



**Geography:** Geography provides students with an understanding of spatial perspectives and technologies for spatial analysis, awareness of interdependence of world regions and resources and how places are connected on local, national and global scales.

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

### **Standards in Reading, Writing and Communicating**

A strong command of the language arts (reading, writing, speaking, and listening) is vital for being a successful student and ultimately a productive member of the 21st century workforce. Language skills have always been fundamental for academic and professional success. However, students in the 21<sup>st</sup> century are now facing more complex challenges in an ever-changing global society. These challenges have created the need for rigorous state standards in reading, writing, speaking, and listening.

Literacy – meaning the ability to construe a written, linguistic, alphabetic symbol system – is arguably the most important skill students acquire in preschool through twelfth-grade education because it makes all other forms of higher-order learning, critical thinking, and communication possible.

The study of reading, writing, and communicating is therefore essential to all other study in early childhood education, primary school, and secondary school. Such study comprises not only the fundamental knowledge and skills of language arts (reading, writing, speaking, and listening), but also the knowledge and skills of discourse (dialogue and discussion) and rhetoric (the ability to make arguments and to think critically about arguments made by others) and the knowledge and skills involved in responding to imaginative literature.

Language skills are necessary for academic success in all disciplines. The ability to integrate reading, writing, speaking, and listening effectively builds understanding across all academic subjects as well as allowing for the development of 21st century skills within the context of these subjects. Critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation are vital 21<sup>st</sup> century skills.

Standards for reading, writing, and communicating in all grades must be clear and rigorous so that our public educational system gives students the skills, knowledge, and confidence they need to succeed in postsecondary education and the workforce, to be well-informed and responsible citizens, and to lead more fulfilling personal lives.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in social studies:

1. Use the tools, thinking, and practices of history, geography, economics, and civics to:
  - a. Solve problems, make decisions and analyze issues from multiple perspectives as a responsible member of society
  - b. Read, write, and communicate ideas

Prepared graduates in geography:

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them

Prepared graduates in reading, writing and communicating:

1. Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
2. Deliver organized and effective oral presentations for diverse audiences and varied purposes
3. Use language appropriate for purpose and audience
4. Demonstrate skill in inferential and evaluative listening
5. Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
6. Demonstrate comprehension of a variety of informational, literary, and persuasive texts
7. Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
8. Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
9. Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
10. Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks
11. Write with a clear focus, coherent organization, sufficient elaboration, and detail
12. Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
13. Apply standard English conventions to effectively communicate with written language
14. Implement the writing process successfully to plan, revise, and edit written work
15. Master the techniques of effective informational, literary, and persuasive writing
16. Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
17. Articulate the position of self and others using experiential and material logic
18. Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
19. Use primary, secondary, and tertiary written sources to generate and answer research questions
20. Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
21. Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
22. Exercise ethical conduct when writing, researching, and documenting sources

## Grade Level Expectations

### High School

#### GEOGRAPHY

1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions

*Students can:*

- a. Gather data, make inferences and draw conclusions from maps and other visual representations
- b. Create and interpret various graphs, tables, charts, and thematic maps
- c. Analyze and present information using a variety of geographic tools and geographic findings in graphs, tables, charts, and thematic maps
- d. Locate physical and human features and evaluate their implications for society

2. Explain and interpret geographic variables that influence the interaction of people, places, and environments

*Students can:*

- a. Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards
- b. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment
- c. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others
- d. Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use
- e. Explain how information and changing perceptions and values of places and environment influence personal actions
- f. Define sustainability and explain how an individual's actions may influence sustainability

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

*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 that the world's population is increasingly 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 enrich cultures, but also create tensions
- d. Analyze how cooperation and conflict influence the division and control of Earth
- e. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities
- f. Make predictions and draw conclusions about the global impact of cultural diffusion

## READING, WRITING, COMMUNICATING

### *Oral Expression and Listening*

- a. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness
- b. Effective collaborative groups accomplish goals
- c. Verbal and nonverbal cues impact the intent of communication
- d. Validity of a message is determined by its accuracy and relevance
- e. Content that is gathered carefully and organized well successfully influences an audience
- f. Effectively operating in small and large groups to accomplish a goal requires active listening
- g. Oral presentations require effective preparation strategies
- h. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention

### *Reading for All Purposes*

- a. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies
- b. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills
- c. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning
- d. Ideas synthesized from informational texts serve a specific purpose
- e. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts
- f. Literary and historical influences determine the meaning of traditional and contemporary literary texts
- g. The development of new ideas and concepts within informational and persuasive manuscripts
- h. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts
- i. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison
- j. Increasingly complex informational texts require mature interpretation and study

### *Writing and Composition*

- a. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose
- b. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes
- c. Standard English conventions effectively communicate to targeted audiences and purposes
- d. Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience
- e. Elements of informational and persuasive texts can be refined to inform or influence an audience
- f. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity
- g. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience

- h. Organizational writing patterns inform or persuade an audience
- i. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process
- j. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language
- k. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support
- l. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions

*Research and Reasoning*

- a. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes
- b. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment
- c. Self-designed research provides insightful information, conclusions, and possible solutions
- d. Complex situations require critical thinking across multiple disciplines
- e. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence
- f. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions
- g. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy
- h. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions
- i. Effective problem-solving strategies require high-quality reasoning

## Eighth Grade

### 1. Use geographic tools to analyze patterns in human and physical systems

*Students can:*

- a. Interpret maps and other geographic tools as a primary source to analyze a historic issue
- b. Describe the nature and spatial distribution of cultural patterns
- c. Recognize the patterns and networks of economic interdependence
- d. Explain the establishment of human settlements in relationship to physical attributes and important regional connections
- e. Calculate and analyze population trends

### 2. Conflict and cooperation occur over space and resources

*Students can:*

- a. Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict
- b. Compare how differing geographic perspectives apply to a historic issue
- c. Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty

### 1. Oral Expression and Listening

Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations

A variety of response strategies clarifies meaning or messages

### 2. Reading for All Purposes

Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment

Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment

Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts

### 3. Writing and Composition

Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality

Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality

Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document

### 4. Research and Reasoning

Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures

Common fallacies and errors occur in reasoning

Quality reasoning relies on supporting evidence in media

## Seventh Grade

1. Use geographic tools to gather data and make geographic inferences and predictions

*Students can:*

- a. Interpret maps and other geographic tools to find patterns in human and physical systems
- b. Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion
- c. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere
- d. Ask and answer questions after examining geographic sources

2. Regions have different issues and perspectives

*Students can:*

- a. Classify data to construct thematic maps and make inferences
- b. Analyze and interpret data using geographic tools and create maps
- c. Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere
- d. Explain how the physical environment of a place influences its economy, culture, and trade patterns

1. Oral Expression and Listening

Formal presentations require preparation and effective delivery

Small and large group discussions rely on active listening and the effective contributions of all participants

2. Reading for All Purposes

Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts

Informational and persuasive texts are summarized and evaluated

Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts

3. Writing and Composition

Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features

Organization is used when composing informational and persuasive texts

Editing writing for proper grammar, usage, mechanics, and clarity improves written work

4. Research and Reasoning

Answering a research question logically begins with obtaining and analyzing information from a variety of sources

Logical information requires documented sources

Reasoned material is evaluated for its quality using both its logic and its use of a medium

## Sixth Grade

### 1. Use geographic tools to solve problems

*Students can:*

- a. Use longitude, latitude, and scale on maps and globes to solve problems
- b. Collect and analyze data to interpret regions in the Western Hemisphere
- c. Ask multiple types of questions after examining geographic sources
- d. Interpret and communicate geographic data to justify potential solutions to problems
- e. Distinguish different types of maps and use them in analyzing an issue

### 2. Human and physical systems vary and interact

*Students can:*

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

### 1. Oral Expression and Listening

Successful group discussions require planning and participation by all

### 2. Reading for All Purposes

Understanding the meaning within different types of literature depends on properly analyzing literary components

Organizing structure to understand and analyze factual information

Word meanings are determined by how they are designed and how they are used in context

### 3. Writing and Composition

Writing literary genres for intended audiences and purposes requires ideas, organization, and voice

Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop

Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy

### 4. Research and Reasoning

Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation

Assumptions can be concealed, and require identification and evaluation

Monitoring the thinking of self and others is a disciplined way to maintain awareness

## Fifth Grade

1. Use various geographic tools and sources to answer questions about the geography of the United States

*Students can:*

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

2. Causes and consequences of movement

*Students can:*

- a. Identify variables associated with discovery, exploration, and migration
- b. Explain migration, trade, and cultural patterns that result from interactions
- 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 people contribute 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

1. Oral Expression and Listening

Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience

Listening strategies are techniques that contribute to understanding different situations and serving different purposes

2. Reading for All Purposes

Literary texts are understood and interpreted using a range of strategies

Ideas found in a variety of informational texts need to be compared and understood

Knowledge of morphology and word relationships matters when reading

3. Writing and Composition

The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes

The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes

Conventions apply consistently when evaluating written texts

4. Research and Reasoning

High-quality research requires information that is organized and presented with documentation

Identifying and evaluating concepts and ideas have implications and consequences

Quality reasoning requires asking questions and analyzing and evaluating viewpoints

## Fourth Grade

1. Use several types of geographic tools to answer questions about the geography of Colorado

*Students can:*

- a. Answer questions about Colorado regions using maps and other geographic tools
- b. Use geographic grids to locate places on maps and images to answer questions
- c. Create and investigate geographic questions about Colorado in relation to other places
- d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity
- e. Describe similarities and differences between the physical geography of Colorado and its neighboring states

2. Connections within and across human and physical systems are developed

*Students can:*

- a. Describe how the physical environment provides opportunities for and places constraints on human activities
- b. Explain how physical environments influenced and limited immigration into the state
- c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment
- d. Describe how places in Colorado are connected by movement of goods and services and technology

1. Oral Expression and Listening

A clear communication plan is necessary to effectively deliver and receive information

2. Reading for All Purposes

Comprehension and fluency matter when reading literary texts in a fluent way

Comprehension and fluency matter when reading informational and persuasive texts in a fluent way

Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

3. Writing and Composition

The recursive writing process is used to create a variety of literary genres for an intended audience

Informational and persuasive texts use the recursive writing process

Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

4. Research and Reasoning

Comprehending new information for research is a process undertaken with discipline both alone and within groups

Identifying implications, concepts, and ideas enriches reasoning skills

## Third Grade

### 1. Use various types of geographic tools to develop spatial thinking

*Students can:*

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

### 2. The concept of regions is developed through an understanding of similarities and differences in places

*Students can:*

- a. Observe and describe the physical characteristics and the cultural and human features of a region
- b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms
- 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

### 1. Oral Expression and Listening

Oral communication is used both informally and formally

Successful group activities need the cooperation of everyone

### 2. Reading for All Purposes

Strategies are needed to make meaning of various types of literary genres

Comprehension strategies are necessary when reading informational or persuasive text

Increasing word understanding, word use, and word relationships increases vocabulary

### 3. Writing and Composition

A writing process is used to plan, draft, and write a variety of literary genres

A writing process is used to plan, draft, and write a variety of informational texts

Correct grammar, capitalization, punctuation, and spelling are used when writing

### 4. Research and Reasoning

Researching a topic and sharing findings are often done with others

Inferences and points of view exist

## Second Grade

### 1. Use geographic terms and tools to describe space and place

*Students can:*

- a. Use map keys ,legends, symbols, intermediate directions, and compass rose to derive information from various maps
- b. Identify and locate various physical features on a map
- c. Identify the hemispheres, equator, and poles on a globe
- d. Identify and locate cultural, human, political, and natural features using map keys and legends

### 2. People in communities manage, modify, and depend on their environment

*Students can:*

- a. Identify how communities manage and use nonrenewable and renewable resources
- b. Identify local boundaries in the community
- c. Explain why people settle in certain areas
- d. Identify examples of physical features that affect human activity
- e. Describe how the size and the character of a community change over time for geographic reasons

### 1. Oral Expression and Listening

Discussions contribute and expand on the ideas of self and others

New information can be learned and better dialogue created by listening actively

### 2. Reading for All Purposes

Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text

Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text

Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology

### 3. Writing and Composition

Exploring the writing process helps to plan and draft a variety of literary genres

Exploring the writing process helps to plan and draft a variety of simple informational texts

Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing

### 4. Research and Reasoning

Reference materials help us locate information and answer questions

Questions are essential to analyze and evaluate the quality of thinking

## First Grade

### 1. Geographic tools such as maps and globes to represent places

Students can:

- a. Explain that maps and globes are different representations of Earth
- b. Use terms related to directions - forward and backward, left and right – and distance – near and far – when describing locations
- c. Recite address including city, state, and country and explain how those labels help find places on a map
- d. Distinguish between land and water on a map or globe
- e. Create simple maps showing both human and natural features

### 2. People in different groups and communities interact with each other and the environment

*Students can:*

- a. Identify examples of boundaries that affect family and friends
- b. Give examples of how people use and interrelate with Earth's resources
- c. Identify how community activities differ due to physical and cultural characteristics
- d. Give examples of how schools and neighborhoods in different places are alike and different
- e. Identify cultural and family traditions and their connections to other groups and the environment

### 1. Oral Expression and Listening

Multiple strategies develop and expand oral vocabulary

Verbal and nonverbal language is used to express and receive information

Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech

### 2. Reading for All Purposes

Comprehending and fluently reading a variety of literary texts are the beginning traits of readers

Comprehending and fluently reading a variety of informational texts are the beginning traits of readers

Decoding words require the application of alphabetic principles, letter sounds, and letter combinations

Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read

### 3. Writing and Composition

Exploring the writing process develops ideas for writing texts that carry meaning

Appropriate spelling, conventions, and grammar are applied when writing

### 4. Research and Reasoning

A variety of resources leads to locating information and answering questions of interest

Purpose, information, and questions about an issue are essential steps in early research

## Kindergarten

1. People belong to different groups and live in different settings around the world that can be found on a map or globe

*Students can:*

- a. Compare and contrast how people live in different settings around the world
- b. Give examples of food, clothing, and shelter and how they change in different environments
- c. Distinguish between a map and a globe as ways to show places people live

### 1. Oral Expression and Listening

Oral communication skills are built within a language-rich environment

Communication relies on effective verbal and nonverbal skills

Vocal sounds produce words and meaning to create early knowledge of phonemic awareness

### 2. Reading for All Purposes

A concept of print to read and a solid comprehension of literary texts are the building blocks for reading

A concept of print to read and a solid comprehension of informational text are the building blocks for reading

Decoding words in print requires alphabet recognition and knowledge of letter sounds

### 3. Writing and Composition

Text types and purposes, labels, and familiar words are used to communicate information and ideas

Appropriate mechanics and conventions are used to create simple texts

### 4. Research and Reasoning

A variety of locations must be explored to find information that answers questions of interest

Identify purpose, information and question an issue

Quality of thinking depends on the quality of questions

## Preschool

### 1. Develop spatial understanding, perspectives, and connections to the world

*Students can:*

- a. Use positional phrasing. Phrases to include but not limited to: over and under, here and there, inside and outside, up and down
- b. Identify common places to include but limited to home, school, cafeteria, and gymnasium
- c. Describe surroundings
- d. Use pictures to locate familiar places
- e. Use nonlinguistic representations to show understanding of geographic terms

### 1. Oral Expression and Listening

Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities

Listening and comprehension skills are required to be clearly understood

Early knowledge of phonemic awareness is the building block of understanding language

### 2. Reading for All Purposes

Print conveys meaning

Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed

### 3. Writing and Composition

Pictures express ideas

Letters are formed with accuracy

### 4. Research and Reasoning

Relevant information is different from non-relevant information

Problems can be identified and possible solutions can be created

## **21st Century Skills and Readiness Competencies in Social Studies**

The social studies subcommittees embedded 21st century skills, school readiness, and postsecondary and workforce readiness skills into the draft revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

### **Colorado's description of 21st century skills**

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Social studies is inherently demonstrated in each of Colorado 21st century skills, as follows:

**Critical Thinking and Reasoning** – Social studies is a discipline grounded in critical thinking and reasoning. Doing history, geography, civics and economics involves recognizing patterns and relationships across time and space. Social studies provide the structure that makes it possible to describe patterns that exist in nature and society.

**Information Literacy** – The disciplines of social studies equip students with tools and mental habits to organize and interpret a multitude of resources. A social studies student with information literacy skills can effectively analyze primary and secondary sources, detect bias, use learning tools, including technology, and clearly communicate thoughts using sound reasoning.

**Collaboration** – The content areas of social studies involve the give and take of ideas. In the course of understanding social studies, students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, the student interprets and evaluates the ideas, strategies, solutions, and justifications of others.

**Self-Direction** – Understanding social studies requires a productive disposition, curiosity and self-direction. This involves monitoring and assessing one's thinking and persisting to search for patterns, relationships, cause and effect, and an understanding of the events and people throughout time.

**Invention** – The social studies are a dynamic set of content area disciplines, ever expanding with new ideas and understandings. Invention is the key element as students make and test theories, create and use social studies tools, search for patterns and themes, and make connections among ideas, strategies and solutions.

[http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Social\\_Studies\\_Adopted\\_12.10.09.pdf](http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Social_Studies_Adopted_12.10.09.pdf)  
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