Macmillan/McGraw-Hill

TIMELINKS
People and Places

2009

Grade 2

Correlated with

Colorado
Model Content Standards
For
History, Geography, Economics

K - 4

Macmillan/McGraw-Hill
The McGraw-Hill School Solutions Group
800-789-2665
### 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.

**RATIONALE:** Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought; for determining the order in time of historical developments; for determining how long they lasted; and for examining the various relationships among historical events. It also provides students with a sense of their past, which is necessary for them to understand the present and see possibilities for the future.

1.1 **Students know the general chronological order of events and people in history.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- chronologically organizing significant events, groups, and people in the history of Colorado.

**Opportunities to address:**

| U1: 6, 7; U3: 1F, 20; U4: 1D, 1F, 1G, 11, 19, 23, 25, 33 |

1.2 **Students use chronology to organize historical events and people.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- creating timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries; and

**U1: 6, 7; U3: 1C, 1D, 1F, 20; U4: 1D**

- creating a brief historical narrative that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community, or Colorado.

**U3: 1D, 1F, 13, 14, 26; U5: 21**

1.3 **Students use chronology to examine and explain historical relationships.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- identifying cause-and-effect relationships in a sequence of events.

**U5: 1D, 1F, 1G, 7, 9, 13, 15, 21, 23, 29, 35, 39, 43**

### STANDARD 2: Students know how to use the processes and resources of historical inquiry.

**RATIONALE:** The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. In addition, the skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 **Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- posing and answering questions about the past; and

**U1: 11; U3: 29, 31, 38; U4: 15**
• gathering historical data from multiple sources (for example, oral histories, interviews, diaries, letters, newspapers, literature, speeches, texts, maps, photographs, art works, and available technology).


2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

• describing sources of historical information;

| U1: 2-3, 10; U2: 2-3, 41; U3: 2-3, 12, 26, 28, 29, 30, 31, 32, 33, 38; U4: 2-3, 15; U5: 2-3, 7, 20, 38, 40, 41, 42 |

• identifying the main idea in a source of historical information; and

| U1: 1D, 1F, 11; U2: 1D, 1F; U3: 29; U4: 15 |

• identifying ways different cultures record their history.

| U1: 1E-1F, 3, 6, 7, 28, 29; U2: 3; U3: 1C-1D, 1E-1F, 12, 13, 15; U5: 38, 40, 41 |

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

• comparing past and present-day situations and events.

| U1: 3, 12, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29; U3: 4, 5, 6, 7, 8, 9 |

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

**RATIONALE:** An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history. They also need to be able to identify and describe the cultural heritage of the United States.

3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

• recognizing how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state; and

| U2: 1C, 1D, 41; U3: 1E, 1F, 20, 21, 22, 23, 31; U5: 40, 41, 42, 43 |
- describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated to the area that is now Colorado (for example, African-Americans, Asian Americans, European Americans, Latino Americans, and Native Americans).

**U1: 38; U2: 24; U5: 12, 16, 22**

### 3.2 Students understand the history of social organization in various societies.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topics Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifying reasons for living in social groups;</td>
<td>U1: 13, 16-17; U3: 22-23; U5: 1E-1F, 1, 2-3, 5-7, 10-15</td>
</tr>
<tr>
<td>describing important components of the cultural heritage of the United States; and</td>
<td>U1: 1E-1F, 2-3, 5, 26-31, 33; U3: 4-9, 14-15, 21</td>
</tr>
<tr>
<td>recognizing that there are families and cultures around the world.</td>
<td>U1: 26, 27, 28, 29, 30, 31; U3: 21; U5: 12</td>
</tr>
</tbody>
</table>

**STANDARD 4:** Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

**RATIONALE:** Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

### 4.1 Students understand the impact of scientific and technological developments on individuals and societies.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

<table>
<thead>
<tr>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>comparing the lives of hunters and gatherers to the lives of people who cultivated plants and raised domesticated animals for food;</td>
<td>U3: 10, 11, 12</td>
</tr>
<tr>
<td>describing the impact of various technological developments on the local community and the state (for example, irrigation, transportation, communication); and</td>
<td>U1: 34, 35, 36; U3: 5, 6, 7, 8, 9; U4: 10, 11</td>
</tr>
</tbody>
</table>
- identifying individual achievements of scientists and inventors from many cultures and describing their achievements (for example, the Persian scientist and mathematician who invented equations and coined the term "algebra"; Johann Gutenberg and the printing press; Galileo and the telescope; Isaac Newton and the theory of gravity; Eli Whitney and the cotton gin; Marie Curie and radiation).

4.2 Students understand how economic factors have influenced historical events.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- describing the economic reasons why people move to or from a location (for example, explorers, nomadic people, miners, traders).

4.3 Students understand the historical development and know the characteristics of various economic systems.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- giving examples of different ways that decisions are made regarding how resources are utilized and distributed (for example, authority, sharing, competition in a free market, tradition, "first-come, first-served", "luck of the draw"); and

- describing different systems of exchange that can be used (for example, barter, money).

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

**RATIONALE:** People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

**GRADES K-4**

In grades K-4, what students know and are able to do includes
- identifying historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good;  
  \[U3: 1E, 1F, 2, 3, 20, 21, 22, 23, 30, 31, 33; U5: 1C, 1D, 3, 14, 40, 41, 42, 43\]

- explaining the importance of national celebrations, symbols, and ideas in their historical context; and  
  \[U1: 2, 3, 26, 27, 30; U2: 24; U3: 21; U5: 26, 28, 29, 36, 37, 46\]

- describing the historical background of the Colorado constitution.  
  Opportunities to address: \[U5: 4, 6, 7\]

5.2 Students know how various systems of government have developed and functioned throughout history.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- explaining why rules and laws have been established and enforced in schools, communities, states, and nations; and  
  \[U1: 6, 7, 8, 9, 12, 13, 16, 17; U5: 35\]

- giving examples of different heads of government (for example, presidents, kings, mayors, governors).  
  \[U3: 18, 19, 22; U5: 1C, 2, 3, 10, 11, 12, 13, 14, 15, 16, 17, 26, 27, 29, 32, 33, 35\]

5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- giving examples of how individuals in various groups have gained, lost, or maintained political rights, freedoms, power, or cultural identity in the history of the community, region, or state.  
  \[U3: 1E, 1F, 2, 3, 20, 21, 22, 23, 30, 31, 33; U5: 1C, 1D, 3, 14, 40, 41, 42, 43\]

5.4 Students know the history of relationships among different political powers and the development of international relations.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- giving examples of how members of families and communities depend on each other; and  
  \[U1: 1D, 5, 6, 7, 13-17, 24, 25, 27, 28, 29, 30, 31, 38; U2: 2-3; U3: 4, 5, 6, 7, 8, 9, 11, 12, 13, 29-33; U5: 1D, 38, 39, 40, 41, 42, 43\]

- giving examples of how states and regions have become interdependent.  
  \[U2: 1E, 1F; U4: 24-25; U5: 5, 12, 13\]
**STANDARD 6:** Students know that religious and philosophical ideas have been powerful forces throughout history.

**RATIONALE:** From the great questions of human existence, religious and philosophical answers have emerged with power to move entire peoples to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 **Students know the historical development of religions and philosophies.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- recognizing that people develop traditions that transmit their beliefs and ideas (for example, marriage ceremonies, feasts, naming of infants).

<table>
<thead>
<tr>
<th>GRADES K-4</th>
<th>6.1 Students know the historical development of religions and philosophies.</th>
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<td>U1: 1E-1F, 2-3, 5, 10-11, 26-31, 33; U3: 4-9, 14-15, 20-23, 34-35; U5: 37</td>
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</table>

6.2 **Students know how societies have been affected by religions and philosophies.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- giving examples of how the beliefs of people are reflected in the celebrations and practices of their community.

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<tr>
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<td>U1: 2, 3, 24, 25, 26, 27, 30; U3: 14</td>
</tr>
</tbody>
</table>

6.3 **Students know how various forms of expression reflect religious beliefs and philosophical ideas.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- giving examples of forms of expression that depict the history, daily life, and beliefs of various peoples (for example, folk tales, ballads, dance, and architecture).

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<td>U1: 1E-1F, 2-3, 5, 26-31, 33; U3: 4-9, 14-15, 21</td>
</tr>
</tbody>
</table>

**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.

**RATIONALE:** Seeing the world geographically requires an understanding of various tools to be able to interpret and make maps; recognize relationships in and between places; make generalizations; and understand the concepts of distance, direction, location, connection, and association. These abilities and concepts are basic to what makes geography unique—the spatial perspective. Maps, globes, photographs, satellite images, and geographic information systems (GIS) are examples of geographic tools. They are essential to portraying, analyzing, evaluating, and predicting human and physical patterns and processes on Earth's surface. They play a critical role in helping people make sense of a complex world, and they improve human capacity to move about and plan activities. Developing locational knowledge—for example, knowing where places are and why they are there—is also a part of being a geographically informed person. Locational knowledge is developed through both academic learning and personal experience. This knowledge, developed through factual learning, serves as a personal framework for objective and personal geographic knowledge. Geographic images and the impressions students have of places are organized by these personal frameworks. Geographic literacy also demands an understanding of how space on Earth is organized. To understand...
spatial organization requires observation and analysis as well as an awareness that the patterns observed on Earth's surface reflect geographic processes. The concepts of distance, direction, location, connection, and association help explain how space is arranged on Earth. Other geographic concepts explain the size and locations of settlements, the connections or lack of connections between and among locations, and the interchange of people, ideas, and goods.

1.1 Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

<table>
<thead>
<tr>
<th>Activity</th>
<th>U1</th>
<th>U2</th>
<th>U3</th>
<th>U4</th>
<th>U5</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifying the characteristics and purposes of maps, globes, and other geographic tools;</td>
<td>6-7, 8-9, 18, 19, 37;</td>
<td>14-15, 24-25;</td>
<td>16-17, 22-23;</td>
<td>18-19, 30-31, 34-35;</td>
<td>21, 30-31</td>
</tr>
<tr>
<td>reading and interpreting information from photographs, maps, globes, graphs, models, and computer programs, if available; and displaying information on maps, globes, and geographic models, and in graphs, diagrams, and charts (for example; designing map keys and legends).</td>
<td>6-7, 8-9, 18, 19, 37; 14-15, 24-25; 16-17, 22-23; 18-19, 30-31, 34-35; 21, 30-31</td>
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<td>18, 19; 13, 14, 15, 22, 24, 25; 34; 30, 31</td>
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</tbody>
</table>

1.2 Students develop knowledge of Earth to locate people, places, and environments.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

<table>
<thead>
<tr>
<th>Activity</th>
<th>U2</th>
<th>U4</th>
<th>U5</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifying major geographic features;</td>
<td>10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 45</td>
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</tr>
<tr>
<td>locating places within their own and nearby communities in Colorado;</td>
<td>9, 10, 11, 13, 14, 24, 46; 34, 35</td>
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<tr>
<td>locating Colorado in relation to the U.S. and the rest of the world;</td>
<td>9, 10, 11, 13, 15, 24, 25</td>
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<tr>
<td>drawing a map of continents and oceans; and identifying a specific location on a map using grids.</td>
<td>22</td>
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<td>18-19, 37; 5</td>
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</tbody>
</table>

1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.

**GRADES K-4**

In grades K-4, what students know and are able to do includes
- defining basic geographic vocabulary such as the concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams;
  U1: 18-19, 37; U2: 5, 12, 13, 24, 25, 45; U3: 16, 17, 37; U4: 34, 35, 37; U5: 30, 31, 45

- describing how places are connected by the movement of goods and services, ideas and people; and
  U2: 17-23; U3: 6, 7, 8, 9; U4: 1E, 1F, 24-25, 30, 31

- making and defending locational decisions for human activity (for example, where one would locate a new piece of playground equipment).
  U2: 23; U3: 1C, 1D, 12, 13, 14, 15, 24, 25, 26, 27, 30, 31

**STANDARD 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.**

**RATIONALE:** Knowledge of place helps people make informed decisions about where to live, work, travel, and seek new opportunities. Places form and change as a result of physical and human processes. The physical characteristics of a place are caused by the long term interaction among natural processes. These processes produce the landforms, water bodies, air, soils, vegetation, animal life, and climate on which human life depends. The human characteristics of a place result from the interaction of human processes. These processes produce particular settlement patterns, political systems, architecture, commerce, and other activities and enterprises. Regions are areas that display similarity in terms of selected criteria. Regions are created to clarify the complexity of human and physical features on Earth's surface. Regions are geographic generalizations that portray broader patterns from great and oftentimes confusing detail. Studying how and why regions change helps people understand and interpret the past, participate responsibly in the present, and plan effectively for the future. The way people think about places and regions varies according to how they organize, interpret, and use information. Personal attitudes, experiences, and judgments are important in shaping these variations. Differences in cultural background, age, gender, and experiences contribute to the perceptions people have about places and regions. Understanding places and regions helps one appreciate different perspectives and develop the cooperation needed to resolve conflict.

**2.1 Students know the physical and human characteristics of places.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- identifying and classifying the characteristics of places as human or physical; and

- describing how human and physical processes together shape places (for example, reforestation may prevent erosion on slopes in Colorado).
  U2: 1C-1D, 1E-1F, 2-3, 26-31, 32-35, 38-41, 44; U3: 24-27
2.2 Students know how and why people define regions.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

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<tbody>
<tr>
<td><strong>identifying a region as an area with unifying geographic characteristics; and</strong></td>
<td>U2: 1C, 1D, 1E, 1F, 2, 3, 13, 17, 18, 19, 20, 21, 22, 23, 30</td>
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<tr>
<td><strong>describing similarities, differences, and patterns of change in regions.</strong></td>
<td>U2: 1C, 1D, 1E, 1F, 2, 3, 13, 17, 18, 19, 20, 21, 22, 23, 30</td>
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</table>

2.3 Students know how culture and experience influence people's perceptions of places and regions.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

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<tbody>
<tr>
<td><strong>identifying ways in which different people view and relate to places and regions.</strong></td>
<td>U2: 1C, 1D, 2, 3, 41; U3: 13, 14, 25, 26, 27; U5: 19, 20, 21, 22, 23, 38, 39</td>
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</table>

**STANDARD 3:** Students understand how physical processes shape Earth's surface patterns and systems.

**RATIONALE:** Processes of nature create the natural environments upon which human life depends. Understanding Earth's natural or physical features and the processes that produce them is essential to the study of human life on Earth. It is therefore essential to know the characteristics of landforms, soils, water bodies, vegetation, animal life, weather, and climate and how these characteristics are distributed over Earth's surface.

There are a variety of physical processes, such as weathering, erosion, and vegetation change, that shape the environment over time and space. These processes and their associated patterns can be explained by concepts such as system, boundary, force, threshold, and equilibrium.

Climates, landforms, and soils are physical systems. An ecosystem--a complex physical system--is an interdependent association of plants, animals, air, water, and land. Ecosystems form distinct regions within the biosphere that vary in size, shape, and complexity. Understanding the nature and distribution of ecosystems and the influences of physical processes throughout the environment is crucial to understanding the role of humans within the physical world.

3.1 Students know the physical processes that shape Earth's surface patterns.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

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<tbody>
<tr>
<td><strong>identifying the components of Earth's physical systems and their characteristics (for example, air, land, water, plants, and animals and their features);</strong></td>
<td>U2: 1C-1D, 1E-1F, 2-3, 16-23, 26-31, 32-35, 38-41, 44</td>
<td></td>
</tr>
<tr>
<td><strong>explaining how Earth-Sun relationships shape climate and vegetation patterns (for example, as compared with other regions, polar regions receive low amounts of sun's energy and thus support little vegetation); and</strong></td>
<td>U2: 26, 27, 28, 29, 30, 31</td>
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<tr>
<td><strong>describing how features on Earth's surface are shaped by physical processes (for example, wet regions have many rivers).</strong></td>
<td>U2: 1E, 1F, 3, 18, 19, 21, 22, 24, 25</td>
<td></td>
</tr>
</tbody>
</table>
### 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.

**GRADES K-4**

In grades K-4, what students know and are able to do includes:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying characteristics of physical systems (for example, water cycle);</td>
<td>U2: 1C-1D, 1E-1F, 2-3, 26-31, 32-35, 38-41, 44</td>
</tr>
<tr>
<td>Describing local environmental features and identifying the physical system to which they belong (for example, a lake which is part of the water cycle); and</td>
<td>U2: 11, 13, 14, 18, 24, 46</td>
</tr>
<tr>
<td>Comparing patterns and distribution of environments within a physical system (for example, groups of plant and animal life found in Colorado).</td>
<td>U2: 1C, 1D, 13, 18, 19, 20, 21, 33-35, 40-41</td>
</tr>
</tbody>
</table>

**STANDARD 4:** Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

**RATIONALE:** People are central to geography in that human activities help shape Earth's surface. Human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. The geographic study of human populations focuses on location, movement, and the dynamics of size. Populations tend to locate in clusters rather than spread out evenly over the land surface; these patterns depend on both physical and human environments. People make long-term, permanent migrations and short-term, temporary journeys, often on a daily basis. Migration is often the result of the way people perceive a place. Population growth, decline, and equilibrium patterns are influenced by medical, cultural, and economic issues.

Culture defines every human society because it encompasses identity, purpose, place, and vision. Culture has meaning beyond a single group in a specific place. The study of the locations, spatial patterns, and processes of cultures provides a means to analyze how people interact with each other and with their environments. Culture is a force that can both unify and impede connections and communication among peoples.

In the developed, urbanized, and industrialized countries, economic systems are complex, fast-moving, and technologically dependent. Developing countries have vast, unstructured urban areas surrounded by traditionally based rural areas. But economic interdependence links the developed and developing countries.

Settlements, whether rural or urban, have many identifiable patterns, such as architecture, sacred space, and economic activities. Settlement patterns reflect changing cultural attitudes toward place as well as shifts in technology, population, and resource use.

Earth space is divided into political, economic, social, and cultural spaces, ranging in scale from local to global. Political spaces, which are created by both cooperation and conflict, may be as small as the school attendance zone or as large as an alliance among nations. Economic space includes a firm's marketing regions and international trading blocs. Social and cultural spaces range from households to the administrative regions of world religions. The partitioning of space into social, economic, and political spheres of influence is dynamic and ongoing.

**4.1 Students know the characteristics, location, distribution, and migration of human populations.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes...
- identifying the distribution of population, both locally and in other parts of the world; **U1**: 4, 6, 12, 13, 20, 21, 22, 23, 24, 25

- identifying the characteristics of populations, both locally and in other parts of the world; and **U1**: 1E, 1F, 2, 3, 5, 6, 27, 28, 29, 30, 31, 38

- identifying the causes of human migration. **U3**: 1C, 1D, 12, 13, 14, 25, 26, 27, 30, 31

### 4.2 Students know the nature and spatial distribution of cultural patterns.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- identifying how the elements of culture affect the ways in which people live; and **U1**: 26, 27, 28, 29, 30, 31; **U3**: 21; **U5**: 12

- describing how patterns of culture vary across Earth's surface (for example, using thematic maps to show patterns of language, religion, and housing types in a community). **U1**: 1E-1F, 2-3, 5, 26-31, 33; **U3**: 4-9, 14-15, 21

### 4.3 Students know the patterns and networks of economic interdependence.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- identifying the location and distribution of major economic activities in Colorado; and Opportunities to address: **U4**: 2, 3, 8, 9, 12-15, 20-25, 29-33, 38

- describing economic networks used in daily life (for example, transportation and communication networks). **U4**: 1E, 1F, 2, 3, 8, 9, 21, 23, 24, 25, 30, 31, 33, 34, 35

### 4.4 Students know the processes, patterns, and functions of human settlement.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- classifying the types and patterns of settlements; **U1**: 12, 13, 14, 15, 20, 21, 22, 23, 24, 25; **U2**: 8, 9, 10, 11, 14, 15; **U3**: 12, 13, 14, 15, 19, 25

- identifying the factors that affect where people settle (for example, the availability of transportation and resources); and **U1**: 13; **U2**: 14, 15, 23; **U3**: 1C, 1D, 10, 12, 13, 14, 25, 26, 27

- describing the spatial characteristics of cities (for example, residential, recreational, central business district, industrial, commercial areas). **U1**: 21, 22, 23; **U2**: 14, 15; **U3**: 16, 17
4.5 Students know how cooperation and conflict among people influence the division and control of Earth's surface.

**GRADES K-4**

In grades K-4, what students know and are able to do includes

<table>
<thead>
<tr>
<th>Standards</th>
<th>U1: 20-25; U2: 10, 11, 15; U3: 19, 21, 22, 23, 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>describing how and why people create boundaries; and</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>describing how cooperation and conflict affect neighborhoods and communities.</strong></td>
<td>U1: 14, 15, 16, 17; U4: 26, 27; U5: 32, 33, 34, 35</td>
</tr>
</tbody>
</table>

**STANDARD 5:** Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

**RATIONALE:** Human use of resources can have both positive and negative effects. Increasingly, people are called upon to solve complex problems resulting from the interaction of human and physical systems. Physical systems offer opportunities and constraints for human activity. Humans control and use the output of physical systems—natural resources—to get food and shelter needed to survive and prosper; natural resources provide food and shelter. Agriculture, the foundation of civilizations, is perhaps the most massive alteration of physical systems. Humans sometimes face the consequences of exceeding their environment's capacity and resource base. Changes to the environment created by humans play a significant role in shaping local, global, economic, social, and political conditions. The concept of resources has changed over time in much of the world. Initially, when populations were smaller, resources were assumed to exist in abundance and were available for almost limitless use. The concept of preservation did not evolve until some resources appeared to be in short supply. Unwise resource use can negatively affect the environment and quality of life. Responsible resource use can enhance the environment and quality of life.

Humans interact with the environment through technology. Technology has enabled us to use some natural resources at ever-increasing, possibly unsustainable, rates. But new technologies also change our perception of resources. For example, nuclear reactors now generate a substantial portion of the world's electricity and once-discarded materials are now recycled.

**5.1 Students know how human actions modify the physical environment.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

<table>
<thead>
<tr>
<th>Standards</th>
<th>U2: 1C, 1D, 25, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>identifying how people depend upon, adapt to, and modify the physical environment.</strong></td>
<td></td>
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</tbody>
</table>

**5.2 Students know how physical systems affect human systems.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

<table>
<thead>
<tr>
<th>Standards</th>
<th>U2: 16, 17, 18, 19, 20, 21, 22, 23, 39, 40, 41</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>describing how the physical environment provides opportunities for and places constraint on human activities.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes
- **describing the role of resources in daily life** (for example, discussing the recycling of materials);  
  U2: 32, 33, 34, 35; U4: 2, 3, 20, 21, 22, 23, 25

- **identifying the characteristics of renewable and nonrenewable resources**; and  
  U2: 32, 33, 34, 35; U4: 2, 3, 20, 21, 22, 23, 25

- **identifying the spatial distribution of resources**.  
  U2: 32, 33, 34, 35; U4: 2, 3, 20, 21

**STANDARD 6**: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

**RATIONALE**: This standard deals with the application of geographic knowledge, skills, and perspectives to practical problems. Everything happens in time and space. Therefore, a thorough interpretation of the past must include the geographic context of the event. This requires addressing questions such as: Where did the event occur? In what kind of human and physical environment did it happen? How was the event related to events in other places? What resources and technologies did people have? How did they move from place to place? What environmental constraints did they face? Any interpretation of human events and conditions that ignores the geographic context is incomplete and unrealistic.

In the next century, humans will face many complex and controversial issues concerning the development needs of a rapidly growing human population and the Earth's ability to sustain that population. To cope with these fundamental issues effectively, tomorrow's citizens must be geographically informed.

**6.1 Students know how to apply geography to understand the past.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- **describing how places change over time**; and  
  U2: 38, 39, 40, 41; U3: 5, 6, 7

- **describing how places and environments may have influenced people and events over time**.  
  U3: 4, 6, 7, 10, 11, 12, 14, 25, 26; U4: 1C, 1D

**6.2 Students know how to apply geography to understand the present and plan for the future.**

**GRADES K-4**

In grades K-4, what students know and are able to do includes

- **describing issues in communities from a spatial perspective**; and  
  U1: 15; U2: 1C, 1D, 25, 34, 35, 36, 37, 39, 40, 41

- **identifying personal behaviors that can affect community planning**.  
  U1: 16, 17; U2: 1F, 25, 35; U5: 33, 34, 35
## Economics

**STANDARD 1:** Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.

**RATIONALE:** Because human, natural, and capital resources are scarce, individuals, households, businesses, governments, and societies must make economic choices about their alternative uses. Economic choices are influenced by economic incentives to use resources efficiently. All economic choices have opportunity costs with consequences. Technology, the division of labor, specialization, and investment in human and physical capital affects productivity, economic growth, levels of employment, equity, efficiency, and stability.

### 1.1 Students know that economic choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.

**Grades K-4**

In grades K-4, what students know and are able to do includes

- identifying goods and services and giving examples of each;  
  **U4:** 12, 14, 15, 19, 20, 21, 22, 23, 25, 28, 29, 30, 31, 32, 33, 36, 38

- showing what happens when there are limited resources and unlimited wants and needs; and  
  **U4:** 6, 7, 8, 9, 11

- giving an example of the opportunity cost for an individual decision *for example, choosing to use money to go to the movies may result in not having enough money to eat at a restaurant).*  
  **U4:** 6, 7, 11

### 1.2 Students understand that economic incentives influence the use of scarce human, capital, and natural resources.

**Grades K-4**

In grades K-4, what students know and are able to do includes

- giving examples of different economic incentives *for example, landowners are paid rent for the use of their land, people who work are paid a wage, people who save money are paid interest, and successful businesses such as a lemonade stand make a profit).*  
  **U4:** 5, 6, 7, 8, 9, 13, 15, 16, 21, 22, 23, 24, 25, 30, 31

### 1.3 Students understand that resources can be used in many ways and understand the costs of alternative uses.

**Grades K-4**

In grades K-4, what students know and are able to do includes

- describing how consequences of economic choices may affect the future *for example, using allowance money today for ice cream and candy will not generate savings for a bike in the future)*; and  
  **U4:** 6, 7, 8, 25, 32, 33
| • identifying similar resources that can be used in a variety of ways *(for example, a piece of vacant land can be used to build an office building, a park, a parking lot, a shopping mall or a soccer field).* | U2: 32, 33, 34, 35; U4: 2, 3, 20, 21, 22, 23, 25 |

**STANDARD 2:** Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.

**RATIONALE:** Economic systems develop to enable societies to determine what goods and services will be produced, how they will be produced, and for whom they will be produced. An economic system can be described as the collection of institutions, laws, activities, and economic incentives that govern economic decision making. Types of economic systems include traditional, market, command, and mixed. Understanding the nature of different economic systems is essential to understanding the function of economies as a whole and the United States system in particular.

**2.1 Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services.**

**Grades K-4**

In grades K-4, what students know and are able to do include:

| • identifying the three basic economic questions all economic systems must answer: *(What goods and services will be produced? How will they be produced? For whom will they be produced?)*; and | U4: 21, 29, 30, 31 |
| • identifying different economic systems *(for example, command, market, and traditional).* | Readiness: U4: 13, 21, 22, 23, 29 |

**2.2 Students understand the fundamental characteristics of the United States economic system.**

**Grades K-4**

In grades K-4, what students know and are able to do include:

| • describing roles of consumers and producers in the U.S. economic system; and | U4: 1E, 1F, 13, 14, 15, 21, 22, 23, 28, 29, 30, 31, 32, 33, 38 |
| • describing how the price of goods and services in our U.S. economic system is related to how much of a product or resource there is, and how many people want it. | Opportunities to address: U4: 24, 25, 30, 31 |

**2.3 Students understand that government actions and policies, including taxes, spending, and regulations influence the operation of economies.**

**Grades K-4**

In grades K-4, what students know and are able to do include:
recognizing that some goods and services are provided by the government (for example, firefighters, parks, police, and public schools); and

explaining that government raises revenue by taxing and borrowing to pay for the goods and services it provides.

STANDARD 3: Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

RATIONALE: Exchange is essential to all economic activity. Individuals, households, businesses, governments, and societies specialize to make the most efficient use of their resources and they trade to obtain other goods and services they need and want. It is essential to understand how trade results in interdependence and economic change.

3.1 Students understand that the exchange of goods and services creates economic interdependence and change.

Grades K-4

In grades K-4, what students know and are able to do includes

- describing how voluntary exchange of goods and services affects all parties involved in the exchange (for example, by exchanging clothing for food both parties in the exchange have benefited);  
  
  U4: 22, 23, 24, 25, 30, 31, 32, 33

- describing the interdependence between households and businesses; and  
  
  U4: 1E, 1F, 2, 3, 21, 29, 30, 31, 32, 33, 38

- describing how the exchange of goods and services around the world creates interdependence among people in different places (for example, the production of a candy bar requires ingredients from around the world).  
  
  U4: 21, 24, 25

3.2 Students understand how a country's monetary system facilitates the exchange of resources.

Grade K-4

In grades K-4, what students know and are able to do includes

- giving examples of barter as a simple form of exchange;  
  
  Opportunities to address:  
  
  U4: 24

- explaining the concept of money;  
  
  U4: 8, 9, 13, 25, 30, 31, 36

- giving examples of the mediums of exchange in the U.S.; and  
  
  U4: 8, 9, 13, 25, 30, 31, 36
- recognizing that different countries use different currencies.

Opportunities to address:
U4: 24-25