Colorado State Standards- High School Social Studies	Dream of a Nation Chapter(s)											
	1. A People Centered and Accountable Government	2. Citizen Stewardship	3. Creating a Stable and Equitable Economy		5. Aiming for the Best in Education	6. Re-Powering America	7. Improving Health and Avoiding Alarming Trends	8. Ending Poverty and Building Common Wealth	9. Re-Imaging Business	10. Strengthening Communities	11. Waging Peace	12. A Nation That Shines
Standard: 1. History 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement (DOK 2-3)	*			*	*			*		*	*	
Standard: 1. History 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion (DOK 1-3)	*	*	*	*	*	*	*	*	*	*	*	*
Standard: 1. History 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time Relevance and application: 2. The complex interrelationship between the past and the present is evident when solving issues over time. For example, human interaction with the environment has been a critical issue throughout history and continues to be a factor in pollution, climate change, and resource management.	*	*	*	*	*	*	*	*	*	*	*	*
Standard: 1. History 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time Relevance and application:	*	*	*	*	*	*	*	*	*	*	*	*

Standard: 1. History 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time Relevance and application: 3. Businesses and individuals use history to understand the feasibility of new ideas and markets.	*	*	*	*	*	*	*	*	*	*	*	*
Standard: 1. History 3. The significance of ideas as powerful forces throughout history b. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution (DOK 1- 4)		*				*	*		*	*		
Standard: 1. History 3. The significance of ideas as powerful forces throughout history c. Evaluate the historical development and impact of political thought, theory and actions (DOK 1-3)	*			*								*
Standard: 1. History 3. The significance of ideas as powerful forces throughout history d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government (DOK 1- 3)	*	*	*	*	*	*	*	*	*	*	*	*
Standard: 1. History 3. The significance of ideas as powerful forces throughout history e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism (DOK 1-3)	*	*	*	*	*	*	*	*	*	*	*	*
Standard: 1. History 3. The significance of ideas as powerful forces throughout history 2. Which ideas provide the greatest insight to understanding a culture or nation's history?	*	*	*	*	*	*	*	*	*	*	*	*
	Centered and Accountable	2. Citizen Stewardship	Stable and Equitable	4. A New Media That Informs	5. Anning for the Best in	6. Re-Powering America	Health and Avoiding	Poverty and Building	9. Re-Imaging Business	10. Strengthening	11. Waging Peace	12. A Nation That Shines

Standard: 1. History												
3. The significance of ideas as powerful forces throughout history												
5. How have scientific and technological developments		*				*	*		*		*	
affected societies?												
Standard: 2. Geography												
Use different types of maps and geographic tools to analyze												
features on Earth to investigate and solve geographic questions												
4. How do the division and control of the physical, social,	*	*	*	*	*	*	*	*	*	*	**	*
political, and cultural spaces on Earth cause cooperation or												
conflict?												
Standard: 2. Geography												
2. Explain and interpret geographic variables that influence the												
interactions of people, places and environments												
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 (DOK 1-												
3)												
Standard: 2. Geography												
2. Explain and interpret geographic variables that influence the												
interactions of people, places and environments		*				*		*	*	*		
b. Identify, evaluate, and communicate strategies to respond												
to constraints placed on human systems by the physical												
environment (DOK 1-3)												
Standard: 2. Geography												
2. Explain and interpret geographic variables that influence the												
interactions of people, places and environments		*				*			*	*		
c. Explain how altering the environment has brought												
prosperity to some places and created environmental dilemmas for others (DOK 1-2)												
Standard: 2. Geography												
2. Explain and interpret geographic variables that influence the												
interactions of people, places and environments												
d. Research and interpret multiple viewpoints on issues that	*	**	*	*	**	**	*	*	*	**	*	*
shaped the current policies and programs for resource use												
(DOK 1-4)												
Standard: 2. Geography												
2. Explain and interpret geographic variables that influence the												
interactions of people, places and environments		*				*	*	*	*	*		
e. Explain how information and changing perceptions and												
values of places and environment influence personal actions												

(DOK 1-3)												
Standard: 2. Geography												
2. Explain and interpret geographic variables that influence the												
interactions of people, places and environments		*				*			*	*		*
f. Define sustainability and explain how an individual's												
actions may influence sustainability (DOK 1-2)												
Standard: 2. Geography												
2. Explain and interpret geographic variables that influence the												
interactions of people, places and environments		*				*			*	*		
1. Individual actions affect the local environment and global		***				**			**	***		
community such as the impact of recycling and consumption												
of resources.												
Standard: 2. Geography												
2. Explain and interpret geographic variables that influence the												
interactions of people, places and environments												
2. Technology can support invention and influence how												
humans modify the environment in both positive and		**				*			*	*		
negative ways such as renovation of existing buildings to												
"green" technologies, prevention and prediction of natural												
hazards and disasters, and satellite imagery used to track												
water availability in the Middle East.												
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	nd ent	C	p	New Media That Informs and Empowers	in	בם	7. Improving Health and Avoiding Alarming Trends	8. Ending Poverty and Building Common Wealth	S			Sa
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	rec	ırds	ble	at I ers	Be	ΛM	ılth g T	nd alt	usi	nin es	sac	t SI
	1. A People Centered and Accountable Government	Citizen Stewardship	Creating a Stable and Equitable Economy	w Media That II and Empowers	5. Aiming for the Best in Education	6. Re-Powering America	7. Improving Health and Ivoiding Alarming Trend	ng Poverty and B. Common Wealth	Re-Imaging Business	10. Strengthening Communities	11. Waging Peace	12. A Nation That Shines
	Cel e G	Ste	e E	lia np	or	rin	ıg l arn	ert) on 1	ing	ngt nui	ing	n T
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Standard: 2. Geography												
3. The interconnected nature of the world, its people and places												
a. Explain how the uneven distribution of resources in the			*					*	*	*		
world can lead to conflict, competition, or cooperation												
among nations, regions, and cultural groups (DOK 1-2)												
Standard: 2. Geography												
3. The interconnected nature of the world, its people and places		**				*		*	*			
b. Explain that the world's population is increasingly												

connected to and dependent upon other people for both												
human and natural resources (DOK 1-2)												
Standard: 2. Geography												
3. The interconnected nature of the world, its people and places												
c. Explain how migration of people and movement of goods										*		
and ideas can enrich cultures, but also create tensions (DOK												
1-2)												
Standard: 2. Geography												
3. The interconnected nature of the world, its people and places	*		*					*	*	*	*	
d. Analyze how cooperation and conflict influence the division	•		•					•	•	•	•	
and control of Earth (DOK 1-2)												
Standard: 2. Geography												
3. The interconnected nature of the world, its people and places												
e. Analyze patterns of distribution and arrangements of					*					*		
settlements and the processes of the diffusion of human												
activities (DOK 1-3)												
Standard: 3. Economics												
1. Productive resources – natural, human, capital – are scarce;												
therefore, choices are made about how individuals, businesses,	*	*	*		*	*		*	*	*	*	*
governments, and societies allocate these resources	•	•	•		•	•		•	•	•	•	•
a. Analyze the relationships between economic goals and the												
allocation of scarce resources (DOK 2-3)												
Standard: 3. Economics												
1. Productive resources – natural, human, capital – are scarce;												
therefore, choices are made about how individuals, businesses,												
governments, and societies allocate these resources	**	*	*	**	**	*	*	*	*	*	*	*
b. Explain how economic choices by individuals, businesses,												
governments, and societies incur opportunity costs (DOK 1-												
2)												
Standard: 3. Economics												
1. Productive resources – natural, human, capital – are scarce;												
therefore, choices are made about how individuals, businesses,												
governments, and societies allocate these resources	*	*	*	**	*	*	*	*	*	*	*	*
c. Understand that effective decision-making requires												
comparing the additional (marginal) costs of alternatives												
with the additional (marginal) benefits (DOK 1-2)												
Standard: 3. Economics												
1. Productive resources – natural, human, capital – are scarce;												
therefore, choices are made about how individuals, businesses,		*							*			
governments, and societies allocate these resources												
d. Identify influential entrepreneurs and describe how they												

have utilized resources to produce goods and services (DOK 1-2)												
Standard: 3. Economics 2. Economic policies affect markets a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve (DOK 1-2)	*		*					*			*	
Standard: 3. Economics 2. Economic policies affect markets c. Identify government activities that affect the local, state, or national economy (DOK 1)	*		*					*			*	
Standard: 3. Economics 2. Economic policies affect markets e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies (DOK 1-3)	*	*	*	*	*	*	*	*	*	*	*	*
Standard: 3. Economics 2. Economic policies affect markets f. Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy (DOK 2-3)	*		*								*	
Standard: 3. Economics 3. Government and competition affect markets b. Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, and monopoly (DOK 1-3)			*						*	*		
Standard: 3. Economics3. Government and competition affect markets2. How does competition affect the choices consumers have in an economy?			*					*	*			
Standard: 4. Civics 1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4)	*	*	*	*	*	*	*	*	*	*	*	*
Standard: 4. Civics 1. Research, formulate positions, and engage in appropriate civic												

Standard: 4. Civics												
1. Research, formulate positions, and engage in appropriate civic												
participation to address local, state, and national issues or policies												
b. Evaluate how individuals and groups can effectively use	*	*	*	*	*	*	*	*	*	*	*	*
the structure and functions of various levels of government				*	•		••	•		••	•	*
to shape policy (DOK 1-3)												
Standard: 4. Civics												
1. Research, formulate positions, and engage in appropriate civic												
participation to address local, state, and national issues or policies	*	*	*	*	*	**	*	*	*	*	**	*
c. Describe the roles and influence of individuals, groups, and												
the press as checks on governmental practices (DOK 1-2)												
Standard: 4. Civics												
1. Research, formulate positions, and engage in appropriate civic												
participation to address local, state, and national issues or policies	•			١.								
d. Identify which level of government is appropriate for	*	*	*	*	*	*	*	*	*	*	*	*
various policies and demonstrate an ability to appropriately												
engage with that level of government (DOK 1-3)												
Standard: 4. Civics												
1. Research, formulate positions, and engage in appropriate civic												
participation to address local, state, and national issues or policies				*								
e. Critique various media sources for accuracy and												
perspective (DOK 2-3)												
Standard: 4. Civics												
2. Purposes of and limitations on the foundations, structures and												
functions of government												
c. Analyze and explain the importance of the principles of	*	*	*	*	*	*	*	*	*	*	*	*
democracy and the inherent competition among values.	•	•	•	•	•	•	•	•	•	•	•	•
Values to include but not be limited to freedom and security,												
individual rights and common good, and rights and												
responsibilities (DOK 2-3)												
Standard: 4. Civics												
3. Analyze how public policy - domestic and foreign - is developed												
at the local, state, and national levels and compare how policy-	*	*	*	*	*	*	*	*	*	*	*	**
making occurs in other forms of government	•	•	•	•	•	•	•	•	•	•	•	•
a. Discuss multiple perspectives on local issues and options												
for participating in civic life (DOK 1-3)												
Standard: 4. Civics												
3. Analyze how public policy - domestic and foreign - is developed												
at the local, state, and national levels and compare how policy-												
making occurs in other forms of government	*	*	*	*	*	*	*	*	*	*	*	*
b. Analyze and discuss multiple perspectives on state issues												

Standard: 4. Civics 3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policymaking occurs in other forms of government c. Explain how to monitor and influence public policy (DOK 1-2)	*	*	*	*	*	*	*	*	*	*	*	*
Standard: 4. Civics 3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policymaking occurs in other forms of government d. Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)								*	*		*	