Project WILD Correlations to Colorado Academic Standards (2012)
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### Economics and Civics

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**Economics and Civics**
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<td><strong>1. Physical Science</strong></td>
<td><strong>2. Life Science</strong></td>
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<tr>
<td>1. Newton's laws of motion and gravitation describe the relationships among forces acting on and between objects, their masses, and changes in their motion - but have limitations</td>
<td>1. Matter tends to be cycled within an ecosystem while energy is transformed and eventually exits an ecosystem</td>
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<td><em>SC09-GR.HS-S.1-GLE.1</em></td>
<td><em>SC09-GR.HS-S.2-GLE.1</em></td>
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<tr>
<td>2. Matter has definite structure that determines characteristic physical and chemical properties</td>
<td>2. The size and persistence of populations depend on their interactions with each other as well as on the abiotic factors in an ecosystem</td>
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<td><em>SC09-GR.HS-S.1-GLE.2</em></td>
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<td>3. Matter can change form through chemical or nuclear reactions abiding by the laws of conservation of mass and energy</td>
<td>3. Cellular metabolic activities are carried out by biomolecules produced by organisms</td>
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<td><em>SC09-GR.HS-S.1-GLE.3</em></td>
<td><em>SC09-GR.HS-S.2-GLE.3</em></td>
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<td>4. Atoms bond in different ways to form molecules and compounds that have definite properties</td>
<td>4. The energy for life primarily derives from the interrelated processes of photosynthesis and cellular respiration. Photosynthesis transforms the sun’s light energy into the chemical energy of molecular bonds. Cellular respiration allows cells to utilize chemical energy when these bonds are broken</td>
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<td><em>SC09-GR.HS-S.1-GLE.4</em></td>
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<td>5. Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined</td>
<td>5. Cells use passive and active transport of substances across membranes to maintain relatively stable intracellular environments</td>
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<td><em>SC09-GR.HS-S.1-GLE.5</em></td>
<td><em>SC09-GR.HS-S.2-GLE.5</em></td>
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<td>6. When energy changes form, it is neither created nor destroyed; however, because some is necessarily lost as heat, the amount of energy available to do work decreases</td>
<td>6. Cells, tissues, organs and organ systems maintain relatively stable internal environments, even in the face of changing external environments</td>
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<td><em>SC09-GR.HS-S.1-GLE.6</em></td>
<td><em>SC09-GR.HS-S.2-GLE.6</em></td>
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<td>7. Physical and behavioral characteristics of an organism are influenced to varying degrees by heritable genes, many of which encode instructions for the production of proteins</td>
<td>7. Physical and behavioral characteristics of an organism are influenced to varying degrees by heritable genes, many of which encode instructions for the production of proteins</td>
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<td>8. Multicellularity makes possible a division of labor at the cellular level through the expression of select genes, but not the entire genome</td>
<td>8. Multicellularity makes possible a division of labor at the cellular level through the expression of select genes, but not the entire genome</td>
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<td>9. Evolution occurs as the heritable characteristics of populations change across generations and can lead populations to become better adapted to their environment</td>
<td>9. Evolution occurs as the heritable characteristics of populations change across generations and can lead populations to become better adapted to their environment</td>
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<td><strong>1. Physical Science</strong></td>
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<td><strong>Eighth Grade</strong></td>
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| 1. Identify and calculate the direction and magnitude of forces that act on an object, and explain the results in the object’s change of motion | 1. Human activities can deliberately or inadvertently alter ecosystems and their resiliency  
**SC09-GR.8-S.1-GLE.1** |
| 2. There are different forms of energy, and those forms of energy can be changed from one form to another - but total energy is conserved | 2. Organisms reproduce and transmit genetic information (genes) to offspring, which influences individuals' traits in the next generation  
**SC09-GR.8-S.1-GLE.2** |
| 3. Distinguish between physical and chemical changes, noting that mass is conserved during any change |  
**SC09-GR.8-S.1-GLE.3** |
| 4. Recognize that waves such as electromagnetic, sound, seismic, and water have common characteristics and unique properties |  
**SC09-GR.8-S.1-GLE.4** |
| **Seventh Grade** | **Seventh Grade** |
| 1. Mixtures of substances can be separated based on their properties such as solubility, boiling points, magnetic properties, and densities | 1. Individual organisms with certain traits are more likely than others to survive and have offspring in a specific environment  
**SC09-GR.7-S.1-GLE.1** |
| 2. The human body is composed of atoms, molecules, cells, tissues, organs, and organ systems that have specific functions and interactions | 2. The human body is composed of atoms, molecules, cells, tissues, organs, and organ systems that have specific functions and interactions  
**SC09-GR.7-S.2-GLE.2** |
| 3. Cells are the smallest unit of life that can function independently and perform all the necessary functions of life | 3. Cells are the smallest unit of life that can function independently and perform all the necessary functions of life  
**SC09-GR.7-S.2-GLE.3** |
| 4. Photosynthesis and cellular respiration are important processes by which energy is acquired and utilized by organisms | 4. Photosynthesis and cellular respiration are important processes by which energy is acquired and utilized by organisms  
**SC09-GR.7-S.2-GLE.4** |
| 5. Multiple lines of evidence show the evolution of organisms over geologic time | 5. Multiple lines of evidence show the evolution of organisms over geologic time  
**SC09-GR.7-S.2-GLE.5** |
## Science and Social Studies

### Colorado Academic Standards:

#### Grade Level Expectations and Code References

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**Sixth Grade**

1. All matter is made of atoms, which are far too small to see directly through a light microscope. Elements have unique atoms and thus, unique properties. Atoms themselves are made of even smaller particles.

- [SC09-GR.6-S.1-GLE.1](#)

2. Atoms may stick together in well-defined molecules or be packed together in large arrays. Different arrangements of atoms into groups compose all substances.

- [SC09-GR.6-S.1-GLE.2](#)
- [SC09-GR.6-S.2-GLE.1](#)
- [SC09-GR.6-S.2-GLE.2](#)

3. The physical characteristics and changes of solid, liquid, and gas states can be explained using the particulate model.

- [SC09-GR.6-S.1-GLE.3](#)

4. Distinguish among, explain and apply the relationships among mass, weight, volume, and density.

- [SC09-GR.6-S.1-GLE.4](#)

**Fifth Grade**

1. Mixtures of matter can be separated regardless of how they were created; all weight and mass of the mixture are the same as the sum of weight and mass of its parts.

- [SC09-GR.5-S.1-GLE.1](#)
- [SC09-GR.5-S.2-GLE.1](#)

2. All organisms have structures and systems with separate functions.

- [SC09-GR.5-S.2-GLE.2](#)

**Fourth Grade**

1. Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical.

- [SC09-GR.4-S.1-GLE.1](#)

2. Comparing fossils to each other or to living organisms reveals features of prehistoric environments and provides information about organisms today.

- [SC09-GR.4-S.2-GLE.1](#)
- [SC09-GR.4-S.2-GLE.2](#)

3. There is interaction and interdependence between and among living and nonliving components of ecosystems.

- [SC09-GR.4-S.2-GLE.3](#)

**Third Grade**

1. Matter exists in different states such as solids, liquids, and gases and can change from one state to another by heating and cooling.

- [SC09-GR.3-S.1-GLE.1](#)

2. The duration and timing of life cycle events such as reproduction and longevity vary across organisms and species.

- [SC09-GR.3-S.2-GLE.1](#)

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### Second Grade

| 1. Changes in speed or direction of motion are caused by forces such as pushes and pulls | 1. Organisms depend on their habitat's nonliving parts to satisfy their needs |
| SC09-GR.2-S.1-GLE.1 | *SC09-GR.2-S.2-GLE.1* |
| 2. Each plant or animal has different structures or behaviors that serve different functions | |
| *SC09-GR.2-S.2-GLE.2* | |

### First Grade

| 1. Solids and liquids have unique properties that distinguish them | 1. Offspring have characteristics that are similar to but not exactly like their parents' characteristics |
| SC09-GR.1-S.1-GLE.1 | SC09-GR.1-S.2-GLE.1 |
| 2. An organism is a living thing that has physical characteristics to help it survive | |
| *SC09-GR.1-S.2-GLE.2* | |

### Kindergarten

| 1. Objects can move in a variety of ways that can be described by speed and direction | 1. Organisms can be described and sorted by their physical characteristics |
| *SC09-GR.K-S.1-GLE.1* | *SC09-GR.K-S.2-GLE.1* |
| 2. Objects can be sorted by physical properties, which can be observed and measured | |
| *SC09-GR.K-S.1-GLE.2* | |

### Preschool

<p>| 1. Objects have properties and characteristics | 1. Living things have characteristics and basic needs |
| <em>SC09-GR.P-S.1-GLE.1</em> | <em>SC09-GR.P-S.2-GLE.1</em> |
| 2. There are cause-and-effect relationships in everyday experiences | 2. Living things develop in predictable patterns |
| <em>SC09-GR.P-S.1-GLE.2</em> | <em>SC09-GR.P-S.2-GLE.2</em> |</p>
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<td><strong>1. History</strong></td>
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<td>1. The history of the universe, solar system and Earth can be inferred from evidence left from past events</td>
<td>1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</td>
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<td><em>SC09-GR.HS-S.3-GLE.1</em></td>
<td><em>SS09-GR.HS-S.1-GLE.1</em></td>
</tr>
<tr>
<td>2. As part of the solar system, Earth interacts with various extraterrestrial forces and energies such as gravity, solar phenomena, electromagnetic radiation, and impact events that influence the planet's geosphere, atmosphere, and biosphere in a variety of ways</td>
<td>2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</td>
</tr>
<tr>
<td><em>SC09-GR.HS-S.3-GLE.2</em></td>
<td><em>SS09-GR.HS-S.1-GLE.2</em></td>
</tr>
<tr>
<td>3. The theory of plate tectonics helps explain geological, physical and geographical features of Earth</td>
<td>3. The significance of ideas as powerful forces throughout history</td>
</tr>
<tr>
<td><em>SC09-GR.HS-S.3-GLE.3</em></td>
<td><em>SS09-GR.HS-S.1-GLE.3</em></td>
</tr>
<tr>
<td>4. Climate is the result of energy transfer among interactions of the atmosphere, hydrosphere, geosphere, and biosphere</td>
<td></td>
</tr>
<tr>
<td><em>SC09-GR.HS-S.3-GLE.4</em></td>
<td></td>
</tr>
<tr>
<td>5. There are costs, benefits, and consequences of exploration, development, and consumption of renewable and nonrenewable resources</td>
<td></td>
</tr>
<tr>
<td><em>SC09-GR.HS-S.3-GLE.5</em></td>
<td></td>
</tr>
<tr>
<td>6. The interaction of Earth’s surface with water, air, gravity, and biological activity causes physical and chemical changes</td>
<td></td>
</tr>
<tr>
<td><em>SC09-GR.HS-S.3-GLE.6</em></td>
<td></td>
</tr>
<tr>
<td>7. Natural hazards have local, national and global impacts such as volcanoes, earthquakes, tsunamis, hurricanes and thunderstorms</td>
<td></td>
</tr>
<tr>
<td><em>SC09-GR.HS-S.3-GLE.7</em></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>3. Earth Systems Science</strong></td>
<td><strong>1. History</strong></td>
</tr>
</tbody>
</table>

**Eighth Grade**

1. Weather is a result of complex interactions of Earth's atmosphere, land and water, that are driven by energy from the sun, and can be predicted and described through complex models
   - SC09-GR.8-S.3-GLE.1

2. Earth has a variety of climates defined by average temperature, precipitation, humidity, air pressure, and wind that have changed over time in a particular location
   - SC09-GR.8-S.3-GLE.2

3. The solar system is comprised of various objects that orbit the Sun and are classified based on their characteristics
   - SC09-GR.8-S.3-GLE.3

4. The relative positions and motions of Earth, Moon, and Sun can be used to explain observable effects such as seasons, eclipses, and Moon phases
   - SC09-GR.8-S.3-GLE.4

**Seventh Grade**

1. Major geologic events such as earthquakes, volcanic eruptions, mid-ocean ridges, and mountain formation are associated with plate boundaries and attributed to plate motions
   - SC09-GR.7-S.3-GLE.1

2. Geologic time, history, and changing life forms are indicated by fossils and successive sedimentation, folding, faulting, and uplifting of layers of sedimentary rock
   - SC09-GR.7-S.3-GLE.2

**Sixth Grade**

1. Complex interrelationships exist between Earth's structure and natural processes that over time are both constructive and destructive
   - SC09-GR.6-S.3-GLE.1

2. Water on Earth is distributed and circulated through oceans, glaciers, rivers, ground water, and the atmosphere
   - SC09-GR.6-S.3-GLE.2

3. Earth's natural resources provide the foundation for human society's physical needs. Many natural resources are nonrenewable on human timescales, while others can be renewed or recycled
   - SC09-GR.6-S.3-GLE.3
<table>
<thead>
<tr>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Earth Systems Science</strong></td>
<td><strong>1. History</strong></td>
</tr>
</tbody>
</table>

### Fifth Grade

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>Social Studies</strong></th>
</tr>
</thead>
</table>
| 1. Earth and Sun provide a diversity of renewable and nonrenewable resources  
*SC09-GR.5-S.3-GLE.1* | 1. Analyze historical sources from multiple points of view to develop an understanding of historical context  
*SS09-GR.5-S.1-GLE.1* |
| 2. Earth's surface changes constantly through a variety of processes and forces  
SC09-GR.5-S.3-GLE.2 | 2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government  
*SS09-GR.5-S.1-GLE.2* |
| 3. Weather conditions change because of the uneven heating of Earth's surface by the Sun's energy. Weather changes are measured by differences in temperature, air pressure, wind and water in the atmosphere and type of precipitation  
SC09-GR.5-S.3-GLE.3 | |

### Fourth Grade

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>Social Studies</strong></th>
</tr>
</thead>
</table>
| 1. Earth is part of the solar system, which includes the Sun, Moon, and other bodies that orbit the Sun in predictable patterns that lead to observable paths of objects in the sky as seen from Earth  
SC09-GR.4-S.3-GLE.1 | 1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado  
*SS09-GR.4-S.1-GLE.1* |
| | 2. The historical eras, groups, ideas, and themes in Colorado history and their relationships to key events in the United States  
SS09-GR.4-S.1-GLE.2 |

### Third Grade

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>Social Studies</strong></th>
</tr>
</thead>
</table>
| 1. Earth's materials can be broken down and/or combined into different materials such as rocks, minerals, rock cycle, formation of soil, and sand - some of which are usable resources for human activity  
SC09-GR.3-S.3-GLE.1 | 1. Use a variety of sources to distinguish historical fact from fiction  
SS09-GR.3-S.1-GLE.1 |
| | 2. People in the past influence the development and interaction of different communities or regions  
SS09-GR.3-S.1-GLE.2 |

### Second Grade

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>Social Studies</strong></th>
</tr>
</thead>
</table>
| 1. Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals  
*SC09-GR.2-S.3-GLE.1* | 1. Identify historical sources and utilize the tools of a historian  
*SS09-GR.2-S.1-GLE.1* |
| | 2. People have influenced the history of neighborhoods and communities  
SS09-GR.2-S.1-GLE.2 |
<table>
<thead>
<tr>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Earth Systems Science</td>
<td>1. History</td>
</tr>
<tr>
<td><strong>First Grade</strong></td>
<td></td>
</tr>
<tr>
<td>1. Earth's materials can be compared and classified based on their properties</td>
<td>1. Describe patterns and chronological order of events of the recent past</td>
</tr>
<tr>
<td><em>SC09-GR.1-S.3-GLE.1</em></td>
<td><em>SS09-GR.1-S.1-GLE.1</em></td>
</tr>
<tr>
<td>2. Family and cultural traditions in the United States in the past</td>
<td></td>
</tr>
<tr>
<td><em>SS09-GR.1-S.1-GLE.2</em></td>
<td></td>
</tr>
<tr>
<td><strong>Kindergarten</strong></td>
<td></td>
</tr>
<tr>
<td>1. The sun provides heat and light to Earth</td>
<td>1. Ask questions, share information, and discuss ideas about the past</td>
</tr>
<tr>
<td><em>SC09-GR.K-S.3-GLE.1</em></td>
<td><em>SS09-GR.K-S.1-GLE.1</em></td>
</tr>
<tr>
<td>2. The first component in the concept of chronology is to place information in sequential order</td>
<td></td>
</tr>
<tr>
<td><em>SS09-GR.K-S.1-GLE.2</em></td>
<td></td>
</tr>
<tr>
<td><strong>Preschool</strong></td>
<td></td>
</tr>
<tr>
<td>1. Earth's materials have properties and characteristics that affect how we use those materials</td>
<td>1. Change and sequence over time</td>
</tr>
<tr>
<td><em>SC09-GR.P-S.3-GLE.1</em></td>
<td><em>SS09-GR.P-S.1-GLE.1</em></td>
</tr>
<tr>
<td>2. Events such as night, day, the movement of objects in the sky, weather, and seasons have patterns</td>
<td></td>
</tr>
<tr>
<td><em>SC09-GR.P-S.3-GLE.2</em></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>Social Studies</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2. Geography</td>
<td>1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions <em>SS09-GR.HS-S.2-GLE.1</em></td>
</tr>
<tr>
<td>2. Explain and interpret geographic variables that influence the interactions of people, places, and environments <em>SS09-GR.HS-S.2-GLE.2</em></td>
<td>2. Economic policies affect markets</td>
</tr>
<tr>
<td>3. The interconnected nature of the world, its people and places <em>SS09-GR.HS-S.2-GLE.3</em></td>
<td>3. Government and competition affect markets <em>SS09-GR.HS-S.3-GLE.2</em></td>
</tr>
<tr>
<td></td>
<td>4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL) <em>SS09-GR.HS-S.3-GLE.3</em></td>
</tr>
<tr>
<td></td>
<td>5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL) <em>SS09-GR.HS-S.3-GLE.4</em></td>
</tr>
<tr>
<td></td>
<td>6. The components of personal credit to manage credit and debt (PFL) <em>SS09-GR.HS-S.3-GLE.5</em></td>
</tr>
<tr>
<td></td>
<td>7. Identify, develop, and evaluate risk-management strategies (PFL) <em>SS09-GR.HS-S.3-GLE.6</em></td>
</tr>
<tr>
<td></td>
<td>8. The distribution of resources influences economic production and individual choices (Economics and PFL) <em>SS09-GR.HS-S.3-GLE.7</em></td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>Social Studies</td>
</tr>
<tr>
<td>1. Use geographic tools to analyze patterns in human and physical systems <em>SS09-GR.8-S.2-GLE.1</em></td>
<td>1. Economic freedom, including free trade, is important for economic growth <em>SS09-GR.8-S.3-GLE.1</em></td>
</tr>
<tr>
<td>2. Conflict and cooperation occur over space and resources <em>SS09-GR.8-S.2-GLE.2</em></td>
<td>2. Manage personal credit and debt (PFL) <em>SS09-GR.8-S.3-GLE.2</em></td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>Social Studies</td>
</tr>
<tr>
<td>1. Use geographic tools to gather data and make geographic inferences and predictions <em>SS09-GR.7-S.2-GLE.1</em></td>
<td>1. Supply and demand influence price and profit in a market economy <em>SS09-GR.7-S.3-GLE.1</em></td>
</tr>
<tr>
<td>2. Regions have different issues and perspectives <em>SS09-GR.7-S.2-GLE.2</em></td>
<td>2. The distribution of resources influences economic production and individual choices (Economics and PFL) <em>SS09-GR.7-S.3-GLE.2</em></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2. Geography</td>
<td>3. Economics</td>
</tr>
</tbody>
</table>

### Sixth Grade

<table>
<thead>
<tr>
<th>1. Use geographic tools to solve problems</th>
<th>1. Identify and analyze different economic systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>SS09-GR.6-S.2-GLE.1</em></td>
<td>SS09-GR.6-S.3-GLE.1</td>
</tr>
<tr>
<td>2. Human and physical systems vary and interact</td>
<td>2. Saving and investing are key contributors to financial well-being (PFL)</td>
</tr>
<tr>
<td><em>SS09-GR.6-S.2-GLE.2</em></td>
<td>SS09-GR.6-S.3-GLE.2</td>
</tr>
</tbody>
</table>

### Fifth Grade

<table>
<thead>
<tr>
<th>1. Use various geographic tools and sources to answer questions about the geography of the United States</th>
<th>1. Government and market structures influence financial institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>SS09-GR.5-S.2-GLE.1</em></td>
<td>SS09-GR.5-S.3-GLE.1</td>
</tr>
<tr>
<td>2. Causes and consequences of movement</td>
<td>2. Use of financial institutions to manage personal finances (PFL)</td>
</tr>
<tr>
<td><em>SS09-GR.5-S.2-GLE.2</em></td>
<td>SS09-GR.5-S.3-GLE.2</td>
</tr>
</tbody>
</table>

### Fourth Grade

<table>
<thead>
<tr>
<th>1. Use several types of geographic tools to answer questions about the geography of Colorado</th>
<th>1. People respond to positive and negative incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>SS09-GR.4-S.2-GLE.1</em></td>
<td>SS09-GR.4-S.3-GLE.1</td>
</tr>
<tr>
<td>2. Connections within and across human and physical systems are developed</td>
<td>2. The relationship between choice and opportunity cost. (PFL)</td>
</tr>
<tr>
<td><em>SS09-GR.4-S.2-GLE.2</em></td>
<td><em>SS09-GR.4-S.3-GLE.2</em></td>
</tr>
</tbody>
</table>

### Third Grade

<table>
<thead>
<tr>
<th>1. Use various types of geographic tools to develop spatial thinking</th>
<th>1. Describe producers and consumers and how goods and services are exchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS09-GR.3-S.2-GLE.1</td>
<td>SS09-GR.3-S.3-GLE.1</td>
</tr>
<tr>
<td>2. The concept of regions is developed through an understanding of similarities and differences in places</td>
<td>2. Describe how to meet short term financial goals (PFL)</td>
</tr>
<tr>
<td>SS09-GR.3-S.2-GLE.2</td>
<td>SS09-GR.3-S.3-GLE.2</td>
</tr>
</tbody>
</table>

### Second Grade

<table>
<thead>
<tr>
<th>1. Geographic terms and tools are used to describe space and place</th>
<th>1. The scarcity of resources affects the choices of individuals and communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>SS09-GR.2-S.2-GLE.1</em></td>
<td><em>SS09-GR.2-S.3-GLE.1</em></td>
</tr>
<tr>
<td>2. People in communities manage, modify and depend on their environment</td>
<td>2. Apply decision-making processes to financial decisions (PFL)</td>
</tr>
<tr>
<td><em>SS09-GR.2-S.2-GLE.2</em></td>
<td>SS09-GR.2-S.3-GLE.2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>2. Geography</td>
<td>3. Economics</td>
</tr>
</tbody>
</table>

**First Grade**

1. Geographic tools such as maps and globes represent places
   
   *SS09-GR.1-S.2-GLE.1*

2. People in different groups and communities interact with each other and with the environment
   
   *SS09-GR.1-S.2-GLE.2*

1. People work at different types of jobs and in different types of organizations to produce goods and services and receive an income
   
   *SS09-GR.1-S.3-GLE.1*

2. Identify short-term financial goals (PFL)
   
   *SS09-GR.1-S.3-GLE.2*

**Kindergarten**

1. People belong to different groups and live in different places around the world that can be found on a map or globe
   
   *SS09-GR.K-S.2-GLE.1*

2. Discuss how purchases can be made to meet wants and needs (PFL)
   
   *SS09-GR.K-S.3-GLE.2*

**Preschool**

1. Develop spatial understanding, perspectives, and connections to the world
   
   *SS09-GR.P-S.2-GLE.1*

1. People work to meet wants and needs
   
   *SS09-GR.P-S.3-GLE.1*

2. Recognize money and identify its purpose (PFL)
   
   *SS09-GR.P-S.3-GLE.2*
### Social Studies

#### 4. Civics

<table>
<thead>
<tr>
<th><strong>High School</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies</td>
</tr>
<tr>
<td><em>SS09-GR.HS.S.4-GLE.1</em></td>
</tr>
<tr>
<td>2. Purposes of and limitations on the foundations, structures and functions of government</td>
</tr>
<tr>
<td><em>SS09-GR.HS.S.4-GLE.2</em></td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td><em>SS09-GR.HS.S.4-GLE.3</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Eighth Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze elements of continuity and change in the United States government and the role of citizens over time.</td>
</tr>
<tr>
<td><em>SS09-GR.8.S.4-GLE.1</em></td>
</tr>
<tr>
<td>2. The place of law in a constitutional system</td>
</tr>
<tr>
<td><em>SS09-GR.8.S.4-GLE.2</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Seventh Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare how various nations define the rights, responsibilities and roles of citizens</td>
</tr>
<tr>
<td><em>SS09-GR.7.S.4-GLE.1</em></td>
</tr>
<tr>
<td>2. Different forms of government and international organizations and their influence in the world community</td>
</tr>
<tr>
<td>SS09-GR.7.S.4-GLE.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sixth Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the interconnectedness of the United States and other nations</td>
</tr>
<tr>
<td><em>SS09-GR.6.S.4-GLE.1</em></td>
</tr>
<tr>
<td>2. Compare multiple systems of government</td>
</tr>
<tr>
<td>SS09-GR.6.S.4-GLE.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fifth Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The foundations of citizenship in the United States</td>
</tr>
<tr>
<td>SS09-GR.5.S.4-GLE.1</td>
</tr>
<tr>
<td>2. The origins, structure, and functions of the United States government</td>
</tr>
<tr>
<td>SS09-GR.5.S.4-GLE.2</td>
</tr>
</tbody>
</table>
### Social Studies

#### 4. Civics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Grade</strong></td>
<td></td>
</tr>
<tr>
<td>1. Analyze and debate multiple perspectives on an issue</td>
<td><em>SS09-GR.4-S.4-GLE.1</em></td>
</tr>
<tr>
<td>2. The origins, structure, and functions of the Colorado government</td>
<td><em>SS09-GR.4-S.4-GLE.2</em></td>
</tr>
<tr>
<td><strong>Third Grade</strong></td>
<td></td>
</tr>
<tr>
<td>1. Respecting the views and rights of others is a key component of a democratic society</td>
<td>SS09-GR.3-S.4-GLE.1</td>
</tr>
<tr>
<td>2. The origins, structure, and functions of local government</td>
<td>SS09-GR.3-S.4-GLE.2</td>
</tr>
<tr>
<td><strong>Second Grade</strong></td>
<td></td>
</tr>
<tr>
<td>1. Responsible community members advocate for their ideas</td>
<td><em>SS09-GR.2-S.4-GLE.1</em></td>
</tr>
<tr>
<td>2. People use multiple ways to resolve conflicts or differences</td>
<td>SS09-GR.2-S.4-GLE.2</td>
</tr>
<tr>
<td><strong>First Grade</strong></td>
<td></td>
</tr>
<tr>
<td>1. Effective groups have responsible leaders and team members</td>
<td>SS09-GR.1-S.4-GLE.1</td>
</tr>
<tr>
<td>2. Notable people, places, holidays and patriotic symbols</td>
<td>SS09-GR.1-S.4-GLE.2</td>
</tr>
<tr>
<td><strong>Kindergarten</strong></td>
<td></td>
</tr>
<tr>
<td>1. Participate in making decisions using democratic traditions</td>
<td>SS09-GR.K-S.4-GLE.1</td>
</tr>
<tr>
<td>2. Civic participation takes place in multiple groups</td>
<td><em>SS09-GR.K-S.4-GLE.2</em></td>
</tr>
<tr>
<td><strong>Preschool</strong></td>
<td></td>
</tr>
<tr>
<td>1. Individuals have unique talents and work with others in groups</td>
<td>SS09-GR.P-S.4-GLE.1</td>
</tr>
<tr>
<td>2. Rules and their purpose in allowing groups to work effectively</td>
<td><em>SS09-GR.P-S.4-GLE.2</em></td>
</tr>
</tbody>
</table>
Resources

Project WILD Colorado
wildlife.state.co.us/education

Colorado Department of Education
www.cde.state.co.us

Project WILD
www.projectwild.org

Questions or comments?
Email wildlife.projectwild@state.co.us

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