



A **Kindergarten** student in the Littleton Public Schools will engage with the following big ideas in **Social Studies**:

21st Century Skills

Critical Thinking

**Information
Literacy**

Invention

Collaboration

Self Direction

- Ask questions, share information, and discuss ideas about the past
- Place information in sequential order
- Examine how people belong to different groups and live in different places around the world that can be found on a map or globe
- Understand ownership as a component of economics
- Discuss how purchases can be made to meet wants and needs (PFL)
- Participate in making decisions using democratic traditions
- Explore how civic participation takes place in multiple groups

Link to Additional Resource:

[Colorado Academic Standards](#)



A **First Grade** student in the Littleton Public Schools will engage with the following big ideas in **Social Studies**:

21st Century Skills

Critical Thinking

**Information
Literacy**

Invention

Collaboration

Self Direction

- Describe patterns and chronological order of events of the recent past
- Identify family and cultural traditions in the United States in the past
- Understand geographic tools such as maps and globes represent places
- Identify how people in different groups and communities interact with each other and with the environment
- Give examples of how people work at different types of jobs and in different types of organizations to produce goods and services and receive an income
- Identify short-term financial goals (PFL)
- Understand effective groups have responsible leaders and team members
- Identify notable people, places, holidays, and patriotic symbols

Link to Additional Resource:

[Colorado Academic Standards](#)



A **Second Grade** student in the Littleton Public Schools will engage with the following big ideas in **Social Studies**:

21st Century Skills

Critical Thinking

**Information
Literacy**

Invention

Collaboration

Self Direction

- Identify historical sources and utilize the tools of a historian
- Describe and compare how people have influenced the history of neighborhoods and communities
- Use geographic terms and tools to describe space and place
- Identify how people in communities manage, modify, and depend on their environment
- Explain and identify how the scarcity of resources affects the choices of individuals and communities
- Apply decision-making processes to financial decisions (PFL)
- Identify and describe how responsible community members advocate for their ideas
- Understand people use multiple ways to resolve conflicts or differences

Link to Additional Resource:

[Colorado Academic Standards](#)



A **Third Grade** student in the Littleton Public Schools will engage with the following big ideas in **Social Studies**:

21st Century Skills

Critical Thinking

**Information
Literacy**

Invention

Collaboration

Self Direction

- Use a variety of sources to distinguish historical fact from fiction
- Compare and describe how people in the past influence the development and interaction of different communities or regions
- Use various types of geographic tools to develop spatial thinking
- Examine how the concept of regions is developed through an understanding of similarities and differences in places
- Describe producers and consumers and how good and services are exchanged
- Describe how to meet short term financial goals (PFL)
- Understand why respecting the views and rights of others is a key component of a democratic society
- Identify the origins, structure, and functions of a local government

Link to Additional Resource:

[Colorado Academic Standards](#)



A **Fourth Grade** student in the Littleton Public Schools will engage with the following big ideas in **Social Studies**:

21st Century Skills

Critical Thinking

**Information
Literacy**

Invention

Collaboration

Self Direction

- Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado
- Describe and analyze the historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States
- Use several types of geographic tools to answer questions about the geography of Colorado
- Describe how connections within and across human and physical systems are developed
- Describe and explain how people respond to positive and negative incentives
- Define and analyze the relationship between choice and opportunity cost (PFL)
- Analyze and debate multiple perspectives on an issue
- Identify and explain the origins, structure, and functions of the Colorado government

Link to Additional Resource:

[Colorado Academic Standards](#)



A **Fifth Grade** student in the Littleton Public Schools will engage with the following big ideas in **Social Studies**:

21st Century Skills

Critical Thinking

**Information
Literacy**

Invention

Collaboration

Self Direction

- Analyze historical sources from multiple points of view to develop an understanding of historical context
- Identify and explain the historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government
- Use various geographic tools and sources to answer questions about the geography of the United States
- Explain and describe causes and consequences of movement
- Understand government and market structures influence financial institutions
- Use of financial institutions to manage personal finances (PFL)
- Describe and explain the foundations of citizenship in the United States
- Identify and explain the origins, structures, and functions of the United States government

Link to Additional Resource:

[Colorado Academic Standards](#)



A **Sixth Grade** student in the Littleton Public Schools will engage with the following big ideas in **Social Studies**:

21st Century Skills

Critical Thinking

**Information
Literacy**

Invention

Collaboration

Self Direction

- Analyze and interpret historical sources to ask and research historical questions
- Determine and explain the historical eras, individuals, groups, ideas, and themes in regions of the Western Hemisphere and their relationships with one another
- Use geographic tools to solve problems
- Examine and analyze how human and physical systems vary and interact
- Identify and analyze different economic systems
- Understand saving and investing are key contributors to financial well-being (PFL)
- Analyze the interconnected nature of the United States to other nations
- Compare multiple systems of governments

Link to Additional Resource:

[Colorado Academic Standards](#)



A **Seventh Grade** student in the Littleton Public Schools will engage with the following big ideas in **Social Studies**:

21st Century Skills

Critical Thinking

**Information
Literacy**

Invention

Collaboration

Self Direction

- Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence
- Determine and explain the historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another
- Use geographic tools to gather data and make geographic inferences and predictions
- Examine and analyze why regions have different issues and perspectives
- Identify and demonstrate how supply and demand influence price and profit in a market economy
- Understand the role of taxes in the distribution of resources influencing economic production and individual choices (PFL)
- Compare how various nations define the rights, responsibilities, and roles of citizens
- Compare and evaluate how the different forms of government and international organizations and their influence in the world community

Link to Additional Resource:

[Colorado Academic Standards](#)



An **Eighth Grade** student in the Littleton Public Schools will engage with the following big ideas in **Social Studies**:

21st Century Skills

Critical Thinking

**Information
Literacy**

Invention

Collaboration

Self Direction

- Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives
- Determine, evaluate, and analyze the historical era, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another
- Use geographic tools to analyze patterns in human and physical systems
- Analyze how conflict and cooperation occur over space and resources
- Describe and explain how economic freedom, including free trade, is important for economic growth
- Understand the management of personal finances with a focus on credit and debt (PFL)
- Analyze elements of continuity and change in the United States government and the role of citizens over time
- Understand and explain the place of law in a constitutional system

Link to Additional Resource:

[Colorado Academic Standards](#)