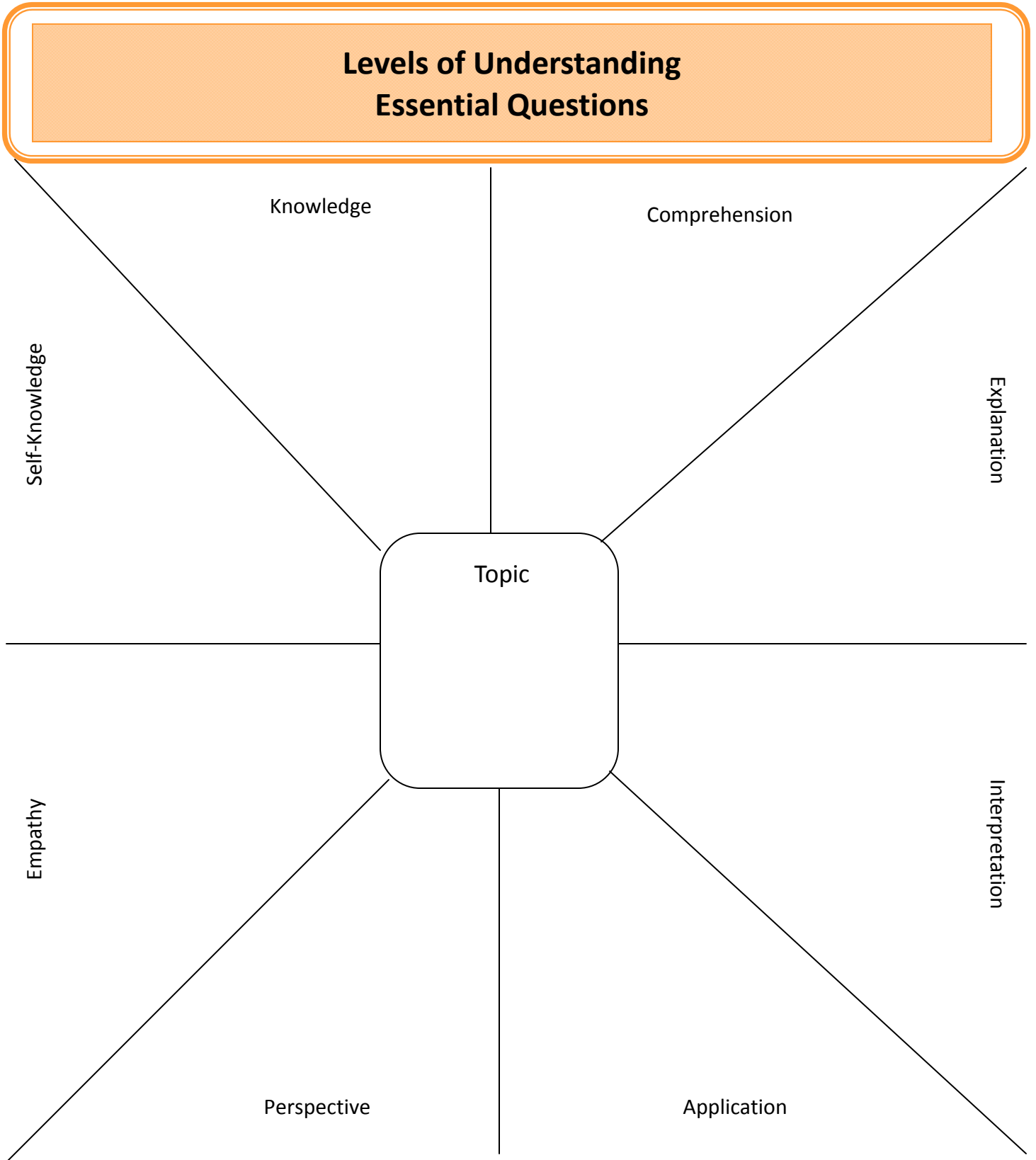
### Empathy

- view a situation from another's point of view or feelings
- find meaning in the experiences or ideas of others
- *Question Cues:* assume the role of, believe, be like, consider, be open to, imagine, relate, role-play

### Self-Knowledge

- self-consciously question our ways of seeing the world beyond ourselves
- look beyond simplistic categories to see unexpected differences, idiosyncrasies, or surprises in people and ideas
- *Question Cues:* be aware of, realize, recognize, reflect, self-assess

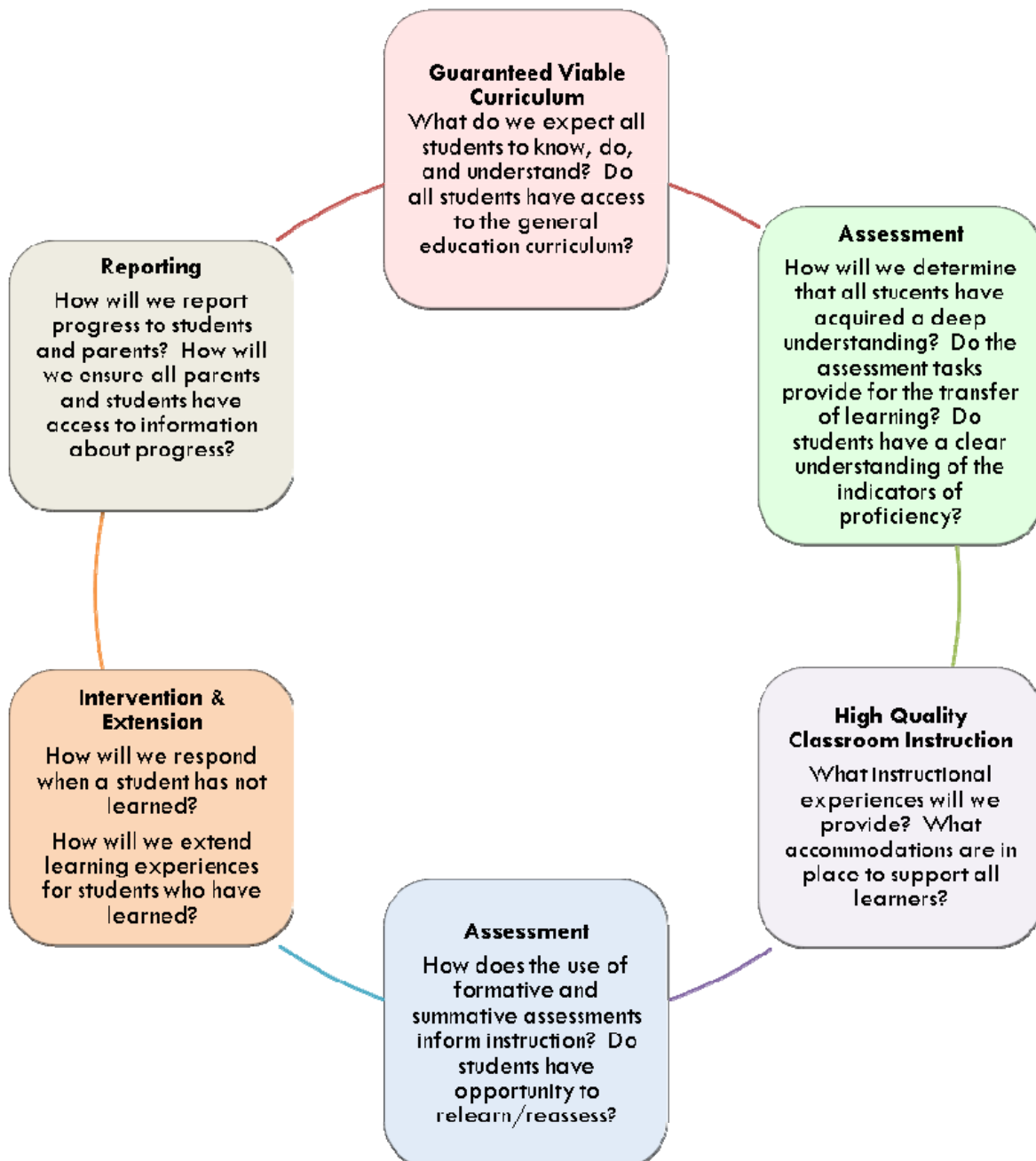
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## Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



## Characteristics of a Boulder Valley School District Standards-based Classroom

### Curriculum

*All Students Have Access to the General Education Curriculum*

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

### Instruction

*Quality Instruction Demands Student-Teacher Collaboration in the Learning Process*

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

## Characteristics of a Boulder Valley School District Standards-based Classroom

### Assessment

*Assessments are Tightly Aligned to the Standards*

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

### Learning Environment

*A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members*

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

## Middle Level Social Studies Essential Learnings

### Sixth Grade World Geography 1: Western Hemisphere

- 🌐 Represents physical and human characteristics of place in spatial form
- 🌐 Uses maps for different purposes
- 🌐 Interprets the relationship between people and environments
- 🌐 Analyzes how the physical characteristics of place determines patterns of human settlement
- 🌐 Explains how regions are defined by both human and physical characteristics
- 🌐 Analyzes how change occurs as a result of the interaction of physical and human features
- 🌐 Explains how climate influences the physical and human characteristics of place
- 🌐 Defines the physical processes that determine the natural resources available
- 🌐 Identifies how cultural, political, and economic processes interact to create change
- 🌐 Investigates how economic, political, and social processes shape patterns of cooperation and conflict
- 🌐 Applies reading and writing skills to inquire, think critically, and apply geographic concepts to new situations
- 🌐 Illustrates how the distribution of resources can change
- 🌐 Discusses how the unequal distribution of resources influences cooperation and conflict
- 🌐 Explains why the importance and value of resources change over time
- 🌐 Links past events and decisions to the present
- 🌐 Creates a plan to solve problems based on knowledge of the past
- 🌐 Analyzes the political and economic relationships in the United States has with other countries
- 🌐 Identifies how political and economic relationships can change

## Middle Level Social Studies Essential Learnings

### Seventh Grade World Geography II: Eastern Hemisphere

- 🌐 Represents physical and human characteristics of place in spatial form
- 🌐 Uses maps for different purposes
- 🌐 Interprets the relationship between people and environments
- 🌐 Analyzes how the physical characteristics of place determines patterns of human settlement
- 🌐 Explains how regions are defined by both human and physical characteristics
- 🌐 Analyzes how change occurs as a result of the interaction of physical and human features
- 🌐 Explains how climate influences the physical and human characteristics of place
- 🌐 Defines the physical processes that determine the natural resources available
- 🌐 Identifies how cultural, political, and economic processes interact to create change
- 🌐 Investigates how economic, political, and social processes shape patterns of cooperation and conflict
- 🌐 Illustrates how the distribution of resources can change
- 🌐 Discusses how the unequal distribution of resources influences cooperation and conflict
- 🌐 Explains why the importance and value of resources change over time
- 🌐 Links past events and decisions to the present
- 🌐 Creates a plan to solve problems based on knowledge of the past
- 🌐 Applies reading and writing skills to inquire, think critically, and apply geographic concepts to new situations
- 🌐 Identifies different forms of government that have existed and currently exist in the world
- 🌐 Traces the origins of the principles of government that have come from ancient and medieval roots
- 🌐 Explains the emergence of modern political systems
- 🌐 Identifies where and how major religious systems emerged
- 🌐 Explains how the spread of religious systems have brought changes
- 🌐 Connects religious ideas and concepts to their historical roots
- 🌐 Observes how religious ideas and systems have modern influences

## Middle Level Social Studies Essential Learnings

### Eighth Grade American History I: To 1890

- ④ Describes the development of the State of Colorado from exploration through the 1800's
- ④ Uses the processes of inquiry to provide others with a deep understanding of a historical topic
- ④ Applies reading and writing skills to inquire, think critically, and apply historical concepts to new situations
- ④ Identifies instances where the addition of new territories created social tension within and outside of the United States, as well as a redistribution of power
- ④ Demonstrates how civil rights have expanded throughout American history
- ④ Compares and contrasts the origin of capitalism with today's economy
- ④ Identifies instances where the interests of federal, state, and local authority came into conflict
- ④ Analyzes the challenges that continuous expansion of the United States into the West and North caused for the people of these regions
- ④ Lists the ways that the Constitution historically gave citizens rights and how these rights have expanded over time
- ④ Recognizes the traits necessary to influence change and participate in civic action



# *Design Templates*



## Unit Design Template

<b>Desired Results</b>	
<b>BVSD Standard(s)/Essential Learnings</b>	
<b>Unit Enduring Understandings</b>	<b>Unit Essential Questions</b>
<b>Students will know.....</b>	<b>Students will be able to.....</b>
<b>Assessment Evidence</b>	
<b>Performance/Transfer Tasks</b>	<b>Other Evidence</b>
<b>Rubric</b>	<b>Student Self-Assessment and Reflection</b>

**Unit Design Template (continued)**

**Learning Plans**

**Learning Activities**

**Materials**

**Accommodations**

**Technology Integration**

# Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			



## Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

## Curriculum Map

	August	September	October	November	December
<b>Standards/ Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

## Curriculum Map

	January	February	March	April	May
<b>Standards/ Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

# Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

## Curriculum Map

### Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

# Curriculum Map

Unit:

Timing:

Essential Questions					
Standards/Essential Learnings					
Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

# Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
Enduring Understandings	Assessment
Essential Questions	Knowledge and Skills
	Learning Activities
	Accommodations
	Materials



## Curriculum Glossary of Terms

<b>Anchor</b>	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
<b>Assessment</b>	Assessment refers to the act of determining a value or degree.
<b>Authentic assessment</b>	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
<b>Backward Design</b>	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
<b>Benchmark</b>	Clearly demarcated progress points that serve as concrete indicators for a standard.
<b>Big Idea</b>	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
<b>Concept</b>	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
<b>Content Standard</b>	A content standard answers the question, “What a student should know, do or understand?”
<b>Curriculum</b>	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
<b>Curriculum Implementation</b>	Curriculum implementation is putting the curriculum into place.
<b>Curriculum Mapping</b>	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
<b>Enduring Understanding</b>	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

## Curriculum Glossary of Terms

<b>Essential Learnings</b>	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
<b>Essential Question</b>	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and uncoverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
<b>Essential Topics, Skills, Processes, Concepts</b>	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
<b>Formative assessment</b>	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
<b>Guaranteed Viable Curriculum</b>	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
<b>Learning Activities</b>	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
<b>Performance Task</b>	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
<b>Prerequisite knowledge and skill</b>	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

## Curriculum Glossary of Terms

<b>Processes</b>	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
<b>Product</b>	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
<b>Rubric</b>	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
<b>Scope and Sequence</b>	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
<b>Strategies</b>	Strategies are procedures, methods, or techniques to accomplish an essential learning.
<b>Summative assessment</b>	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.



# **Eighth Grade American History I: To 1890 Curriculum Essentials**





## Boulder Valley School District Social Studies Background

The Social Studies curriculum council began meeting in the Fall of 2007. This curriculum is a result of their focused attention and ability to examine and incorporate research about best practices in education. The work that follows incorporates the ideas of many researchers-including Robert Marzano, Joseph Kahne, Virginia Gay, Christine Sleeter, and Randall Lindsey. Each of whom addressed one or more of our goals:

- Viability
- Culturally Proficiency
- Currency
- Incorporates New Century Graduate Characteristics
- Addresses the Democracy Divide

### Viability

In order to create a curriculum that can be taught using the teaching learning cycle, each content area was trimmed, in order to emphasize depth in our instruction. Creating a viable curriculum will help us in our efforts to close the achievement gap.

### Cultural Proficiency

Just as the goals of BVSD embrace increasing the cultural proficiency of the district, this curriculum is designed to do so for the learner. Lindsey identifies 5 strategies for moving toward cultural proficiency: Know your differences, value difference, manage conflict, adapt to diversity and teach about culture. These skills are built into every grade level curricula. By introducing cultures not previously emphasized in our curriculum, allowing for cultural relevancy by bringing the students' culture into the classroom, and by incorporating a variety of perspectives on essential issues, this curriculum will be a step in moving our system forward in embracing difference, and narrowing our achievement gap.

### Currency

What does a current curriculum look like? Our current

students will face a world very unlike our own.

We addressed five issues to bring currency into the curriculum:

1. **Change**- In the fast paced world our students encounter there is one theme that they will need the skills to address in their lives: Change. The theme of change: observing change, predicting change, adapting to change and creating change are imbedded ideas at every level.
2. **Regional Focus**- Additionally, the content focus has shifted to increase attention on Asia.
3. **Current Events**- Each grade level will be responsible for bringing in grade appropriate discussion of current events.
4. **Technology**- An up-to-date social studies curriculum will embrace the technological tools that not only enhance the social studies but make new learning possible. The US department of Labor states that careers involving the use of Geospatial technologies are one of the top 14 careers of the future. These careers will be as diverse as remote sensing, data collection, environment and urban planning, and digital cartography. The opening of Geospatial technologies to students as young as kindergarten will open new avenues to understanding and analyzing our world.
5. **Economics**- As a final update, we have increased the amount and frequency of economic content at every level. As our students enter a world of complex economics, we responded to the needs shown in our society.

### New Century Graduate

The New Century Graduate characteristics that involve the social studies incorporate 10 of the categories designated in this document.

## Boulder Valley School District Social Studies Background

These include *Life Competency*: Money Management, *Communication* with diverse audiences, *Multicultural Perspectives*, *Literacy*, *Mathematics* and Spatial understanding, *Thinking and Reasoning*, applied *Technology*, *Interpersonal Competency*, *Government and Civics*, and *History*. The essential understandings of each grade level are a reflection of these goals.

### Democracy Divide

Finally, the curriculum focuses on what Joseph Kahne has labeled the Democracy Divide. The Democracy Divide is created after high school, but is reflected in the achievement gap and the types of activities that are encountered as part of a civics education. This research shows that the patterns created in school create a divide in the participation of adults in democratic institutions. Our curriculum incorporated the notion that our students should be involved in simulating and participating in government from the earliest ages.

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**Boulder Valley School District Social Studies Content Standards****History Standard 1**

*Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

**History Standard 2**

*Students know how to use the processes and resources of historical inquiry.*

**History Standard 3**

*Students understand that societies are diverse and have changed over time.*

**History Standard 5**

*Students understand political institutions and theories that have developed and changed over time.*

**History Standard 4**

*Students understand the impact of economic activity and scientific and technological developments on individuals and societies.*

**History Standard 6**

*Students know that religious and philosophical ideas have been powerful forces throughout history.*



## Boulder Valley School District Social Studies Content Standards

### Geography Standard 1

*Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.*

### Geography Standard 2

*Students know the physical and human characteristics of places, and use this knowledge to define and study regions and interpret their patterns of change.*

### Geography Standard 3

*Students understand how physical processes shape Earth's surface patterns and systems.*

### Geography Standard 4

*Students understand how economic, political, cultural, and social processes interact to shape diverse patterns of human populations, movement, and interdependence, cooperation, and conflict.*

### Geography Standard 5

*Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.*

### Geography Standard 6

*Students apply knowledge of people, places, and environments to understand and interpret the past and present and to plan for the future.*

### Civics Standard 1

*Students understand the purposes of government and the basic constitutional principles of the United States republican form of government.*

### Civics Standard 2

*Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.*

## Boulder Valley School District Social Studies Content Standards

### **Civics Standard 3**

*Students know the political relationship of the United States and its citizens to other nations and to world affairs.*

### **Civics Standard 4**

*Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels—local, state and national.*

### **Economics Standard 1**

*Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.*

### **Economics Standard 2**

*Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.*

### **Economics Standard 3**

*Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.*

## Social Studies Overarching Enduring Understanding and Essential Questions

### Overarching Enduring Understandings

- The tension between federal, state and local power has been a source of conflict since the writing of the Constitution.
- The rights guaranteed in the Bill of Rights have been amended in order to guarantee rights to more people.
- The United States territory was acquired through purchase, conquest, and secession.
- The continuous expansion of the United States into the West and North of the continent caused many challenges for the people of these regions.
- The origin of American capitalism is grounded in Enlightenment philosophy.
- Distinct groups in the United States have, and continue to be, oppressed, but there is evidence of a gradual move toward acceptance and inclusion .
- Individual action has been very important in bringing about change in our government and society.
- Colorado was important in the expansion of the availability of natural resources.
- The knowledge of history is created by the process of inquiry and the deep acquisition of knowledge.

### Overarching Essential Questions

- How does the tension between local, state and national control impact our national discourse?
- What are the rights of the citizens of the United States and where did those rights originate?
- How was the United States territory acquired?
- How does the addition of land into the boundaries or control of the United States create conflict?
- How does the economic system support our form of government? How does our government operate to support our economics system? How do these systems come into conflict?
- Which different groups have been historically oppressed, and in what ways have we resolved the oppression? Who benefited from it?
- How do individuals impact change in our society?
- How are the patterns of the growth of the United States reflected in the State of Colorado?
- How do we create new information about history?

## Boulder Valley School District Social Studies Content Standards and Eighth Grade Essential Learnings

**History 1:** *Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

**In order to meet this standard, an Eighth Grade student:**

- √ Describes the development of the State of Colorado from exploration through the 1800's

**History 2:** *Students know how to use the processes and resources of historical inquiry.*

**In order to meet this standard, an Eighth Grade student:**

- √ Uses the process of inquiry to inform others with depth about a historical topic
- √ Applies reading and writing skills to inquire, think critically, and apply historical concepts to new situations

**History 3:** *Students understand that societies are diverse and have changed over time.*

**In order to meet this standard, an Eighth Grade student:**

- √ Analyzes the challenges that continuous expansion of the United States into the West and North caused for the people of these regions
- √ Demonstrates how civil rights have expanded throughout American history

**History 4:** *Students understand the impact of economic activity and scientific or technological developments on individuals and societies.*

**In order to meet this standard, an Eighth Grade student:**

- √ Compares and contrasts the origin of capitalism with today's economy

**History 5:** *Students understand political institutions and theories that have developed and changed over time.*

**In order to meet this standard, an Eighth Grade student:**

- √ Identifies instances where the interests of federal, state, and local authority came into conflict

**History 6:** *Students know that religious beliefs and philosophical ideas have been powerful forces throughout history.*

**Civics 3:** *Students know the political relationship of the United States and its citizens to other nations and to world affairs.*

**In order to meet these standards, an Eighth Grade student:**

- √ Identifies instances where the addition of new territories created social tension within and outside the United States, as well as a redistribution of power

## Boulder Valley School District Social Studies Content Standards and Eighth Grade Essential Learnings

**Civics 1:** *Students understand the purposes of government and the basic constitutional principles of the United States republican form of government.*

***In order to meet this standard, an Eighth Grade student:***

- √ Lists the ways that the Constitution historically gave citizens rights and how these rights expanded over time

**Civics 4:** *Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state, and national.*

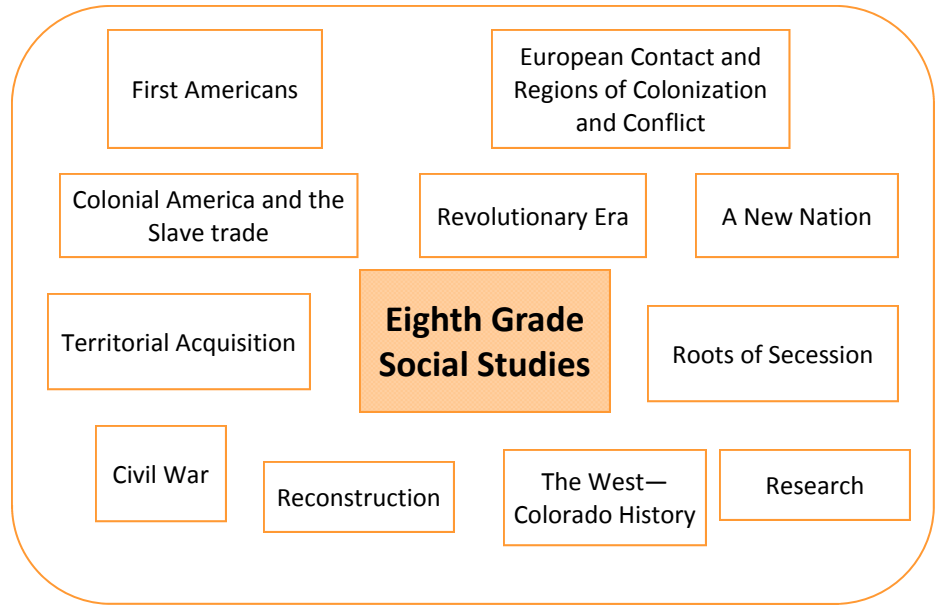
***In order to meet this standard, an Eighth Grade student:***

- √ Recognizes the traits necessary to influence change and participate in civic action

## BVSD Eighth Grade Social Studies Overview

### Course Description

The course presents the social impacts and multiple perspectives of people associated with significant events in pre-1890 American history. This study will expose students to the important contributions made by the many groups who shaped and continue to influence the American experience. This will include an examination of the roles of typically underrepresented groups. The role of religion will also be discussed as a shaping ideal in the formation of the United States. Students will also be provided with a deep examination of the role of the Constitution in our government and our societal values.



### Assessment

- √ Expanding Nation
- √ Whiskey and the Power of a Democratic Government
- √ The World’s Columbian Exposition: Chicago 1893
- √ Teacher-designed assessments
- √ Student-designed assessments

### Effective Components of a Eighth Grade Social Studies Program

- Uses broad themes and imbed the details
  - ◆ 5 Themes of Geography
  - ◆ Cultural Universals
- Provides opportunities for simulation
- Utilizes collaborative strategies
- Supports inquiry
- Invites problem solving
- Addresses critical issues and current realities
- Teaches from many perspectives
- Uses direct instruction with visuals and graphic organizers
- Encourages involvement in the community and civic action

### Essential Questions

- How have the people of the United States and its territories gained and lost power over time?
- What are the rights of the citizens of the United States and where did those rights originate?
- How does the tension between local, state and national control impact our national discourse?
- How was United States territory acquired?
- How does the addition of land into the boundaries or control of the United States create conflict?
- How does the economic system support our form of government?
- How does our government operate to support our economics system? How do these systems come into conflict?
- Which different groups have been historically oppressed, and in what ways have we resolved the oppression? Who benefited from it?
- How do individuals impact changes in our society?
- How are the patterns of the growth of the United States reflected in the State of Colorado?

### Technology Integration & Information Literacy

- ① Generates meaningful questions
- ① Develops a search strategy
- ① Finds relevant information from a variety of resources
- ① Interprets, analyzes and applies information to respond to questions
- ① Uses Geospatial Information Technologies (Cartography, GIS, GPS, Google Earth)

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History Standard 1

*Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

#### Enduring Understanding

Colorado was important in the expansion of the availability of natural resources.

#### Essential Question

How are the patterns of the growth of the United States reflected in the State of Colorado?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>8SS1</b>	<b>Describes the development of the State of Colorado from exploration through the 1800's</b>
	a	Recognizes the mythology of the "Old West"
	b	Describes how the civil rights expanded in the State of Colorado
	c	Describes the settlement patterns that changed the landscape of Colorado (mining claims, homesteading, ranching, corporate mining, farming)
	d	Assesses the impact of Native-White relations on the Cheyenne, Arapahoe and Ute nations
	e	Describes the contributions of Latino settlers in Colorado who predate the Treaty of Guadalupe-Hidalgo
	f	Explains how the Colorado Constitution is a reflection of the United States Constitution

**Key Academic Vocabulary:** Mining claims, homesteading, ranching, corporate mining, Sand Creek, Cheyenne, Arapahoe, Ute, San Luis Valley, Colorado Constitution, local history, settlement patterns, mythology, old west, civil rights,

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History Standard 2

*Students know how to use the processes and resources of historical inquiry.*

#### Enduring Understanding

The knowledge of history is created by the process of inquiry and the deep acquisition of knowledge.

#### Essential Question

How do we create new information about history?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>8SS2</b>	<b>Uses the processes of inquiry to provide others with a deep understanding of a historical topic</b>
		a Participates in National History Day competition; or engages in a case study approach in the classroom; or produces a piece of original history through oral or local history sources.
	<b>8SS3</b>	<b>Applies reading and writing skills to inquire, think critically, and apply historical concepts to new situations</b>
		a Creates and narrows a guiding research question
		b Uses organizational features of print to electronic sources to locate and select relevant information
		c Evaluates information for specific needs and credibility
	d Paraphrases, summarizes, and synthesizes information about a topic in a variety of ways ( such as graphic organizers, Venn diagrams, outlines, or timelines) from a variety of sources	
	e Explores the relationship and differentiates between fact and opinion	

**Key Academic Vocabulary:** Mining claims, homesteading, ranching, corporate mining, Sand Creek, Cheyenne, Arapahoe, Ute, San Louis Valley, Colorado Constitution, local history, settlement patterns, mythology, old west, civil rights

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History Standard 3

*Students understand that societies are diverse and have changed over time.*

#### Enduring Understanding

The continuous expansion of the United States into the west and north of the continent caused many challenges for the people of these regions.

#### Essential Question

How does the addition of land into the boundaries or control of the United States create conflict?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>8SS4</b>	<b>Analyzes the challenges that continuous expansion of the United States into the West and North caused for the people of these regions</b>
		a Examines the diversity and contributions of Native Americans
		b Critiques the establishment of the reservation system
		c Describes the impact of the slave trade in the development of the colonies and the United States
		d Explains the interactions between diverse peoples of the West
		e Traces the patterns of immigration and migration in the 1800's
		f Lists examples of conflict that occurred as expansion continued (Sand Creek, Mexican-American War, Bleeding Kansas)
		g Evaluates the benefits of the Treaty of Guadalupe-Hidalgo to the United States
		h Discusses the question of the inevitability of conflicts
		i Proposes alternates to violent conflict
	j Considers the meaning of reparations	

**Key Academic Vocabulary:** Indian Removal Act, reservation, slave trade, interaction, diffusion, assimilation, migration, Sand Creek, Civil War, Mexican American War

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History Standard 3 (continued)

*Students understand that societies are diverse and have changed over time.*

#### Enduring Understanding

Distinct groups in the United States have, and continue to be, oppressed, but there is evidence of a gradual move toward acceptance and inclusion

#### Essential Question

Which different groups were oppressed and in what ways have we resolved the oppression? Who benefited from it?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>8SS5</b>	<b>Demonstrates how civil rights have expanded throughout American history</b>
	a	Explains how poverty was thought about in colonial life and connects how the poor were excluded from rights
	b	Analyzes the contributions of women, Native Americans, Jews, Africans and Loyalists in the American Revolution
	c	Defines the terms of the Indian Removal Act and the Dawes Act
	d	Examines bias against Asians as demonstrated in the Chinese Exclusion Act
	e	Shows the origin of the KKK and Jim Crow Laws
	f	Examines attitudes about disability (physical and mental)
	g	Critically examines the institution of slavery in the United States and the failure of reconstruction to fully emancipate former slaves
	h	Describes the Seneca Falls Conference and the early women’s movement
	i	Analyzes the role of religious leaders and women in the abolitionist movement

**Key Academic Vocabulary:** Poverty, servitude, women, Native Americans, loyalists, Indian Removal Act, Dawes Act, Chinese Exclusion Act, KKK, Jim Crow, disability, slavery, emancipation, freedmen, share cropper, reconstruction, carpet bagger

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History Standard 4

*Students understand the impact of economic activity and scientific or technological developments on individuals and societies.*

#### Civics 4

*Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state, and national.*

#### Enduring Understanding

The origin of American capitalism is grounded in Enlightenment philosophy.

#### Essential Question

How does the economic system support our form of government? How does our government operate to support our economics system? How do these systems come into conflict?

### Essential Learnings

	<b>8SS6</b>	<b>Compares and contrasts the origin of capitalism with today’s economy</b>
Essential Knowledge, Skills, Topics, Processes, and Concepts	a	Describes the different economies that developed in the colonies (Spanish, French, English)
	b	Articulates the economic causes of the American Revolution
	c	Identifies the ideas of Adam Smith (the Invisible Hand) in the development of the United States economic system
	d	Explains how economic and social sectionalism created the economic causes of the Civil War
	e	Explains how the technological advances in transportation, communication, and mining changed the West
	f	Shows how the modernization of agriculture and farm productivity led to social changes
	g	Synthesizes the demand for natural resources and its link to expansion

**Key Academic Vocabulary:** specialization, natural resources, mercantilism, trade, monetary system, servitude, charters, companies, the Invisible Hand, demand, cost, price, gold, timbre, silver, coal

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History Standard 5

*Students understand political institutions and theories that have developed and changed over time.*

#### Enduring Understanding

The tension between Federal, State and local power has been a source of conflict since the writing of the Constitution.

#### Essential Question

How does the tension between local, state and national control impact our national discourse?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>8SS7</b>	<b>Identifies instances where the interests of federal, state and local authority came into conflict</b>
		a Evaluates the origins and benefits of a two party system
		b Justifies judicial review
		c Describes the role of territorial expansion in causing a shift in the balance of power
		d Describes the role of state and federal control as a primary cause of the Civil War
		e Analyzes the development of the Western states including Colorado

**Key Academic Vocabulary:** Whiskey Rebellion, Federalist, Anti-Federalist, State control, westward expansion, executive privilege, judicial review, Civil War, abolition, Women’s Rights.

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### History Standard 6

*Students know that religious and philosophical ideas have been powerful forces throughout history.*

#### Civics 3

*Students know the political relationship of the United States and its citizens to other nations and to world affairs.*

#### Enduring Understanding

United States territory was acquired through purchase, conquest, and secession.

#### Essential Question

How was United States territory acquired?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>8SS8</b>	<b>Identifies instances where the addition of new territories created social tension within and outside the United States, as well as a redistribution of power</b>
	a	Describes the patterns of territorial expansion of the United States
	b	Articulates the different means that were used to acquire land
	c	Describes the impact of philosophical ideas like the Monroe Doctrine and Manifest Destiny on the expansion of the United States

**Key Academic Vocabulary:** Native lands, Louisiana Purchase, Mexican American War, Texas, Homestead Act, mining claims, purchase, secession, war, Manifest Destiny, Monroe Doctrine, Treaty of Guadalupe Hidalgo, Gadsen Purchase, Louisiana Purchase, Adams-Onís Treaty

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Civics Standard 1

*Students understand the purposes of government and the basic constitutional principles of the United States republican form of government*

#### Enduring Understanding

The rights guaranteed in the Bill of Rights have been amended in order to guarantee rights to more people.

#### Essential Question

What are the rights of the citizens of the US and where did those rights originate?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>8SS9</b>	<b>Lists the ways that the Constitution historically gave citizens rights and how these rights have expanded over time</b>
		a Considers the influence of enlightenment philosophy on the evolution of democracy
		b Describes the roles of revolutionary leaders in developing our government
		c Describes the impact of constitutional compromise on the rights of slaves (Three-fifth’s Compromise)
		d Evaluates the failures of the Articles of Confederation
		e Discusses the language of the Declaration of Independence, Constitution, and Bill of Rights
		f Explains the principles outlined in the Constitution
		g Describes the purpose of the Bill of Rights
		h Describes the process of amending the Constitution
		I Writes about the definition of unalienable rights, liberty and patriotism
		J Assumes the role of a Federalist or Anti-Federalist
		k Describes the function of the executive, judicial and legislative branches of government
		l Anticipates the impact of elected judiciaries

**Key Academic Vocabulary:** democracy, republican, enlightenment, revolution, slavery, Articles of Confederation, Bicameral Legislature, Declaration of Independence, Constitution, Bill of Rights, unalienable rights, liberty, patriotism, Federalists, Civil War, states rights, Balance of Power, executive, judicial, legislative, judiciary

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Civics 4

*Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state, and national.*

#### Enduring Understanding

Individual action has been very important in bringing about changes in our government and society.

#### Essential Question

How do individuals impact changes in our society?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>8SS10</b>	<b>Recognizes the traits necessary to influence change and participate in civic action</b>
		a Discusses the rights of individuals in our society
		b Proposes solutions to community and national problems
		c Participates in service to the school or community
		d Explores how their participation in society as bystander or up-stander
		e Judges the leadership of Lincoln and the legacy of the assassination
		f Analyzes the social movements of the 1800's (Women's Movement, Second Great Awakening, Abolitionist Movement)
		g Inquires into the lives of other individuals in American History
		h Analyzes the impact of the social movements of the 1800's

**Key Academic Vocabulary:** individual, service, bystander, up-stander, Abraham Lincoln, mythology, social movements, Frederick Douglass

## Suggested Timelines

Topic	Suggested Timeframe
First Americans	3 weeks
European Contact and Regions of Colonization and Conflict	2 weeks
Colonial America and the Slave trade	2 weeks
Revolutionary Era	3 weeks
A New Nation	4 weeks
Territorial Acquisition	2 weeks
Roots of Secession	4 weeks
Civil War	3 weeks
Reconstruction	3 weeks
The West—Colorado History	4 weeks
Research	3 weeks

## Social Studies Scope & Sequence K-5

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>History</b>	Cultural Identity	Families	Community  Community Holidays	Native Peoples  Explorers and Encounters  State Holidays	Colonization  Revolution  Sovereignty	Civil War  Immigration
<b>Civics</b>	My School and Classroom	Neighborhood	Community Government	Colorado Government	Democratic Ideas	Federal Government  Bill of Rights Constitution
<b>Economics</b>	Needs and Wants	Producers and Consumers	Goods and Services	Scarcity	Entrepreneurship  Mercantilism  Free market economy Barter system  Monetary system  Currency	International Trade  Industrialization
<b>Geography</b>	Maps and Globes  Map Features	Continents,  Communities  Mexico  Japan	Culture  India  Alaska  China  Natural Resources  Population  Thematic Maps  Satellite imagery	Colorado Map  Topography  Indigenous Lands  Exploration Routes  Natural Resource maps	Map the colonial Americans  South, East and Western Colonies  13 Colonies  Interdependence  Region	Resource Distribution  Expansion  Human Population  Movement  Regional Development

## Social Studies Scope & Sequence Middle Level

	<b>6 Western Hemisphere</b>	<b>7 Eastern Hemisphere</b>	<b>8 United States History</b>
<b>History</b>	Aztec, Inca, Maya	Ancient Greece and Rome  Origin of World Religions	U.S. History to 1890
<b>Geography</b>	Map Skills  Physical Processes  Regions and Change  Cooperation and Conflict  Resource Distributions  Geographic Problem Solving	Regions and Change    Cooperation and Conflict  Resource Distributions  Geographic Problem Solving	Regional Development of the United States
<b>Economics</b>	Interdependence  Resource Distribution		Development of Market Economy
<b>Civics</b>	US Foreign Policy  Issues analysis and decision making	Origin of Democratic Ideas  Issues analysis and decision making	US Constitution  Changes to the Constitution

## Social Studies Scope & Sequence High School

Topic	9	10	11	12
<b>History</b>		World History 1450 to the Present	US History 1890 to the Present	
<b>Geography</b>	Human Systems  Geographic Tools  Human- Environmental Interaction  Current Events			
<b>Economics (elective)</b>				Macro Economic Concepts  Financial Literacy  Current Economic Events
<b>Civics</b>	Civic Engagement  Origin of US Government  Structure and Function of Government  Parties, Interest Groups and Lobbyists  State and Local Government  Current Events			

## American History Glossary of Terms

<b>Culture</b>	Refers to learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organization, and their material goods -- food, clothing, buildings, tools, and machines.
<b>Culture Region</b>	Refers to an area with one or more common cultural characteristics which gives it a measure of homogeneity and that distinguishes it from surrounding areas.
<b>Diverse</b>	Refers to having a variety of forms or lands; various kinds of forms.
<b>Ethnic Groups</b>	Refers to a group of people of the same race or nationality who share a common and distinctive culture.
<b>Groups</b>	Refers to any collection of persons considered together as being related in some way. This would include ethnic groups and occupational groups (for example, miners, ranchers, farmers).
<b>Historical Inquiry</b>	Refers to the process of studying history to find out what, who, why, when, etc., in a logical, problem- solving manner.
<b>Historical Narrative</b>	Refers to written histories that "tell the story," from the simple to the complex.
<b>Primary Sources</b>	Refers to historical documents such as reports, maps, photographs, letters, drawing, diaries, and court records and other legal documents, created by those who participated in or witnessed the events of the past.
<b>Secondary Sources</b>	Refers to written accounts of events of the past that reflect the author's interpretation of these events based on the author's analysis of primary and/or secondary sources of information.
<b>Social Organization</b>	Refers to the structure of social relations within a group.
<b>Society, Societies</b>	Refers to a group of human beings living as and/or viewed as members of a community; a structure system of human organization for large-scale community living that furnishes protection, continuity, security, and identity for its members.

## Colorado State Statutes Specific to Social Studies Instruction Education Statutes 2009

- 22-1-104. Teaching of history, culture, and civil government.** (1) The history and civil government of the state of Colorado shall be taught in all the public schools of this state. (2) In addition, the history and civil government of the United States, which includes the history, culture, and contributions of minorities, including, but not limited to, the American Indians, the Hispanic Americans, and the African Americans, shall be taught in all the public schools of the state.
- 22-1-106. Information as to honor and use of flag.** The commissioner of education shall provide the necessary instruction and information so that all teachers in the grade and high schools in the state of Colorado may teach the pupils therein the proper respect of the flag of the United States, to honor and properly salute the flag when passing in parade, and to properly use the flag in decorating and displaying.
- 22-1-108. Federal constitution to be taught.** In all public and private schools located within the state of Colorado, there shall be given regular courses of instruction in the Constitution of the United States.
- 22-1-109. Taught at what stages.** Such instruction in the constitution of the United States shall begin not later than the opening of the junior high schools or seventh grade and shall continue in the high school course and in courses in state colleges, universities, and the educational department of state and municipal institutions to an extent to be determined by the commissioner of education.
- 22-32-135. Financial literacy curriculum.** Each school district board of education is strongly encouraged to adopt as part of its district curriculum courses pertaining to financial literacy to be taught in grade-appropriate courses at the elementary, middle, junior high, and high school grade levels. When selecting mathematics and economics textbooks, each school district is strongly encouraged to select those texts that include substantive provisions on personal finance, including personal budgeting, credit, debt management, and similar personal finance topics. (4) Each school district board of education is further encouraged to adopt successful completion of a course in financial literacy as a graduation requirement.
- 22-7-406. Adoption of state model content standards, state assessments, and timelines - resource bank.**  
...(c) In the process of revising and adopting the state content standards pursuant to section 22-7-1005, the board shall adopt standards for financial literacy that address, at a minimum, the financial literacy topics specified in section 22-2-127 (1). Following adoption of the financial literacy standards, the board shall identify the financial literacy standards that are appropriately assessed within a mathematics assessment and shall ensure that the identified standards are assessed within the mathematics assessments administered as part of the system of assessments adopted pursuant to section 22-7-1006. Inclusion of one or more financial literacy standards within a mathematics assessment shall not prevent the board from assessing the remaining financial literacy standards within one or more other assessments. May 14, 2008