

# SOCIAL STUDIES

## FALL 2017 ONLINE FEEDBACK



As part of the review and revision of the Colorado Academic Standards (CAS), the Colorado Department of Education invited the public to review and give feedback to proposed revisions to the CAS. These public comments, suggestions, and indications of approval were collected through an online feedback system that was open from October 16, 2017 through December 4, 2017. Below is the public feedback submitted for Social Studies. Only those parts of the standards (Prepared Graduate Statements, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

### Prepared Graduate Statements

#### PG: 1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

**Disagree:** Revise the SOL and require that the SOL shall not rely solely on incomplete research in sociology, history, political science, and women's studies for social sciences curriculum materials. No subject should be taught using only material where researchers have ignored an impressive corpus of research on sex differences. Citations Taking Sex Differences Seriously by Steven E. Rhoads The Google Memo: What Does the Research Say About Gender Differences? <https://heterodoxacademy.org/2017/08/10/the-google-memo-what-does-the-research-say-about-gender-differences/> Passing on the Right by Professor Joshua Dunn [https://www.uccs.edu/polisci/joshua\\_dunn.html](https://www.uccs.edu/polisci/joshua_dunn.html)

**Agree:** (no comment)

**Comment:** Is there something here about use and the role of the historian?

**Comment:** "Understand" seems vague...is there a reason that "Use" was abandoned.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Disagree:** This provides very little guidance. It needs to include social science skills. Scholarly thinking. Information literacy. By focusing only on historical inquiry you have effectively excluded other social sciences. The state needs to move away from couching social sciences in humanities and toward social sciences as a scientific discipline. Than high levels of thinking and problem solving can be engaged.

**Agree:** (no comment)

**Comment:** Please be aware of and incorporate into all of your PGS the implications for social studies education of an understanding of universal human rights by all students at all grade levels. The importance of human rights education for social studies at every grade level has been recognized and discussed by the National Council for the Social Studies in a position statement adopted in 2014, Human Rights Education: A Necessity for Effective Social and Civic Learning, [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014).

**Comment:** Analyzes how history is viewed, constructed, and interpreted? I hope that this is not going to become a leftist viewed interpretation of history. Students should be taught the facts about history. They should not be told how to interpret those facts. Our founding fathers did make mistakes, but they also

made some amazing innovations. History should not be changed to fit the current leftist cultural world view.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** There needs to be more consistency in the format of the grade level expectations. Some state clear learning expectations while others act more as titles organizing the evidence outcomes. For more consistency in classroom implementation, each grade level expectation needs to state clear learning expectations. The science revisions create nice clean grade level expectations that clearly identify the mode of learning that will help students reach a specifically identified conceptual understanding. It would be nice if the standards as a whole could have some consistency in this format.

## **PG: 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.**

**Agree:** (no comment)

**Disagree:** cause and effect still need to be included...

**Neutral:** Since there seems to be a pattern of change with including the vocabulary of primary and secondary sources, does this language need to be reflected in the overall prepared graduate statements?

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Disagree:** The student will learn to apply graph theory to understand that character of networks and connections among people for the diffusion of ideas or the failure of ideas to diffuse further. The student will incorporate ideas of different cultures and different levels trust into determining whether societies can be cohesive. Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives by Nicholas A. Christakis, James H. Fowler See Pages 129 - 130, The Peace Corps led a project to install a series of latrines in Tigua Loma. Despite new latrines, the project failed. The people of Tigua Loma in the Andes in Ecuador could not cooperate to maintain a systems of latrines to reduce the endemic incidence of cholera in an underdeveloped community. One must first investigate the strength of the social ties in a area, region, or nation to see whether ideas for bettering society will succeed. "The people there were more suspicious of each other, there were fewer "mingas" (shared labor between households during the harvest), and there were fewer connections between the people. Local institutions that might have given people opportunities to form ties were less present in this community than in others nearby." <http://www.ny-times.com/2009/10/04/books/review/Stossel-t.html> <https://www.barnesandnoble.com/w/connected-nicholas-a-christakis/1101990611#productInfoTabs> 2008 Update Saudi Arabia's Curriculum of Intolerance With Excerpts from Saudi Ministry of Education Textbooks for Islamic Studies Muslims are taught to avoid ties with Christians and Jews. Selected Quotes: 2007-2008 Textbooks of the Saudi Ministry of Education "The Jews and Christians are enemies of the believers, and they cannot approve of Muslims." "The clash between this [Muslim] nation and the Jews and Christians has endured, and it will continue as long as God wills." [https://www.hudson.org/content/researchattachments/attachment/656/saudi\\_textbooks\\_final.pdf](https://www.hudson.org/content/researchattachments/attachment/656/saudi_textbooks_final.pdf)

**Comment:** Please be aware of and incorporate into all of your PGS the implications for social studies education of an understanding of universal human rights by all students at all grade levels. The importance of human rights education for social studies at every grade level has been recognized and discussed by the National Council for the Social Studies in a position statement adopted in 2014, Human Rights Education: A Necessity for Effective Social and Civic Learning, [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) . I would like to see some thematic threads that are woven through all grade levels. One of these thematic threads, with which I, as Chair of the Human Rights Education Community of NCSS and Co-vice-chair of Human Rights Educators USA, have a particular concern, is the development of

understandings about mutual responsibilities that human beings share toward each other in all circumstances and the fundamental rights that have come to be accorded to all persons. This is a theme grounded in universal human rights whose development can be traced through many societies and historical periods. The comments contained in the various grade level analyses which follow these comments on the Prepared Graduate Statements are my own and do not represent these professional or advocacy organizations. However, the importance of incorporating an understanding of human rights and its implications for civic participation and global engagement is generally recognized by professional associations of social studies educators.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** I am concerned that we do not see genocide addressed specifically in the standards. Our community has voiced concerns that genocides, specifically the Holocaust, are not addressed enough. This is an important topic that we must make certain our students are learning about and understand.

**Comment:** There needs to be more consistency in the format of the grade level expectations. Some state clear learning expectations while others act more as titles organizing the evidence outcomes. For more consistency in classroom implementation, each grade level expectation needs to state clear learning expectations. The science revisions create nice clean grade level expectations that clearly identify the mode of learning that will help students reach a specifically identified conceptual understanding. It would be nice if the standards as a whole could have some consistency in this format.

### **PG: 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Especially with reference to how humans affect their environments.

**Disagree:** (no comment)

**Agree:** (no comment)

**Disagree:** Revise the SOL. Besides geographic representations one should understand how emergent behavior and scaling laws explain many aspects seen in history, economics, biology, and the development of cities. With emergent behavior there may not be a discernible relationship which can be found. Scale: The Universal Laws of Growth, Innovation, Sustainability, and the Pace of Life in Organisms, Cities, Economies, and Companies by Geoffrey West "In the book, West chronicles the journey he and his collaborators embarked on in the early 90's when they began to extend—to dozens of other biological quantities—Max Kleiber's observations from the 1930s that for the majority of animals, metabolic rates scale to the  $\frac{3}{4}$  power of the animals' masses." <https://www.santafe.edu/news-center/news/geoffrey-wests-long-anticipated-book-scale-emerges> <https://www.nytimes.com/2017/05/26/business/dealbook/geoffrey-west-scale-the-universal-laws-of-growth-innovation-sustainability.html> Page 28 A typical complex system is composed of myriad individual constituents or agents that once aggregated take on collective characteristics that are usually not manifested in, nor could be easily predicted from the properties of the individual components themselves. For example, you are much more than the totality of your cells and, similarly, your cells are much more than the totality of all the molecules from which they are composed. ... In a similar fashion, a city is much more than the sum of its buildings, roads, and people, a company much more than the sum of its employees and products, and an ecosystem much more than the plants and animals that inhabit it. ... In general, then, a universal characteristic of a complex system is that the whole is greater than, and often significantly different from, the simple linear sum of its parts. ... Furthermore, even if we understood how the individual constituents, whether cells, ants, or people, interact with another, predicting the systemic behavior of the resulting whole is not usually possible. The collective outcome, in which a system manifests significantly different characteristics from those resulting from simply adding up all the contributions of its

individual constituent parts, is called an emergent behavior. It is readily recognizable characteristic of economies, financial markets, urban communities, companies, and organisms. Page 37 Perhaps even more remarkably there are also scaled socioeconomic versions of one another. Socioeconomic quantities such as wages, wealth, patents, AIDS cases, crime, and educational institutions, which have no analog in biology and did not exist on the planet before humans invented cities ten thousand years ago, also scale with population size but with the superlinear (meaning bigger than one) exponent of approximately 1.15”

**Comment:** Please be aware of and incorporate into all of your PGS the implications for social studies education of an understanding of universal human rights by all students at all grade levels. The importance of human rights education for social studies at every grade level has been recognized and discussed by the National Council for the Social Studies in a position statement adopted in 2014, Human Rights Education: A Necessity for Effective Social and Civic Learning, [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) .

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** There needs to be more consistency in the format of the grade level expectations. Some state clear learning expectations while others act more as titles organizing the evidence outcomes. For more consistency in classroom implementation, each grade level expectation needs to state clear learning expectations. The science revisions create nice clean grade level expectations that clearly identify the mode of learning that will help students reach a specifically identified conceptual understanding. It would be nice if the standards as a whole could have some consistency in this format.

#### **PG: 4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Comment:** Please be aware of and incorporate into all of your PGS the implications for social studies education of an understanding of universal human rights by all students at all grade levels. The importance of human rights education for social studies at every grade level has been recognized and discussed by the National Council for the Social Studies in a position statement adopted in 2014, Human Rights Education: A Necessity for Effective Social and Civic Learning, [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) .

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** There needs to be more consistency in the format of the grade level expectations. Some state clear learning expectations while others act more as titles organizing the evidence outcomes. For more consistency in classroom implementation, each grade level expectation needs to state clear learning expectations. The science revisions create nice clean grade level expectations that clearly identify the mode of learning that will help students reach a specifically identified conceptual understanding. It would be nice if the standards as a whole could have some consistency in this format.

#### **PG: 5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.**

**Agree:** (no comment)

**Agree:** I agree strongly with the inclusion of this standard. I suggest that it be expanded in its wording to include the specific use of Supply and Demand and types of economic systems (command, capitalist, socialist, mixed capitalist-socialist).

**Disagree:** This seems like a very low-level skill. Though I know this is supposed to be an umbrella, it seems like what we are ultimately working toward is not high enough. Could it be more "Understand the extent to which" and include conflict between the individual and society?

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Comment:** should aim to include balanced review of all types of economic systems.

**Disagree:** Replace with the following. Understand that people make different choices. Existing models, developed with unrealistic assumptions about human behavior, don't give useful models for explaining market interactions. Only agent based models may expose future potential market interactions. The End of Theory: Financial Crises, the Failure of Economics, and the Sweep of Human Interactions by Richard Bookstaber Princeton University Press, Pub. 2017 Seeking Alpha Book Review "As we embrace complexity we come to the end of theory." So writes Richard Bookstaber, author of A Demon of Our Own Design, in his new book, subtitled Financial Crises, the Failure of Economics, and the Sweep of Human Interaction (Princeton University Press, 2017). Although he casts his analysis in the context of financial crises, it works perfectly well as an account of financial markets behaving "normally." Four phenomena are endemic to financial crises, Bookstaber believes: emergence, non-ergodicity, radical uncertainty, and computational irreducibility. Emergence occurs "when systemwide dynamics arise unexpectedly out of the activities of individuals in a way that is not simply an aggregation of that behavior." Non-ergodicity is a feature of financial markets throughout. That is, markets vary over time; they do not follow the same probabilities today as they did in the past and will in the future. Uncertainty is radical when it cannot be expressed or anticipated, when we're dealing with unknown unknowns. Finally, our economic behavior is so complex, our interactions so profound that "there is no mathematical shortcut for determining how they will evolve." How are we to survive in a complex, ever-changing environment, where the future is not like the past, where projected probabilities are fictions? One short answer is: act like a cockroach. Use coarse, simple rules that ignore most information. "The coarse response, although suboptimal for any one environment, is more than satisfactory for a wide range of unforeseeable ones... [P]recision and focus in addressing the known comes at the cost of reduced ability to address the unknown." Alternatively put, don't rely on optimization based on past data. Instead, use heuristics. <https://seekingalpha.com/article/4068311-bookstaber-end-theory>

**Comment:** Please be aware of and incorporate into all of your PGS the implications for social studies education of an understanding of universal human rights by all students at all grade levels. The importance of human rights education for social studies at every grade level has been recognized and discussed by the National Council for the Social Studies in a position statement adopted in 2014, Human Rights Education: A Necessity for Effective Social and Civic Learning, [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) . Individual suggestion: after "public policy" add the phrase: "and ethical understandings."

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** The previous 7 Economic standards for high school with 29 evidence outcomes were challenging to meet across multiple courses. This ballooned version with 8 standards and 43 evidence outcomes does not provide the clarity that was intended.

## PG: 6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

**Agree:** (no comment)

**Agree:** Add: including the use of credit cards, loans, bank accounts, retirement accounts, and taxes.

**Disagree:** Where does this fit within content. In order for students to learn these necessary skills it needs to be connected to something they are studying. I am worried that because of the disconnect to content there will be very little processing of the skills and practice of the skill.

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Does this include protecting oneself from identity theft?

**Agree:** I believe that the curriculum should include as a graduation requirement minimum competency in personal finance and financial literacy

**Disagree:** (no comment)

**Agree:** We need more resources in Colorado to help with this. We have Junior Achievement finance park but it is very repetitious for students to go there in 8th grade than again in 11th

**Agree:** (no comment)

**Comment:** Please be aware of and incorporate into all of your PGS the implications for social studies education of an understanding of universal human rights by all students at all grade levels. The importance of human rights education for social studies at every grade level has been recognized and discussed by the National Council for the Social Studies in a position statement adopted in 2014, Human Rights Education: A Necessity for Effective Social and Civic Learning, [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) .

**Neutral:** (no comment)

**Agree:** (no comment)

**Comment:** The addition of the Math PFL statements in social studies have created disjointed and at time confusing evidence outcomes. From the Preschool through sixth grade evidence outcomes the math related statements in many cases feel like statements that were included just for the sake of inclusion.

## PG: 7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Neutral:** The general population of our country isn't aware of the responsibilities of citizenship; as an example, about 1 in 3 of Americans cannot name a single branch of our government. What is needed is something similar to the system required to receive a driver's license; something like what is required for legal immigrants to achieve citizenship. A test to show an understanding of basic facts about our country and how it functions governmentally should be a requirement for our students to prepare themselves for living and contributing in our society.

**Comment:** Reference to "rights" should state "human rights." Reference to civic participation should also include how it affects "local, national and global policy."

**Comment:** Please be aware of and incorporate into all of your PGS the implications for social studies education of an understanding of universal human rights by all students at all grade levels. The importance of human rights education for social studies at every grade level has been recognized and discussed by the National Council for the Social Studies in a position statement adopted in 2014, Human Rights Education: A Necessity for Effective Social and Civic Learning, [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) . The civic dimension should be referenced to universal human rights values in some fashion. Suggested additional language: "and how civic participation reflects social norms and values and affects policy."

**Disagree:** Original Language: Analyze and practice rights, roles, and responsibilities of citizens. Being able to practice roles and responsibilities is a much stronger statement. Students need opportunities to practice and develop citizenship skills beyond understanding them theoretically.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** There needs to be more consistency in the format of the grade level expectations. Some state clear learning expectations while others act more as titles organizing the evidence outcomes. For more consistency in classroom implementation, each grade level expectation needs to state clear learning expectations. The science revisions create nice clean grade level expectations that clearly identify the mode of learning that will help students reach a specifically identified conceptual understanding. It would be nice if the standards as a whole could have some consistency in this format.

## **PG: 8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.**

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Agree:** (no comment)

**Comment:** Please be aware of and incorporate into all of your PGS the implications for social studies education of an understanding of universal human rights by all students at all grade levels. The importance of human rights education for social studies at every grade level has been recognized and discussed by the National Council for the Social Studies in a position statement adopted in 2014, Human Rights Education: A Necessity for Effective Social and Civic Learning, [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) . Suggested additional language at end of sentence: 'and the impact on governments of developments in human ethical understandings regarding human rights and care of the environment.'

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** There needs to be more consistency in the format of the grade level expectations. Some state clear learning expectations while others act more as titles organizing the evidence outcomes. For more consistency in classroom implementation, each grade level expectation needs to state clear learning expectations. The science revisions create nice clean grade level expectations that clearly identify the mode of learning that will help students reach a specifically identified conceptual understanding. It would be nice if the standards as a whole could have some consistency in this format.

## Social Studies Preschool

### Standard: 1. History

GLE: 1. Recognize change and sequence over time.

Evidence Outcome: Understand that how people live and what they do changes over time.

**Comment:** Add a section d: Recognize how shared values affect the way people interact with each other both in the past and in the present.

Examples of Learning/Children May:

**Comment:** Add 6. Identify examples of overcoming difficulties and identify helpfulness, sharing and other positive social values in their shared stories.

### Standard: 2. Geography

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

**Comment:** Would like to see the inclusion of positional phrasing from 1.a. in the previous version.

Evidence Outcome: Develop an awareness of the school, neighborhood, and community.

**Comment:** Add to 'Develop an awareness of the school, neighborhood, and community' and the many different communities of people who live together in these places.'

Examples of Learning/Children May:

**Comment:** To 'Identify and discuss the things they see, such as trees, fountains, streets, etc.' add 'people'

### Standard: 3. Economics

GLE: 1. Individuals make choices based on wants.

**Agree:** (no comment)

Evidence Outcome: Identify choices that individuals can make between wants (e.g., food or Ipod, glasses or t-shirt).

**Agree:** Could be a simple grammatical discussion but might "between" be "among"?

**Comment:** This states that they can make choices between wants, but the examples are between wants and needs. I need food; I want an iPad. I need glasses, and I likely need a t-shirt. It makes the standard a little confusing.

Evidence Outcome: Explain how individuals earn money and use it to make choices between what they want.

**Agree:** Again, might be a simple grammatical discussion - should "between" be "among"?

**Disagree:** I think that we need to move away from just wants here. Teaching this in an impoverished area, the teacher would likely change it anyway.

**Comment:** To 'Explain how individuals earn money and use it to make choices between what they want.' add 'for themselves or others'

GLE: 2. Identify money and its purpose (PFL).

**Agree:** (no comment)

Evidence Outcome: Recognize coins and currency as money.

**Agree:** (no comment)

Evidence Outcome: Identify how money is used.

**Agree:** (no comment)

Evidence Outcome: Discuss why we need money.

**Agree:** (no comment)

Evidence Outcome: Give examples to distinguish between spending and saving.

**Agree:** (no comment)

Evidence Outcome: Show an awareness of the outcomes of choices.

**Neutral:** Among the seven pre-school EOs, this one seems not to blend in with the others and introduces a new concept. Perhaps leave out the concept of choice until kindergarten, where it is prominent?

**Comment:** To 'Show an awareness of the outcomes of choices.' add 'for oneself and others'

Evidence Outcome: Sort coins by physical attributes such as color or size.

**Agree:** (no comment)

Evidence Outcome: Count and represent objects including coins to 10.

**Agree:** (no comment)

## Standard: 4. Civics

GLE: 1. Understand one's relationship to the family and community and respect differences in others.

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Recognize membership in family, neighborhood, school, team, and various other groups and organizations.

**Agree:** (no comment)

Evidence Outcome: Understand similarities and respect differences among people within their classroom and community.

**Agree:** (no comment)

Supportive Teaching Practices/Adults May:

**Agree:** (no comment)

**Comment:** To 'Provide opportunities for children to engage in community building (e.g., large group discussions with problem solving) and cooperative activities (e.g., murals, pair-painting).' add ' and identify positive values expressed in these activities such as sharing, turn taking, including,'

Examples of Learning/Children May:

**Agree:** (no comment)

**Comment:** Add: "Support each other and avoid picking on others."

GLE: 2. Rules allow groups to work effectively.

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Understand the reasons for rules in the home and classroom and for laws in the community.

**Agree:** (no comment)

Evidence Outcome: Show interest in interacting with and developing relationships with others.

**Agree:** (no comment)

Evidence Outcome: Recognize that everyone has rights and responsibilities within a group.

**Agree:** (no comment)

**Comment:** Add an additional measure of progress after c and before d: Show respect for each other without regard to differences.

Evidence Outcome: Demonstrate self-regulation behaviors and fairness in resolving conflicts.

**Comment:** Is this one developmentally realistic?

Supportive Teaching Practices/Adults May:

**Agree:** (no comment)

Examples of Learning/Children May:

**Agree:** (no comment)

## Social Studies Kindergarten

### Standard: 1. History

GLE: 1. Ask questions and discuss ideas about the past.

**Agree:** (no comment)

**Comment:** At this age students need to have a lot of guidance and help with asking questions. I am not sure if asking questions would be appropriate to ask of children of this age. With support could be more appropriate.

**Agree:** (no comment)

Evidence Outcome: Ask questions about the past using question starters. Question starters to include but not limited to: What did? Where did? When did? Which did? Who did? Why did? How did?

**Agree:** (no comment)

Evidence Outcome: Identify information from primary and/or secondary sources that answer questions about the past and adds to collective memory.

**Comment:** This seems very high compared to kindergarten students analyzing calendars. Seems to be moving backwards, since the work that Ks are doing is textual evidence and the work that 1s are doing is identification.

**Agree:** (no comment)

Evidence Outcome: Use correctly the word "because" in the context of personal experience or stories of the past. Words to include but not limited to: past, present, future, change, first, next, and last.

**Agree:** (no comment)

Nature and Skills of History:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** excellent...more concrete resources for this age level of learning...

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** ...concern about the association of the word "today" and the word "present"...present seems more abstract, while it is included in the vocabulary..."present" may need more scaffolding to build vocabulary meaning...and correlation with the use of "today"?

GLE: 2. The sequence of events is important when describing the past.

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Explore differences and similarities in the lives of children and families of long ago and today.

**Agree:** (no comment)

**Evidence Outcome:** Sequence information using words. Words to include but not limited to past, present, future, days, weeks, months, years, first, next, last, before, and after.

**Comment:** Within this standard I think it is too complex for a kindergartner and would make more sense to use the first grade standard of using the calendar (to days of the week, months, and notable events).

**Agree:** (no comment)

**Evidence Outcome:** Explain why knowing the order of events is important.

**Agree:** (no comment)

**Nature and Skills of History:**

**Agree:** (no comment)

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Colorado Essential Skills:**

**Agree:** ....concern for the word "present" vs "today"....

**Inquiry Questions:**

**Agree:** (no comment)

## Standard: 2. Geography

**GLE: 1. Recognize that geographic tools represent places and spaces.**

**Agree:** (no comment)

**Comment:** I'm confused what a geographic tool would be to represent places and spaces. Can you be more specific. Maps and globe representation from first grade could make more sense for kindergarten.

**Disagree:** I feel that this standard is very easy. Assessing the GLE would simply involve me showing a student places on either a map or a globe and asking them to state the difference. I am wondering if there shouldn't be a second GLE around geographic relationships? Perhaps a very low-level introduction to relative location?

**GLE: 2. People live in different places around the world.**

**Agree:** (no comment)

## Standard: 3. Economics

**GLE: 1. Individuals make choices based on wants.**

**Agree:** (no comment)

**Comment:** Duplicates the GLE for Preschool. I guess that's okay. The changes are apparent with the EOs.

**Evidence Outcome:** Identify the costs and benefits of a choice an individual makes when acquiring an item.

**Agree:** (no comment)

**Evidence Outcome:** Recognize and engage in ways to use another individual's items (e.g., asking for permission to share, taking turns).

**Agree:** (no comment)

GLE: 2. Describe choices people make about how to use the money they earn (PFL).

**Agree:** (no comment)

Evidence Outcome: Recognize choices people make.

**Agree:** (no comment)

Evidence Outcome: Identify how decisions are made.

**Agree:** (no comment)

Evidence Outcome: Give examples of the difference between spending income on something you want versus something you need.

**Agree:** Hopefully in the implementation of this EO teachers go beyond the simplistic definition that needs are "food, clothing and shelter" and everything else is a want. Hopefully, they get to the fact that we all have to make choices among different wants. Some, like food, clothing and shelter, we REALLY want and others, like a piece of candy or ice cream, we want but it's not as crucial. It's all about prioritizing wants.

Evidence Outcome: Use objects including coins and drawings to model addition and subtraction problems to 10.

**Agree:** (no comment)

Evidence Outcome: Order several objects by length, height, weight, or price.

**Agree:** (no comment)

**Comment:** How does the length or height sort relevant to the teaching outcome?

## Standard: 4. Civics

GLE: 1. Understand that civic participation takes place in multiple groups and in various forms.

**Neutral:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Differentiate among examples of civic participation. Examples to include but not limited to voting, debate, running for office, protest, and volunteer work.

**Comment:** Is this for kindergarten, they are five and six year olds! I am questioning the debate, running for office aspects of this standard. please consider what the developmental level is of kindergarten and their knowledge, application and meaningfulness of the outcome. Some are interpreted as more of a negative thing for someone needing a more positive approach in their first year of kindergarten.

**Agree:** (no comment)

**Disagree:** I believe sharing of ideas vs protest is more grade level appropriate for Kindergarten.

Evidence Outcome: Explain the qualities of an informed and engaged citizen.

**Agree:** (no comment)

Evidence Outcome: Practice citizenship skills including courtesy, honesty, equity, and fairness in working with others.

**Agree:** (no comment)

Nature and Skills of Civics:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

GLE: 2. Participate in making fair and reasoned decisions using democratic traditions.

**Neutral:** (no comment)

**Agree:** (no comment)

**Disagree:** reasonable

**(PG Feedback) Agree:**

Evidence Outcome: Explain why rules are needed.

**Agree:** (no comment)

Evidence Outcome: Create and follow classroom rules.

**Agree:** (no comment)

Evidence Outcome: Explain how a class rule may promote fairness and resolve conflict, and compare against a rule that does not.

**Agree:** (no comment)

Evidence Outcome: Contribute to making and maintaining class community decisions.

**Agree:** (no comment)

Evidence Outcome: Using examples, explain the difference between democratic decision-making and decisions made by authorities. Authorities may include but not limited to a parent, teacher, principal, or police officer.

**Agree:** (no comment)

Nature and Skills of Civics:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

## Social Studies First Grade

### Standard: 1. History

GLE: 2. The diverse perspectives and traditions of families from many cultures have shaped the United States.

Evidence Outcome: Identify and explain the meaning of symbols representative of our multicultural and democratic way of life. Symbols might include but not limited to the American flag, Statue of Liberty, Mount Rushmore, Crazy Horse Monument, Liberty Bell, a yellow sash (i.e., for women's rights), a raised fist (i.e., for resistance), etc.

**Disagree:** I appreciate the inclusion of multiple perspectives to show diversity and our democratic process. However, including the symbol of a raised fist and the suggestion that this represents resistance is not ap-

appropriate for 1st grade. Additionally, suggesting a raised fist represents resistance equates a negative connotation where as it has also been used to represent solidarity. This symbol is very complex particularly at the first grade level. I think we could bring the symbol of the eagle back into the conversation and examine the multiple uses within the representation.

#### Inquiry Questions:

**Comment:** Consider incorporating reference to the right to culture - Universal Declaration of Human Rights Article 27 Right to Participate in the Cultural Life of Community. Perhaps also include reference to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) with regard to cultural rights for indigenous groups who suffer persecution.

### Standard: 2. Geography

GLE: 1. Use geographic tools such as maps and globes to represent places and spaces.

Evidence Outcome: Recite personal address including city, state, and country, and explain how those labels help find places on a map.

**Disagree:** First grade teachers should not be responsible to teach every students' address to each child individually. Please delete the recite address portion of this standard. Mobility and security are factors that need to be considered.

**Comment:** I believe the wording of the previous version of this evidence outcome was more appropriate as it did not create a bias by using personal address for students identified as homeless. The previous wording allowed for the use of any address including the school, where this version narrows the address identification to a personal level.

### Standard: 3. Economics

GLE: 1. Individuals work in different types of jobs to earn an income.

Evidence Outcome: Identify the goods and/or services that different types of businesses produce in the community.

**Agree:** (no comment)

Evidence Outcome: Give examples of different types of jobs held by family members and/or individuals in the local community.

**Agree:** (no comment)

Evidence Outcome: Compare at least two different job choices individuals have with respect to the benefits and costs of the job.

**Comment:** This one is potentially confusing. Perhaps rewrite by saying "...with respect to the benefits and costs of EACH job (for example a teacher and a carpenter)."

**Comment:** The language of benefits and costs of the job is somewhat confusing, I think. Maybe advantages/disadvantages would be better vocabulary to use when considering the pro and cons of different professions.

GLE: 2. Plan how to spend, share, and save money (PFL).

**Agree:** (no comment)

Evidence Outcome: Discuss ways to earn or receive money.

**Agree:** (no comment)

Evidence Outcome: Identify types of currency and how currency is used.

**Agree:** (no comment)

Evidence Outcome: Define types of transactions such as deposit, purchase, borrow, and barter.

**Agree:** (no comment)

Evidence Outcome: Compare two sets of objects, including pennies, up to at least 25 using language such as "three more or three fewer."

**Agree:** (no comment)

Evidence Outcome: Identify coins and find the value of a collection of two coins.

**Agree:** (no comment)

Inquiry Questions:

**Comment:** Is it too early to begin using vocabulary more precisely? "Earn money" should really be "earn income." Depends on how grade level appropriate it is.

## Standard: 4. Civics

GLE: 1. Effective groups have responsible leaders and team members.

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Describe the characteristics of responsible leaders.

**Agree:** (no comment)

Evidence Outcome: Identify the attributes of a responsible team member.

**Agree:** (no comment)

Evidence Outcome: Demonstrate the ability to be both a leader and team member.

**Agree:** (no comment)

Nature and Skills of Civics:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

GLE: 2. Notable people, places, holidays, and civic symbols.

Evidence Outcome: Identify and explain the meaning of various civic symbols important to diverse community groups. Examples to include but not limited to the state and national flags, Bald Eagle, Uncle Sam, peace sign, raised fist.

**Disagree:** Again, the raised fist is not an appropriate example for 1st grade. The symbolism and multiple interpretations is too complex for 1st grade. Why remove the national anthem and replace it with raised fist.

## Social Studies Second Grade

### Standard: 1. History

GLE: 1. Ask questions and discuss ideas taken from primary and secondary sources.

**Neutral:** Representation of artifacts and sources from more than one social or cultural group about the same situation, event or purpose.

**(PG Feedback) Neutral:** "Through multiple perspectives is missing"

Evidence Outcome: Explain that the nature of history involves stories of the past preserved in various sources.

**Agree:** (no comment)

Evidence Outcome: Explain the past through primary and secondary sources (e.g., images, and oral or written accounts).

**Agree:** (no comment)

Evidence Outcome: Explain the information conveyed by historical timelines.

**Agree:** (no comment)

Evidence Outcome: Identify community and regional historical artifacts and generate questions about their functions and significance.

**Agree:** (no comment)

Evidence Outcome: Create timelines to understand the development of important community traditions and events.

**Agree:** I really love this.

**Agree:** (no comment)

Nature and Skills of History:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Neutral:** Consider authenticity of sources, or verify facts as a reliable source

Inquiry Questions:

**Agree:** I love the layout and the inquiry questions. These will better guide instruction. This is so helpful, especially for new teachers.

**Agree:** (no comment)

**GLE: 2. People of various cultures influence neighborhoods and communities over time.**

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Organize historical events of neighborhoods and communities chronologically.

**Agree:** (no comment)

Evidence Outcome: Compare and contrast neighborhoods and/or communities, both past and present, through their people and events.

**Agree:** (no comment)

Evidence Outcome: Give examples of people and events that brought important changes to a neighborhood and/or community.

**Agree:** (no comment)

Evidence Outcome: Compare and contrast the differences within one neighborhood and/or community.

**Agree:** (no comment)

Evidence Outcome: Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and communities.

**Agree:** (no comment)

**Nature and Skills of History:**

**Neutral:** Historians analyze multiple perspectives and cultural contributions from different groups within the same community.

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Colorado Essential Skills:**

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Standard: 2. Geography****GLE: 1. Use geographic terms and tools to describe places and spaces.**

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Use map keys, legends, symbols, intermediate directions, and compass rose to locate and describe spaces and places.

**Agree:** (no comment)

**Evidence Outcome:** Identify and locate various physical features on a map.

**Agree:** (no comment)

**Evidence Outcome:** Identify the hemispheres, equator, and poles on a globe.

**Agree:** (no comment)

**Evidence Outcome:** Identify and locate cultural, human, political, and natural features using map keys and legends.

**Agree:** (no comment)

**Nature and Skills of Geography:**

**Agree:** (no comment)

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Colorado Essential Skills:**

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**GLE: 2. People in communities manage, modify, and depend on their environment.**

**Agree:** (no comment)

**Agree:** Thank you for including language regarding human/environment interactions. These are important concepts for students to explore!

**Disagree:** The components of this expectation lend themselves to studies of regions. The study of renewable and nonrenewable resources does not match the rest of this standard in the mind of most 2nd graders and should be handled separately. While 2nd graders are capable of understanding reuse, recycle and reduce, they don't relate this geography. Perhaps it would fit in science.

**(PG Feedback) Agree:**

Evidence Outcome: Explain how communities manage and use nonrenewable and renewable resources.

**Agree:** (no comment)

Evidence Outcome: Explain how community is defined by physical boundaries and resources.

**Agree:** (no comment)

Evidence Outcome: Explain why people settle in certain areas.

**Agree:** (no comment)

Evidence Outcome: Identify examples of how human activity influence cultural and environmental characteristics of a place over time.

**Agree:** (no comment)

Nature and Skills of Geography:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

### Standard: 3. Economics

GLE: 1. Resources are scarce so individuals may not have access to the goods and services they want.

**Agree:** (no comment)

**Agree:** (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Explain scarcity.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Identify goods and services and recognize examples of each.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Give examples of choices people make when resources are scarce.

**Disagree:** I object to the phrase "when resources are scarce." Resources are always scarce. You might say, "Give examples of choices people make when deciding how to use scarce resources." Or something like that.

**Agree:** (no comment)

Evidence Outcome: Identify possible solutions when there are limited resources and unlimited wants

**Disagree:** I don't like the phrase, "when there are limited resources and unlimited wants." That's always the case. Suggested revision: "Identify how we can best deal with the fact of life that there are limited resources and unlimited wants."

**Comment:** Again, needs should probably be included here.

**Agree:** (no comment)

Nature and Skills of Economics:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

GLE: 2. Investigate costs and benefits to make informed financial decisions (PFL).

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

Evidence Outcome: Assess priorities when making financial decisions.

**Agree:** Good one!

**Agree:** (no comment)

Evidence Outcome: Classify goals as short-term or long-term.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Differentiate the monetary value for a variety of goods and services.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Acknowledge that non-monetary value varies from person to person for goods and services.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Predict positive and negative consequences when making financial decisions.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Apply the concepts of addition and subtraction to financial decision-making.

**Agree:** (no comment)

**Agree:** (no comment)

Nature and Skills of Economics:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Standard: 4. Civics****GLE: 1. Advocate for ideas to improve society.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** This seems like a big change, but allows for service projects and digging deeper into current events and issues.

**Disagree:** The previous wording remained consistent with the focus areas established in the history standards. The statement needs to stay with community vs society.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Compare ways that people may express their ideas and viewpoints in ways that are effective and respectful to others.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Analyze how people in diverse groups monitor and influence decisions in their community.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Describe ways in which you can take an active part in improving your school or community.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Identify and compare examples of civic responsibilities that are important to privileged and marginalized individuals, families, and communities. Examples to include but not limited to voting and representation.

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This EO does not add anything to the learn that was previously created in the second grade standards. Comparing responsibilities of privileged and marginalized individuals is not an appropriate set of learning for second grade. Evidence outcome 1.d in the previous version was more grade level appropriate.

**Disagree:** I don't agree that "Privileged" or "Marginalized" people have different civil responsibilities. This is not a developmentally appropriate subject to be teaching 2nd graders. They cannot conceptualize the difference between Privileged or Marginalized.

**Evidence Outcome:** Describe the characteristics that enable a community member to responsibly and effectively engage in the community.

**Agree:** (no comment)

**Agree:** (no comment)

**Nature and Skills of Civics:**

**Agree:** (no comment)

**Agree:** (no comment)

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** (no comment)

**GLE: 2. Identify and compare multiple ways that people understand and resolve conflicts and differences.**

**Agree:** (no comment)

**Agree:** Again, this digs deeper into the topic of conflict and conflict resolution. i'm anxious to see resources available for this standard!

**(PG Feedback) Agree:**

**Evidence Outcome:** Analyze ways that diverse individuals, groups and communities work through conflict and promote equality, justice, and responsibility.

**Agree:** (no comment)

**Evidence Outcome:** Compare examples of power and authority and identify strategies that could be used to address an imbalance. Examples of imbalance may include bullying as power without authority.

**Agree:** (no comment)

**Evidence Outcome:** Identify and give examples of appropriate and inappropriate uses of power and the consequences.

**Agree:** (no comment)

**Evidence Outcome:** Demonstrate skills to understand and resolve conflicts or differences.

**Agree:** (no comment)

Nature and Skills of Civics:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

## Social Studies Third Grade

### Standard: 1. History

**GLE: 1. Compare primary and secondary sources when explaining the past.**

**Comment:** The shift from "distinguish historical fact from fiction" to compare primary and secondary sources" is somewhat complicated. At 3rd grade, I often rely on picture books that are historical fiction to introduce events to students. Is such a resource to be considered a secondary source? I have generally understood primary and secondary sources to be non-fiction. Clarification would be appreciated.

**(PG Feedback) Agree:** All standards are accurate.

Evidence Outcome: Compare factual historical sources with works of fiction about the same topic.

**Agree:** (no comment)

Evidence Outcome: Use a variety of primary sources such as artifacts, pictures, and documents to help determine factual information about historical events.

**Agree:** (no comment)

Evidence Outcome: Compare information from multiple sources recounting the same event.

**Agree:** (no comment)

## GLE: 2. People in the past influence the development and interaction of different communities or regions.

Evidence Outcome: Compare past and present situations and events.

**Agree:** (no comment)

Evidence Outcome: Give examples of people, events, and developments that brought important changes to a community or region.

**Agree:** (no comment)

Evidence Outcome: Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region and how that migration has influenced change and development.

**Agree:** (no comment)

**Agree:** I appreciate the addition of "change and development" to indicate and further solidify that communities evolve and grow.

## Standard: 2. Geography

### GLE: 1. Use geographic tools to develop spatial thinking.

Evidence Outcome: Read and interpret information from geographic tools and formulate geographic questions.

**Agree:** (no comment)

Evidence Outcome: Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of Colorado, and neighboring states on maps.

**Agree:** (no comment)

Evidence Outcome: Describe the natural and man-made features of a specific area on a map.

**Agree:** (no comment)

Evidence Outcome: Identify geography-based problems and examine the ways that people have tried to solve them.

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** Great link with Literacy standards

### GLE: 2. The concept of region is developed through an examination of similarities and differences in places and communities.

Evidence Outcome: Observe and describe the physical, cultural, and man-made characteristics of a region.

**Agree:** (no comment)

Evidence Outcome: Identify the factors that make a region unique including cultural diversity, industry and agriculture, and landforms.

**Agree:** (no comment)

Evidence Outcome: Give examples of places that are similar and different from a local region.

**Agree:** (no comment)

Evidence Outcome: Characterize regions using different types of features such as physical, political, cultural, urban and rural attributes.

**Agree:** (no comment)

### Standard: 3. Economics

#### GLE: 1. Producers and consumers exchange goods and services in different ways.

**Agree:** I appreciate the clarification of the language, adding that goods and services are exchanged "in different ways". This allows instructors and students to understand there are multiple methods of exchange, rather than simply describing the exchange.

**Agree:** (no comment)

**Disagree:** The previous wording created a clearer expectation.

Evidence Outcome: Describe the difference between producers and consumers and explain how they need each other.

**Agree:** (no comment)

Evidence Outcome: Describe and give examples of forms of exchange. Topics to include but not limited to trade and barter.

**Agree:** Might add "money exchange" to the examples. So, "Topics to include, but not limited to trade, barter. money (or monetary) exchange." I don't think you want to leave money exchange out. It's the most common form of exchange in society.

Evidence Outcome: Describe how the exchange of goods and services between businesses and consumers affects all parties.

**Agree:** (no comment)

Evidence Outcome: Recognize that different currencies exist and explain the functions of money. Topics to include but not limited to medium of exchange, store of value, and measure of value.

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Cite evidence to show how trade benefits individuals and communities and increases interdependency.

**Agree:** Might want to revise, "...how trade benefits individuals, BUSINESSES and communities..." It's a production/consumption economy - producers and consumers need each other. Neither can exist in isolation. The connection is apparent in other EOs at this grade level.

#### GLE: 2. Create a plan to meet a financial goal (PFL).

**Agree:** (no comment)

Evidence Outcome: Give examples of short-term spending and savings goals.

**Agree:** (no comment)

Evidence Outcome: Identify jobs that children can do to earn money to reach personal financial goals.

**Agree:** (no comment)

Evidence Outcome: Differentiate the role of income and expenses when creating a budget.

**Agree:** (no comment)

Evidence Outcome: Create a plan with specific steps to reach a short-term financial goal.

**Agree:** (no comment)

Evidence Outcome: Model strategies to achieve a personal financial goal using arithmetic operations.

**Agree:** (no comment)

### Standard: 4. Civics

GLE: 1. Respect the views and rights of others.

Evidence Outcome: Restate the view or opinion of others with their reasoning when it is different from one's own.

**Agree:** I think this is an important addition to the evidence outcomes, and important skill for students to develop.

## Social Studies Fourth Grade

### Standard: 1. History

GLE: 1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.

**Agree:** (no comment)

**Agree:** History and geography GLEs, as expected, match up to cover in detail the history of Colorado and our natural resources. I would like to still see ecosystems kept under 4th grade to be able to further align the connection of our geography and history to our natural resources within our ecosystems.

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

Evidence Outcome: Draw inferences about Colorado history from journals, diaries, maps, etc.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Great opportunity to integrate with literacy standards

**Agree:** (no comment)

Evidence Outcome: Identify cause-and-effect relationships using primary sources to understand the history of Colorado's development.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Explain the cause-and-effect relationships in the human interactions among people and cultures that have lived in or migrated to Colorado.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Identify and describe how major political and cultural groups have affected the development of the region.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Nature and Skills of History:**

**Agree:** (no comment)

**Comment:** It is important to tell the explicit story of the Native Americans in Colorado. The terms 'seek accounts of history from multiple perspectives and from multiple sources' is too general. (Also, there are not a lot of primary sources written by the Native folks back in the day). Teachers need to talk about the reality of the westward expansion and the devastating effects on Native population. In short, the words 'Native Americans' or 'First Nations' need to be explicitly written in the standards in relation to the above mentioned topics. (These thoughts came after reflecting on the recent uprise in racism and bigotry, and it seems that as teachers we have a responsibility to tell the truth. Maybe if people know about how 'unfair' things were for certain groups of folks, they will have more empathy, understanding and at the least, tolerance. I really think teachers need to lead the way by accurately representing the unbiased truth- no more white-washing history. Whether it's the institution of slavery or the genocide committed by the US Army in the 1800's. Teachers can make the difference toward a more equitable existence.)

**Agree:** (no comment)

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills:**

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** Excellent questions!

**Agree:** (no comment)

**GLE: 2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States within the same historical period.**

**Agree:** (no comment)

**Agree:** I really like where this is placed grade level. I am concerned about the impact the proposed change in life science will have on the natural cross-curricular investigations that have the potential to occur. For example, the Dust Bowl is an important part of Colorado history. A firm understanding of how the Dust Bowl happened, how it impacted a variety of groups, and how people are tied to the land can only happen if students are also learning about the prairie ecosystem.

**Agree:** I agree that this should stay with all other 4th grade Colorado history and geography standards.

**(PG Feedback) Agree:**

**Evidence Outcome: Construct a timeline of the major events in Colorado history.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome: Explain the relationship between major events in Colorado history and events in United States history during the same era.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Describe both past and present interactions among the people and cultures in Colorado.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Describe the impact of various technological developments. Topics to include but not limited to changes in mining technologies, transportation, early 20th century industrial developments, and mid- to late-20th century nuclear, and computer technologies.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Nature and Skills of History:**

**Agree:** (no comment)

**Agree:** (no comment)

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills:**

**Agree:** (no comment)

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

## Standard: 2. Geography

**GLE: 1.** Use geographic tools to research and answer questions about Colorado geography.

**Agree:** Colorado history and its geography is a great fit for 4th grade. However, I would like to see ecosystems stay as a 4th grade GLE under the life science standards. There is a strong natural connection between Colorado geography and our ecosystems.

**Evidence Outcome:** Answer questions about Colorado regions using maps and other geographic tools.

**Agree:** (no comment)

**Evidence Outcome:** Use geographic grids to locate places on and answer questions about maps and images of Colorado.

**Agree:** (no comment)

**Evidence Outcome:** Create and investigate geographic questions about Colorado in relation to other places.

**Agree:** (no comment)

Evidence Outcome: Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.

**Agree:** (no comment)

Evidence Outcome: Describe similarities and differences between the physical geography of Colorado and its neighboring states.

**Agree:** (no comment)

Nature and Skills of Geography:

**Disagree:** I am just wondering if one can generalize 'spatial thinkers' with these statements.

**GLE: 2. Connections are developed within and across human and physical systems.**

**Agree:** Really like where this is placed grade level. This aligns nicely with the current 4th grade life science ecosystem tie in. I am concerned about the impact the proposed change in life science will have on the natural cross-curricular investigations that have the potential to occur.

**Agree:** Similar with my first 4th grade geography comment, this is a good fit for 4th grade.

### Standard: 3. Economics

**GLE: 1. People respond to positive and negative incentives.**

**Agree:** (no comment)

**Agree:** I appreciate connecting the Economic Standards directly to the focus areas identified in the history standards.

Evidence Outcome: Define positive and negative economic incentives and describe how people typically respond when given positive or negative incentives.

**Agree:** (no comment)

Evidence Outcome: In a given situation, create a plan of appropriate incentives to achieve a desired result. For example, offering a prize to the person who picks up the most trash on the playground.

**Agree:** (no comment)

**Agree:** Thank you for including skills relating to creating a plan. Students need to understand how to take the steps to any solution designed. This could be incorporated more throughout the standards!

Evidence Outcome: Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives.

**Agree:** Well constructed EO that should be crystal clear to teachers.

Evidence Outcome: Explain how the productive resources - natural, human, and capital of Colorado have influenced the types of goods produced and services provided.

**Agree:** I like the use of the term "productive resources" instead of "factors of production."

Inquiry Questions:

**Comment:** For the 4th inquiry question, you might want to add the word financial in front of decisions. Currently the question is too broad.

**Agree:** well-constructed inquiry questions

**GLE: 2. Determine the opportunity cost when making a choice (PFL).**

**Agree:** (no comment)

**Agree:** (no comment)

Evidence Outcome: Define choice and opportunity cost.

**Agree:** (no comment)

Evidence Outcome: Determine the relationship between long-term goals and opportunity cost.

**Agree:** (no comment)

Evidence Outcome: Analyze scenarios of choices which involve opportunity cost.

**Disagree:** The wording implies that not all choices involve opportunity costs. They do. Suggested revision: "Analyze scenarios of choices including the opportunity costs."

## Standard: 4. Civics

GLE: 1. Identify, investigate, and analyze multiple perspectives on civic issues.

**Agree:** Thank you for including skills related to addressing and analyzing issues. This is an important skill for students to understand.

**Comment:** Would like to see the Grade Level Expectation to include a focusing statement of civic issues in Colorado. Stay consistent with the framework establish in grades 5-7.

Evidence Outcome: Find and use appropriate sources to investigate and analyze multiple perspectives of issues.

**Agree:** Thank you for including skills related to addressing and analyzing issues. This is an important skill for students to understand.

GLE: 2. The origins, structure, and functions of the Colorado government.

**Comment:** I'm concerned that the EOs don't explicitly state or references the three branches of state government and the relationship among them anymore. I realize that a. still can encompass that topic. However, how many 4th grade teachers will go that far into that subject? I suppose this is saved by 5th grade learning about this on the Federal level, but is it a problem that it isn't potentially mentioned at the state level?

Inquiry Questions:

**Comment:** Kids won't studying the other 40 state constitutions, so how will they be able to answer the first questions.

## Social Studies Fifth Grade

### Standard: 1. History

GLE: 1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.

Evidence Outcome: Recognize how historical context can affect the perspective of historical sources.

**Agree:** Much better!

Evidence Outcome: Interpret timelines of eras and themes in North America from the pre-Columbian era through the establishment of the United States Government.

**Agree:** This more accurately reflects the content that is covered within 5th grade.

**Disagree:** There should be a more clear division between where 5th grade should stop and where 8th grade should start. As the standards are now, it seems 5th grade will be teaching much of what 8th grade will teach for the first quarter of the year. Does 5th grade really need to teach the American Revolution and Constitution? This seems repetitive with 8th and, The Constitution seems above the level needed for 5th.

**Comment:** I appreciate the shift in language regarding this standard from "create" timelines to "interpret" timelines. This seems to add a level of rigor for our students. I also appreciate the change in language "from 1491 to American Revolution" to "from pre-Columbian era through establishment of the United States Government" This important change now considers indigenous people which is an important perspective to consider when learning about the history of our nation.

Evidence Outcome: Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from the pre-Columbian era through the establishment of the United States Government.

**Agree:** This more accurately reflects the content that is covered within 5th grade.

**Agree:** The wording is much better and will provide easier access for students.

**GLE: 2. The historical eras, individuals, groups, ideas, and themes in North America from pre-Columbian through the Establishment of the United States Government.**

**Disagree:** Why is there so much overlap between 5th grade and 8th grade? Shouldn't 5th grade stop at colonization?

**Comment:** Begin with a verb. Understand. Study. Some verb. All standards need to begin with a verb.

Evidence Outcome: Identify and explain cultural interactions between the pre-Columbian era and the establishment of the United States Government. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans.

**Agree:** This more accurately reflects the content that is covered within 5th grade.

Inquiry Questions:

**Disagree:** Are 5th grade teachers really looking at Common Sense? I don't think they get that deep into content like Paine.

## Standard: 2. Geography

**GLE: 1. Use geographic tools and sources to research and answer questions about United States geography.**

**Agree:** I appreciate connecting the Geography Standards directly to the focus areas identified in the history standards.

Evidence Outcome: Describe the influence of accessible resources on the development of local and regional communities throughout the United States.

**Neutral:** Within our curriculum, we only analyze "modern day" economies on the East Coast, due to the pre-Columbian to the establishment of the United States government timeline.

**Disagree:** 5th grade only teaches history through the Revolutionary War.

**GLE: 2. Causes and consequences of movement.**

**Agree:** (no comment)

**Comment:** Begin with a verb. Understand. Explain. Some verb. All standards need to begin with a verb.

**(PG Feedback) Agree:**

Evidence Outcome: Identify variables associated with discovery, exploration, and migration.

**Agree:** (no comment)

Evidence Outcome: Explain migration, trade, and cultural patterns that result from interactions among people, groups, and cultures.

**Agree:** (no comment)

Evidence Outcome: Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.

**Agree:** (no comment)

Evidence Outcome: Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.

**Agree:** Can this emphasize cooperative efforts for change? eg Paris Accords?

Evidence Outcome: Give examples of the influence of geography on the history of the United States.

**Agree:** (no comment)

Nature and Skills of Geography:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

### Standard: 3. Economics

GLE: 1. Trade shaped the development of Early America.

**Agree:** Excellent change from government and market structures back to a more local and immediate level for fifth grade.

**Agree:** (no comment)

**Comment:** Begin with a verb. Understand. Study. Some verb. All standards need to begin with a verb.

**Agree:** I appreciate connecting the Economic Standards directly to the focus areas identified in the history standards.

Evidence Outcome: Identify examples of the factors of production and explain how they are used to produce goods and services. Topics to include but not limited to land, labor, and capital.

**Comment:** Referred to as "the factors of production" here, they are referred to as "productive resources" in the fourth grade (GLE 1, EO d). Perhaps pick one or the other for consistency. "Productive resources" is currently the most commonly used term.

Evidence Outcome: Compare ways in which people and communities exchanged goods and services. Topics to include but not limited to barter, trade, and monetary exchange.

**Comment:** Helps reinforce an earlier expectation, grade 3, GLE 1, EO b. I suggest using the same terminology, to include "monetary exchange" in both.

Evidence Outcome: Identify the goods and services that were traded between different cultures and regions.

**Comment:** Change "between" to "among."

Evidence Outcome: Describe how patterns of trade evolved within Early America.

**Agree:** (no comment)

**Agree:** Applicable to the curriculum that is taught.

Evidence Outcome: Explain some of the challenges that American Colonists faced that would eventually lead them to the creation commercial banks.

**Comment:** This should tie in nicely the historical context with the PFL expectation to understand the concept of banking. I don't think "colonists" should be capitalized.

**Neutral:** Do 5th graders have enough knowledge base about modern commercial banks to be able to effectively address this outcome?

GLE: 2. Examine how individuals use financial institutions to manage personal finances (PFL).

**Comment:** I'd prefer a focus on banking and avoid the distinctions among the different kinds of financial institutions. Not a deal breaker but teaching about banks and banking is far less daunting than teaching about financial institutions, which are many and varied. And it's the most important.

Evidence Outcome: Differentiate between saving and investing.

**Agree:** (no comment)

Evidence Outcome: Establish the function of banking.

**Agree:** Understanding banking is an important concept at this level. Good job!

**Comment:** This EO needs more clarification if teachers are expected to develop successful learning experiences that can be measured.

Evidence Outcome: Distinguish between different types of financial institutions such as banks, credit unions, insurance companies, and investment companies.

**Comment:** Rather than trying to tackle all financial institutions at this level, I'd focus on banks and their main functions - savings, loans, checking, credit/debit cards. But great if you think 5th grade teachers and students can go the extra mile.

**Disagree:** I agree with teaching the basic bank structure but the other institutions seem developmentally inappropriate.

Evidence Outcome: Identify products and services of financial institutions to include but not limited to checking accounts, savings accounts, investments, and loans.

**Neutral:** (no comment)

Evidence Outcome: Explain, extend, and use patterns and relationships in solving problems, including those involving saving and checking accounts such as understanding that spending more means saving less.

**Agree:** (no comment)

**Disagree:** This EO needs to be cleaned up as there are too many outcomes listed that create confusion of what learning would look like and how it would be measured.

Evidence Outcome: Use patterns to solve problems including those involving saving and checking accounts.

**Agree:** (no comment)

## Standard: 4. Civics

GLE: 1. Construct an understanding of the foundations of citizenship in the United States.

**Agree:** This provides more continuity to how the American Revolution led to a new nation and what a citizen's responsibility and rights were within this new nation

**Agree:** (no comment)

**Agree:** I appreciate connecting the Civic Standards directly to the focus areas identified in the history standards.

Evidence Outcome: Describe and provide sources and examples of individual rights.

**Agree:** Excellent with real world application.

GLE: 2. The origins, structure, and functions of the United States government.

**Comment:** Begin with a verb. Understand. Explain. Some verb. All standards need to begin with a verb.

**Agree:** I appreciate connecting the Civic Standards directly to the focus areas identified in the history standards.

Evidence Outcome: Explain the historical foundation and the events that led to the establishment of the United States government. Topics to include but not limited to the colonial experience, the Declaration of Independence, the Articles of Confederation, and the Constitution.

**Agree:** (no comment)

Nature and Skills of Civics:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

## Social Studies Sixth Grade

### Standard: 1. History

GLE: 1. Analyze and interpret primary and secondary sources to ask and research questions.

**Agree:** (no comment)

**Disagree:** A historical question is different than a "question" as this is the history standard that word needs to be added back in

**Disagree:** This Expectation emphasizes inquiry rather than knowledge of history. Studying key events, trends, and personalities should be paramount at this level. The Expectation is totally devoid of specific content.

**(PG Feedback) Agree:**

**(PG Feedback) Disagree:** Too wordy. This is confusing.

Evidence Outcome: Identify ways different cultures record history in the Western Hemisphere.

**Disagree:** I feel like this component fits in with other components and doesn't necessarily need its own stand alone standard.

Evidence Outcome: Analyze multiple primary and secondary sources while formulating historical questions about the Western Hemisphere. Sources to include but not limited to art, artifacts, eye-witness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.

**Agree:** This is really broad. If you are going to try and test this on a standardized test how are you going to measure students growth and achievement and where does the critical thinking come in?

**Disagree:** Students should be learning content knowledge rather than "formulating historical questions." You must have a firm knowledge base before trying to do "research."

Evidence Outcome: Gather, synthesize, and critique information to determine if it is sufficient to answer historical questions about the Western Hemisphere.

**Disagree:** Please simplify this statement. Clarify what exactly you are looking for.

**Disagree:** I am unclear as to why additional language would be added here. I feel that critiquing information that has been given to them is already an important skill - gathering the information themselves does not feel appropriate here

Nature and Skills of History:

**Disagree:** These are overwhelming and it is unclear how this can be measured and tested.

Disciplinary, Information, and Media Literacy:

**Agree:** These should be part of the standards.

Colorado Essential Skills:

**Disagree:** There has to be a way to combine all these sections in a way that is not so overwhelming and seems to be more and more and more to do. Essential skills and I can statements are the way to go. The

essential questions should be learning targets so that all students have the opportunity to meet the same target, not broad and overwhelming information with no specific target.

**Disagree:** There has to be a way to combine all these sections in a way that is not so overwhelming and seems to be more and more and more to do. Essential skills and I can statements are the way to go. The essential questions should be learning targets so that all students have the opportunity to meet the same target, not broad and overwhelming information with no specific target.

#### Inquiry Questions:

**Disagree:** These would be a lot more helpful if they were written as learning targets. "I can.... statements that are age appropriate to the grade level.

### GLE: 2. The historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.

**Disagree:** This grade level expectation should include a verb to indicate what students are expected to be able to do cognitively with the content described.

(PG Feedback) **Disagree:** Too broad and wordy. Please simplify and use wording that makes sense.

**Evidence Outcome:** Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they impact modern times.

**Disagree:** I think by expanding the time frame to modern times within this standard you are really providing less clarity for teachers and making it more difficult to keep the clear sequencing that exists between middle and high school. We want our students to grapple with modern day issues but it is not appropriate to put all of this into a history standard

**Evidence Outcome:** Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.

**Disagree:** What time period is to be covered? This Expectation sounds like inquiry. The emphasis should be on content knowledge.

#### Colorado Essential Skills:

**Disagree:** #2. Sixth graders should "engage in novel approaches"? I don't think so. They need to learn basic history before attempting to analyze it. #3. Sixth graders lack the knowledge and skills to solve global problems. Eliminate this Expectation.

## Standard: 2. Geography

### GLE: 1. Use geographic tools and resources to research and make geographic inferences and predictions about the Western Hemisphere.

**Agree:** This is a positive change

**Agree:** I appreciate connecting the Geography Standards directly to the focus areas identified in the history standards.

**Evidence Outcome:** Use geographic tools to identify, locate and describe places and regions in the Western Hemisphere, to solve problems. Tools to include but not limited to: latitude, longitude, and scale on maps, globes and other resources such as GPS and satellite imagery.

**Disagree:** Leave out the "solve problems" part. At this level, "identify, locate and describe" should be the operative words. (Also it is unclear what kinds of problems are being referred to.)

**Evidence Outcome:** Collect, analyze, and synthesize data from geographic tools to compare regions in the Western Hemisphere.

**Disagree:** Why compare and not analyze- this is dictating the what and the how

Evidence Outcome: Examine geographic sources to formulate questions and investigate responses.

**Agree:** This is an improvement

Evidence Outcome: Interpret, apply, and communicate geographic data to justify potential solutions to problems in the Western Hemisphere at the local, state, national, and global levels.

**Comment:** (no comment)

**Disagree:** This is far to broad and does not do service to 6th grade teachers. The previous standard was far more clear and doable- Also if we are talking about global issues in Peru (western hemisphere) that would require students to understand the political landscape there. This standard does not fit and feels like it does not fit into the overarching standard

Colorado Essential Skills:

**Disagree:** #2-#3. "Novel approaches" and "complex solutions" are not age-appropriate. Concentrate on content knowledge.

**GLE: 2. Regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.**

**Agree:** Thank you for including language regarding human/environment interactions. These are important concepts for students to explore!

**Agree:** I appreciate connecting the Geography Standards directly to the focus areas identified in the history standards.

Evidence Outcome: Classify and analyze the types of human and geographic connections between places.

**Neutral:** (no comment)

Evidence Outcome: Identify physical features of the Western Hemisphere and explain their effects on people who reside in the region.

**Neutral:** (no comment)

Evidence Outcome: Analyze positive and negative interactions of human and physical systems in the Western Hemisphere and give examples of how people have adapted to their physical environment.

**Neutral:** (no comment)

### Standard: 3. Economics

**GLE: 1. Investigate how societies create different economic systems: Focus on the Western Hemisphere.**

**Agree:** I like how this GLE opens up the contemporary world and doesn't lock anyone into the historical.

**Disagree:** This does not read like the other standards it is a tell and it is not broad. The Western Hemisphere should be spelled out in the evidence outcomes not here

**Disagree:** It is age-inappropriate to study how different systems are created. Stick to content knowledge about how the various systems operate.

**Agree:** I appreciate connecting the Economic Standards directly to the focus areas identified in the history standards.

Evidence Outcome: Describe how economic systems (i.e., traditional, command, market, and mixed) in the Western Hemisphere allocate resources.

**Comment:** Suggested tweaking of EO: "Describe how different economic systems (i.e., traditional, command, market, and mixed) allocate resources in the context of the Western Hemisphere." Same content, just reworded for clarity.

**Neutral:** (no comment)

Evidence Outcome: Use economic reasoning to explain how specialization of production can result in more interdependence, for example international trade patterns.

**Agree:** (no comment)

**Neutral:** (no comment)

Nature and Skills of Economics:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

**Disagree:** #1. Sixth graders should not be attempting to solve global problems. They don't have enough knowledge for that kind of inquiry.

Inquiry Questions:

**Agree:** (no comment)

## GLE: 2. Investigate the role of consumers within the Western Hemisphere (PFL).

**Comment:** This GLE seems a bit narrow to accommodate all the EOs. How about a minor revision: "Investigate the roles of consumers and producers within the context of the Western Hemisphere (PFL)." This revision ties in better to the EOs as well.

**Comment:** What is the end goal with the restriction to the Western Hemisphere? I don't feel that that restriction is reflected in the EOs.

**Agree:** I like how the standard focuses on the student's role within the economy

Evidence Outcome: Explain the roles of buyers and sellers in product, labor, and financial markets.

**Agree:** (no comment)

**Comment:** This is so vastly different to the financial literacy standards before I will have to look at each grade to really get an understanding of what is where.

**Disagree:** Should be more connected to ancient civilizations of W. Hemisphere since that is the 6th grade content.

Evidence Outcome: Describe the role of competition in the determination of prices and wages in a market economy.

**Agree:** (no comment)

**Disagree:** Should be more connected to ancient civilizations of W. Hemisphere since that is the 6th grade content.

Evidence Outcome: Explore how consumer spending decisions and demand impact market economies.

**Agree:** Would feel even more comfortable if the flip side were included: "Explore how producer production decisions and supply impact market economies." But perhaps the PFL focus should be on consumers. Worth a discussion.

**Disagree:** Should be more connected to ancient civilizations of W. Hemisphere since that is the 6th grade content.

Evidence Outcome: Analyze how external factors might influence spending decisions for different individuals

**Agree:** (no comment)

**Disagree:** Should be more connected to ancient civilizations of W. Hemisphere since that is the 6th grade content.

**Evidence Outcome:** Assess personal strengths and limitations with a well-grounded sense of confidence, optimism and a growth mindset.

**Agree:** (no comment)

**Disagree:** It is unclear how this evidence outcome fits with the standard.

**Disagree:** This one seems murky compared to the other EOs. I would recommend cutting this one or re-writing.

**Comment:** What does this mean?

**Disagree:** (no comment)

**Disagree:** I have no clue how this would be demonstrated by students

**Disagree:** Should be more connected to ancient civilizations of W. Hemisphere since that is the 6th grade content.

**Disagree:** This EO is a bit confusing in understanding the connection to the grade level expectation. Is the statement suggesting we are better consumers when we can successfully assess personal strengths and limitations?

## Standard: 4. Civics

**GLE: 1. Analyze the relationships of different nations in the Western Hemisphere.**

**Agree:** This is an improvement and makes more sense

**Agree:** I appreciate connecting the Civic Standards directly to the focus areas identified in the history standards.

**Evidence Outcome:** Discuss advantages and disadvantages of living in an interconnected world.

**Agree:** (no comment)

**Evidence Outcome:** Examine changes and connections in ideas about citizenship in different times and places in the Western Hemisphere.

**Comment:** Consider inclusion of Universal Declaration of Human Rights articles that touch on citizenship including Article 13 Right to Free Movement in and out of the Country Article 14 Right to Asylum in other Countries from Persecution Article 15 Right to a Nationality and the Freedom to Change It

**Agree:** (no comment)

**Evidence Outcome:** Describe how groups and individuals influence governments within the Western Hemisphere.

**Comment:** Recommend ensuring that the diversity of these groups is adequately represented to include women, people of color, indigenous peoples, etc.

**Agree:** (no comment)

**Evidence Outcome:** Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations.

**Agree:** (no comment)

**Evidence Outcome:** Analyze political issues from national and global perspectives over time.

**Comment:** Consider including how the development of universal principles of human rights and humanitarian law is an essential story in the history of the United States and the world. See NCSS position paper on human rights education [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014).

**Disagree:** Based on how the main standard changed I do not think this evidence outcome is needed anymore

**Disagree:** This Expectation is much too broad. Identify specific issues to be covered.

Evidence Outcome: Identify historical examples illustrating how people from diverse backgrounds in the Western Hemisphere perceived and reacted to various global issues.

**Agree:** (no comment)

Nature and Skills of Civics:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

**Disagree:** #2. Evaluating complex global problems is age-inappropriate.

Inquiry Questions:

**Agree:** (no comment)

**GLE: 2. Systems of government in the Western Hemisphere.**

**Disagree:** Requires a verb to indicate cognitive demand.

**Agree:** (no comment)

**Agree:** I appreciate connecting the Civic Standards directly to the focus areas identified in the history standards.

**(PG Feedback) Agree:**

Evidence Outcome: Describe different systems of government in the Western Hemisphere.

**Neutral:** I think more language will need to be provided around this. Is this only present day? I see historic links here as well

**Comment:** Should be more connected to ancient civilizations of W. Hemisphere since that is the 6th grade content.

Evidence Outcome: Identify how different systems of government relate to their citizens in the Western Hemisphere.

**Agree:** (no comment)

**Comment:** Should be more connected to ancient civilizations of W. Hemisphere since that is the 6th grade content.

Evidence Outcome: Compare the economic components of the different systems of government in the Western Hemisphere.

**Disagree:** seems repetitive of the economics standard

**Comment:** Should be more connected to ancient civilizations of W. Hemisphere since that is the 6th grade content.

Evidence Outcome: Compare the various governments and citizens' liberties in the Western Hemisphere.

**Agree:** (no comment)

**Comment:** Should be more connected to ancient civilizations of W. Hemisphere since that is the 6th grade content.

Nature and Skills of Civics:

**Agree:** (no comment)

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

## Colorado Essential Skills:

**Comment:** Perhaps include issues of privacy and technology, and access to information, access to technology and how this can lead to inequality in the US and among nations.

**Agree:** (no comment)

## Inquiry Questions:

**Agree:** (no comment)

## Social Studies Seventh Grade

### Standard: 1. History

**PG: 1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.**

**Disagree:** This is extremely vague. Putting outcomes in student friendly language would be more beneficial. I find the objective/essential question/Colorado essential skills/evidence outcomes overwhelming. Having specific, student friendly "learning objectives"

**PG: 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.**

**Agree:** (no comment)

**PG: 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.**

**Neutral:** (no comment)

**PG: 4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.**

**Agree:** Very vague

**PG: 5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.**

**Neutral:** (no comment)

**PG: 6. Apply economic reasoning skills to make informed personal financial decisions (PFL).**

**Agree:** (no comment)

**PG: 7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.**

**Agree:** This is simple and clear.

**PG: 8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.**

**Agree:** (no comment)

**GLE: 1. Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate hypothesis supported by evidence.**

**Comment:** primary and secondary sources are important as tools-- but why a hypothesis?

**Disagree:** We need to use the language of historians either historical argument or argument. I also think this should get more difficult incrementally from 6th grade this feels like a huge leap. The original standard was better

**Disagree:** This Expectation emphasizes inquiry rather than knowledge of history. Studying key events, trends, and personalities should be paramount at this level. The Expectation is totally devoid of specific content.

**(PG Feedback) Comment:** This is balnk

**(PG Feedback) Comment:** blank...

**(PG Feedback) Comment:** Note: I note that there is not a PGS identified here. Also, I believe it would be valuable to include some learning objectives in some part of these standards regarding the histories, cultures and peoples of the Western Hemisphere, including the Indigenous peoples -- not only those still remaining in the Western Hemisphere, but also the great Western Hemisphere civilizations such as the Incas, Olmec, Mayans, etc. See <https://www.britannica.com/topic/pre-Columbian-civilizations> .

**Evidence Outcome:** Utilize primary and secondary sources to explain the interdependence and uniqueness among people in the Eastern Hemisphere during significant eras or events; including their impact on modern society.

**Disagree:** "impact" should be 'influence'

**Comment:** Why Eastern Hemisphere?

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Disagree:** This Expectation is inquiry-based and devoid of specific content. At this level, knowledge of history should be the primary aim.

**Agree:** (no comment)

**Disagree:** Without mention of specific "eras" or regions of the Eastern Hemisphere in other standards, the use of primary and secondary sources becomes vague and non-descript. The interpretation of this standard among teachers is so different, it does not bring common ground to compare instructional materials.

**Comment:** Amend language: Utilize primary and secondary sources to explain the interdependence and uniqueness among people[s] in the Eastern Hemisphere during significant eras or events; including their impact on modern society.

**Evidence Outcome:** Examine primary and secondary sources to identify points of view while formulating historical claims and questions. Sources to include but not limited to art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.

**Disagree:** GRAMMATICALLY INCORRECT: 'Sources to include but not limited to art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.'

**Agree:** This is clear and easy to assess. All should be written like this because it is easy to share with students.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** I like that accuracy was removed

**Agree:** (no comment)

**Nature and Skills of History:**

**Comment:** Recommend ensuring that historical figures represent the diversity of those who have shaped the past to include women, people of color, LGBTQ, and those with disabilities.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Disciplinary, Information, and Media Literacy:

**Comment:** Consider incorporating how US value for free press and speech links with the Universal Declaration of Human Rights Article 19 (Freedom of Opinion and Information) and Article 20 (Right of Peaceful Assembly and Association).

**Agree:** love

**Agree:** I think the one about finding main idea is helpful and cross-curricular.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

#### Colorado Essential Skills:

**Neutral:** 2 is very unclear, how does one engage in a move or direction?

**Comment:** Number two is vague; how does a person engage in moves? What does that mean?

**Agree:** Discuss the fallacies of the Personal Logic

**Agree:** (no comment)

**Comment:** Not clear what "novel approaches" means in #2...

#### Inquiry Questions:

**Disagree:** 1 and 2 are not used, would not use them

**Agree:** de-emphasize dates

**Agree:** (no comment)

**Comment:** (no comment)

**Comment:** Add language: Why is continued questioning of historical events beneficial? [Why is it important to pay attention to the differing perspective of different individuals and groups and the factors that affect their perspectives?] Amend and add language: [I]s it advantageous to identify eras in history? How might different persons and groups divide history into different eras?

### GLE: 2. The historical eras, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.

**Disagree:** Include a verb.

**Disagree:** What is the Expectation? I would like to see the Expectation written as a learning target: "I can...."

**Agree:** (no comment)

**Neutral:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Identify and explain the historical context of key eras, people, events, and ideas over time. Eastern Hemisphere topics to include but not limited to ancient and medieval times to the Renaissance.

**Disagree:** Does this mean we are now supposed to teach the Renaissance? Or, do we stop at the Medieval period? The old standards say to go to 1500 AD.

**Comment:** Does this include the Renaissance?

**Comment:** Give some more specific suggestions for topics covered. Ancient to medieval to the Renaissance is extremely nebulous and broad!

**Agree:** (no comment)

**Disagree:** A date is more helpful than broad time periods- The Renaissance also implies the importance of Europe as opposed to all of the other places in the Western Hemisphere.

**Neutral:** I would like to see more specificity/direction in our standards. This is such a vast amount of territory and difficult to cover consistently across districts.

**Disagree:** Renaissance is a huge addition to this historical content, adding to an already overburdened curriculum

**Disagree:** Including Medieval Times and Renaissance is out of place with "ancient Eastern Hemisphere". Lack of specificity of eras and regions in the Eastern hemisphere is problematic.

**Comment:** Add language: Identify and explain the historical context of key eras, people, events, and ideas over time. Eastern Hemisphere topics to include but not limited to ancient and medieval times to the Renaissance [and the eras and ages identified by different historical and cultural groups in their own telling of their histories].

**Evidence Outcome:** Trace the foundation and development of key historical topics, including their impact on modern times. Eastern Hemisphere topics to include but not limited to ancient and medieval times to the Renaissance.

**Disagree:** Does this mean we are now supposed to teach the Renaissance? Or, do we stop at the Medieval period? The old standards say to go to 1500 AD.

**Comment:** The examples appear to be narrowed from previous years, and this comes across as a Eurocentric focus.

**Comment:** Are we to teach Renaissance as well? this is unclear. Love the Renaissance, but just don't know if we should add this back in.

**Agree:** (no comment)

**Disagree:** This was far better in its previous form. As it is written now it is very Eurocentric and opens the door to leaving out huge and important portions of the western hemisphere. It is also not a good idea to not have the evidence outcome of development to back it up as social, economic and political is an excellent way for students to continue to think like historians

**Disagree:** The Renaissance should not be added to the curriculum.

**Disagree:** Including Medieval Times and Renaissance is out of place with "ancient Eastern Hemisphere". Lack of specificity of eras and regions in the Eastern hemisphere is problematic.

**Comment:** Add language: Trace the foundation and development of key historical topics, including their impact on modern times. Eastern Hemisphere topics to include but not limited to ancient and medieval times to the Renaissance [and the impact of far Eastern Hemisphere peoples and societies on the contemporary world..

**Evidence Outcome:** Investigate and evaluate the social, political, cultural and technological development of regions in the Eastern Hemisphere.

**Agree:** (no comment)

**Disagree:** Why the word region in a history standard? Regional study should come up in the geography standards not here

**Comment:** Add language: Investigate and evaluate the social, political, cultural and technological development of regions[cultures, and peoples] in [European and non-European regions of] the Eastern Hemisphere.

**Evidence Outcome:** Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere. Topics to include but not limited to world religions, the Silk Road, East/West contact, and settlement patterns and connections to modern world.

**Agree:** (no comment)

**Disagree:** Connections to the modern world does not belong here. If people are correctly using the standards in curriculum design then they are bringing in other standards from the other disciplines to their units. This addition does not make sense when we think about the high school standards and where they go. The scope of the standards needs to be viable- adding in the modern era is not wise as it puts more on teachers plates making it even more surface level.

**Disagree:** People did not migrate to the Eastern Hemisphere; humanity originated in this part of the world. People did migrate to various places within the hemisphere. Adequate coverage of the origins and practices of the world's major religions is important in this Expectation.

**Disagree:** I disagree with the move to add "Eastern Hemisphere" to every category in the history standards. By blocking history into hemispheres we limit student's ability to understand cultural developments happening in other places in the world at the same time. This change limits new ways districts could teach these history standards and what is happening in different parts of the world during the rise of ancient civilizations and the medieval world. It seems rigid and artificial.

**Comment:** Add language: Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere. Topics to include but not limited to world religions, the Silk Road, East/West contact, and settlement patterns and connections to modern world.[Consider the impact of the Western Hemisphere on the Eastern Hemisphere and vice versa, in ancient times, historically and in the present world.]

**Nature and Skills of History:**

**Agree:** (no comment)

**Comment:** I agree with the nature of history I think these should be reviewed and then the evidence outcomes reexamined

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Neutral:** (no comment)

**Colorado Essential Skills:**

**Agree:** (no comment)

**Disagree:** I am confused by the use of media here- this is a history standard and the language of the discipline should be used

**Inquiry Questions:**

**Agree:** (no comment)

**Disagree:** 4. too broad see comments in evidence outcome

**Comment:** This questions are so broad, I can't imagine how a 7th grader could begin to tackle them. They need more specificity to make them relevant to educators and students.

**Comment:** Add language: How does the rise or collapse of a government affect surrounding societies over time? [How do changes and exchanges within and among societies affect the nature of the governments they develop?] Add language: How have ideas fundamentally changed various cultures in the Eastern Hemisphere [and how have changes in and exchanges among various cultures given rise to changing ideas, beliefs and values]? Add language: What elements [have] shaped the development of [various] civilizations and their changes over time? Add language: What key ideas from ancient Eastern Hemisphere eras[ societies and cultures] continue to demonstrate importance in modern times?

## Standard: 2. Geography

GLE: 1. Use geographic tools and resources to research topics in the Eastern Hemisphere to make geographic inferences and predictions.

**Comment:** Why is 7th Grade all Eastern Hemisphere?

**Agree:** Thank you for fixing this! Assessing this in the past has been a nightmare, because the EOs were far too complex and needed to be separated.

**Disagree:** This Expectation is inquiry-based and devoid of specific content. Details regarding topics to be studied need to be added.

**Agree:** (no comment)

**Agree:** I appreciate connecting the Geography Standards directly to the focus areas identified in the history standards.

**(PG Feedback) Neutral:**

**(PG Feedback) Neutral:**

**Evidence Outcome:** Use both ancient maps and contemporary geographic tools to find patterns in human and physical systems.

**Disagree:** What are "physical systems?" Please elaborate.

**Neutral:** I don't mind this but by forcing ancient maps here you are combining the standards for school districts. An ancient map is a primary source and should be used in conjunction with recent maps but the geography standard should be rooted in the nature and skills of geography. The role of the standards is not to provide the road map for the school districts just the knowledge and skills students must obtain

**Agree:** (no comment)

**Comment:** Add language: Use both ancient maps and contemporary geographic tools to find patterns in human and physical systems [and human migration].

**Evidence Outcome:** Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere.

**Agree:** (no comment)

**Neutral:** (no comment)

**Evidence Outcome:** Apply inquiry and research utilizing geographic tools.

**Agree:** (no comment)

**Comment:** This standard is vague. Not clear what is meant by applying research or inquiry...

**Evidence Outcome:** Classify data and thematic maps to make inferences and predictions.

**Disagree:** I think asking and answering questions is a higher level skill and also more tangible

**Neutral:** (no comment)

**Nature and Skills of Geography:**

**Agree:** (no comment)

**Agree:** (no comment)

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Disagree:** #3-4. Forget the "research" projects. Focus on content knowledge.

**Agree:** (no comment)

**Colorado Essential Skills:**

**Comment:** Explain what planned process is please...

**Comment:** this makes no sense

**Neutral:** (no comment)

**Inquiry Questions:**

**Disagree:** Number 2 is ambiguous. What does it mean by negative and positive results?

**Disagree:** I like the second question the first and third do not feel very inquiry based

**Neutral:** (no comment)

**GLE: 2. Regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions.**

**Agree:** (no comment)

**Disagree:** I think it would make sense to focus this standard around the time period being studied instead of the region. It could also include the modern world if needed. What is important in terms of geography and resources shifts as as civilizations are founded, rise and then begin to expand with complex networks. The modern world introduces a whole host of other issues. By referencing half the globe in all of time in one standard is very broad, nonspecific and overwhelming.

**Agree:** Thank you for including language regarding human/environment interactions. These are important concepts for students to explore!

**Agree:** I appreciate connecting the Geography Standards directly to the focus areas identified in the history standards.

**(PG Feedback) Agree:**

**Evidence Outcome:** Determine the characteristics and distribution of physical systems in the Eastern Hemisphere (such as modern environmental issues, cultural patterns, trade and economic interdependence) to explain cultural diffusion and regional differences.

**Disagree:** What is "distribution of physical systems?" I have spoken to other social studies teachers about this and none of us can understand what this means.

**Agree:** These are both fine and I appreciate the construction of a map being removed

**Comment:** This is a very broad standard. Educators would benefit from more direction since this covers so much land, time, varied complex concepts, etc. Students would also struggle with the breadth of what is covered here...

**Comment:** I think there should be reference here to historical and modern since 7th grade is ancient/medieval history

**Comment:** Add language: Determine the characteristics and distribution of physical systems in the Eastern Hemisphere (such as modern environmental issues, cultural patterns, trade and economic interdependence [migration, conflict] to explain cultural diffusion and regional differences.

**Evidence Outcome:** Assemble geographic information to examine patterns of the physical, economic, and cultural impact on issues within a region.

**Agree:** (no comment)

**Nature and Skills of Geography:**

**Agree:** (no comment)

**Colorado Essential Skills:**

**Comment:** More information will need to be provided on this section in general

**Inquiry Questions:**

**Agree:** (no comment)

**Agree:** (no comment)

### Standard: 3. Economics

GLE: 1. Describe how economic systems in the Eastern Hemisphere address the problem of scarcity.

**Disagree:** The standards indicate an emphasis on the ancient world. It needs to be clarified here whether we are also focused on linking the ancient world to the modern world with modern economic comparisons or not.

**Comment:** Modern day or ancient?

**Agree:** (no comment)

**Disagree:** This is a huge change from what was here before - where will supply and demand now be? I feel that this type of shift is more than we have been told will be taking place

**Disagree:** There are so many different cultures and economies in the hemisphere that this Expectation is an impossible task. It needs to be focused on the economies of a few specific countries within the area.

**Agree:** I appreciate connecting the Economic Standards directly to the focus areas identified in the history standards.

**(PG Feedback) Disagree:** " public policy". This curriculum is 'ancient'. What public policy?

**(PG Feedback) Disagree:** This is extremely hard to do with the 7th grade curriculum. We can discuss scarce resources when talking about Egypt and China but market interaction and public policy is almost impossible!

**Evidence Outcome:** Describe how economic systems (i.e., traditional, command, market, and mixed) in the Eastern Hemisphere allocate resources.

**Agree:** Suggested rewrite of the EO for clarity: "Describe how different economic systems (i.e., traditional, command, market, and mixed) allocate resources in the context of the Eastern Hemisphere."

**Disagree:** Again see notes above

**Agree:** (no comment)

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Comment:** I think some clarification of the role market economies have played over time is needed. This may need some rewording to acknowledge the elements of market economies and when those elements have existed or were restricted in societies over time.

**Evidence Outcome:** Evaluate the different economic systems in the Eastern Hemisphere, based on economic growth, per capita income, and standard of living.

**Disagree:** include 'economic freedom'.

**Disagree:** " per capita income, and standard of living." - is this information available for ancient civilizations? This needs to be revamped. This is not matched to the curriculum.

**Comment:** Change "based on economic growth, per capita income, and standard of living" to "using metrics that include but aren't limited to economic growth, per capita income and standard of living." I suspect some teachers would delve more deeply into comparative measures if they felt they were invited.

**Disagree:** (no comment)

**Disagree:** The coverage is too broad. Concentrate on a few specific systems.

**Disagree:** Why loop region into economic standards? It makes it more difficult to teach. Give teachers the flexibility to build off of relevant examples that resonate with their students.

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Disagree:** It is very difficult to find 7th grade level materials to support this idea.

**Evidence Outcome: Analyze the extent of government involvement in social issues such as healthcare and poverty.**

**Disagree:** You are confusing the curriculum with current events. Ancient Eastern Hemisphere: "Analyze the extent of government involvement in social issues such as healthcare and poverty. " These do not belong here. Do you mean 'standard of living'? 'Happiness scales'?"

**Disagree:** Does not go with "Academic Context and Connections" portion of this Standard.

**Comment:** Change "social issues" to "social concerns."

**Comment:** This is meaning modern day? So we have to stop doing our curriculum to address this?

**Disagree:** (no comment)

**Disagree:** Is this doable with the scope and timeframe of other standards? It varies so widely with such a range of outcomes... It feels out of place in 7th grade curriculum.

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Disagree:** It is very difficult to find 7th grade level resources to meet this criteria

**Disagree:** This is unclear... there are not any materials that will help 7th grade students to analyze Eastern governments and current or historical sources addressing healthcare and poverty. Otherwise it does not connect to the grade level expectation relating it to the Eastern Hem. Do not add this new standard!

**Comment:** Add language: Analyze the extent of government involvement in social issues such as [employment, education, care of children and the elderly, shelter,] healthcare and poverty.

**Evidence Outcome: Explain how trade affects goods produced in different regions.**

**Comment:** Change "goods" to "production decisions." Trade doesn't affect the goods. It affects the choices/decisions that businesses make.

**Disagree:** (no comment)

**Agree:** (no comment)

**Disagree:** Should be more general around patterns and effects of trade, not just good produced

**Nature and Skills of Economics:**

**Comment:** Add a section: [4. Economic thinkers compare different economic systems to determine their impact on the overall standard of living of the population and the ability of the society to meet the basic needs of its people.]

**Inquiry Questions:**

**Agree:** These are good questions to teach with supply and demand.

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the questions should be tied closer to the actual content taught.

**Comment:** Add a Question: [5. What effect does the level of economic inequality in a society have on access to essential goods and services?]

**GLE: 2. Investigate the role of consumers within the Eastern Hemisphere (PFL).**

**Disagree:** How?

**Comment:** As in grade 6, I think the GLE is narrow and not all the EOs flow naturally from it. Suggested change: "Investigate the role of consumers and producers within the context of the Eastern Hemisphere (PFL)."

**Comment:** Same comment as 6th grade. Why restrict this to Eastern Hemisphere? How does that impact the EOs? They do not appear to align in goals.

**Disagree:** The previous standard was a much better fit

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Agree:** I appreciate connecting the Economic Standards directly to the focus areas identified in the history standards.

**Disagree:** "Personal" financial literacy relates to individual choices people make individually, not as it relates to some other individual in a different part of the world. There are no materials to use to support what individual choices people in other countries have to make about their personal finances.

**(PG Feedback) Comment:** This becomes a stand alone unit. Almost impossible to incorporate up to the Renaissance.

**(PG Feedback) Disagree:** Supply and Demand is a much more grade level appropriate standard to teach to than this.

**Evidence Outcome:** Define resources from an economic and personal finance perspective.

**Agree:** (no comment)

**Disagree:** (no comment)

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Evidence Outcome:** Summarize how the distribution of resources impacts consumerism.

**Neutral:** (no comment)

**Disagree:** (no comment)

**Comment:** Why only focus on distribution of resources? Why not also focus on consumer demand and population numbers? This is a huge issue particularly when looking at consumerism in China and India. Or are we looking at this from a historical vantage point? Not clear.

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Evidence Outcome:** Compare and contrast choices available to consumers within different cultures as they developed in the Eastern Hemisphere and currently in the United States.

**Neutral:** (no comment)

**Disagree:** I don't understand the need to include the United States here

**Disagree:** The Expectation is confusing as written. Is the intent to cover present-day choices, or choices in historical times? Since the general topic is the Eastern Hemisphere, why is the U.S. included?

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Disagree:** There are no materials to support "choices available to consumers within different cultures as they developed in the Eastern Hemisphere...AND currently in the United States" The first half of that evidence outcome doesn't even make sense. Delete this standard!

**Evidence Outcome:** Compare the value of the United States dollar to other world currencies.

**Disagree:** This seems like a very narrow concept that should be part of a larger theme.

**Neutral:** Perhaps make this a more generic reference to currency exchange rates?

**Disagree:** why is this important enough to be included? This is trivial.

**Disagree:** (no comment)

**Disagree:** This fluctuates depending on a wide array of circumstances. Comparing the value of the US dollar to other countries doesn't get into the why our currency has value and the results of that fluctuation. It doesn't seem relevant enough as written to be part of our state economic standards.

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Disagree:** There is little connection to this EO and the other grade level expectations. This outcome seems disjointed when analyzing the other learning expectations of this grade level.

**Disagree:** Does not relate to PFL? This is economics, not "personal" financial literacy. Does not belong under this prepared graduates, "Apply economic reasoning skills to make informed personal financial decisions"

**Evidence Outcome: Compare and contrast world banking, market systems, and practices.**

**Neutral:** Pretty ambitious for a seventh grade EO in PFL.

**Disagree:** (no comment)

**Disagree:** It will be a stretch to make banking processes in the Eastern Hemisphere relevant and comprehensible to 7th graders. Supply and demand is more concrete and straight forward. Is this developmentally appropriate or better suited to a high school economics class?

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Disagree:** World banking systems should be eliminated

**Disagree:** There is little connection to this EO and the other grade level expectations. This outcome seems disjointed when analyzing the other learning expectations of this grade level. When will world banking systems come into play during the eras of study identified in the history, geography, and civic standards for this grade level?

**Disagree:** Does not relate to PFL? This is economics, not "personal" financial literacy. There are no materials to support this new standard.

**Nature and Skills of Economics:**

**Disagree:** (no comment)

**Comment:** The forces of supply and demand are mentioned below but they have been deleted from other parts of the standard. This is a key component to helping students understand how market economies function. I think 7th graders get more out of learning about supply and demand; graphing shifts and predicting prices versus looking at banking systems (which are not as relevant to them at this age).

**Disciplinary, Information, and Media Literacy:**

**Comment:** This category seems like a catch-all for the categories nobody knows what to do with. Too broad, not connected.

**Colorado Essential Skills:**

**Disagree:** (no comment)

**Inquiry Questions:**

**Disagree:** (no comment)

## Standard: 4. Civics

**GLE: 1. Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere.**

**Comment:** Still not understanding why 7th grade is all EASTERN HEMISPHERE

**Disagree:** This is poorly worded previous standard made more sense

**Disagree:** There are so many different countries and systems in the hemisphere that this Expectation is impractical. It needs to be focused on the governments of a few specific countries within the area.

**Agree:** I appreciate connecting the Civic Standards directly to the focus areas identified in the history standards.

**(PG Feedback) Comment:** Consider inclusion of how US values of democracy and human rights compare and contrast with Universal Human Rights principles in the Universal Declaration of Human Rights. Also the US role in developing the UN system that espouses these principles. See NCSS position statement on "Human Rights Education: A Necessity for Effective Social and Civic Learning" [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014)

**(PG Feedback) Comment:** The civic dimension should be referenced to universal human rights values in some fashion. Suggested additional language: "and how civic participation reflects social norms and values and affects policy."

**Evidence Outcome:** Examine changes and connections in ideas about citizenship in different times and places in the Eastern Hemisphere.

**Disagree:** Again too broad

**Disagree:** The Expectation is much too broad. The coverage needs to be confined to a few specific times and places.

**Comment:** Add language: Examine changes and connections in ideas about citizenship in different times and places in the [various regions of the] Eastern Hemisphere.

**Evidence Outcome:** Describe civic virtues and principles that guide governments and societies. Topics to include but not limited to civic participation, political accountability, and rule of law.

**Disagree:** Seems like content that belongs either in 8th grade or HS

**Comment:** Add language: Describe civic virtues[, values,] and principles that guide governments and societies. Topics to include but not limited to civic participation,[ human rights,] political accountability, [role of government] and rule of law.

**Evidence Outcome:** Analyze the opportunities and limitations of civic participation in Eastern Hemisphere societies.

**Disagree:** This is again strangely worded

**Comment:** Add language: Analyze the opportunities[, nature,] and limitations of civic participation in[ various] Eastern Hemisphere societies.

**Evidence Outcome:** Compare historic and/or current issues in regards to human rights and explain how the values of the time or place influenced the issues.

**Disagree:** Human rights as a term is a 20th century creation so how it looks historically is not a question I would pose to students

**Comment:** Add language: Compare historic and/or current issues in regards to human rights [within and between nations and societies] and explain how the values of the time or place [have]influenced the[se] issues and how the various societies of the world have influenced each other's understandings of individual human rights and community wellbeing]. Note: Glad to see a specific reference to human rights here.

**Evidence Outcome:** Give historic and/or current examples illustrating the interactions between nations and their citizens.

**Comment:** Consider touching on the differences between political/civil rights and economic/social/cultural rights and how various types of governments focus on either or both of these branches of human rights. See International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR).

**Agree:** The addition of "historic examples" is a good one given the focus of the standards on the ancient and medieval world. It is difficult to find relevant modern examples that align to historical units. This allows teachers to teach civics with historic examples and make them more meaningful to students--particularly how governments have changed over time.

**Comment:** Add language: Give historic and/or current examples [from various societies] illustrating the interactions between nations and their citizens [, among nations and among the citizens of different nations].

**Evidence Outcome:** Identify public problems and research ways in which governments address those problems.

**Comment:** Discuss overlap between UDHR Article 21 Right to Participate in Government and in Free Elections and US democratic process.

**Disagree:** again very broad- I understand this is a survey course but this is way to broad

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Disagree:** define "public problem"???? Unclear about what to research and there would be no instructional materials appropriate for 7th grade students to support research. Delete this outcome.

**Comment:** Add language: Identify public problems and research ways in which [various] governments [, civic groups, and citizens] address those problems.

**Nature and Skills of Civics:**

**Comment:** Add language: Responsible community members develop criteria to apply standards of ethics [humanity,] and quality in evaluating the effectiveness of government.

**Colorado Essential Skills:**

**Comment:** This is just a grammatical observation-- the structure of 1. is not parallel (should be respect but not respects)

**Inquiry Questions:**

**Comment:** What are international organizations? Do you mean bodies like the United Nations, alliances like NATO or groups with political agendas like ISIS? This term is a bit ambiguous and it would be more helpful to know what is meant here.

**Comment:** Add language: How do the aggressive actions of a nation influence other nations and international organizations[ and affect individuals, families and children]? Add language: What [are some of the] factors [that can] lead to cooperation, competition, or aggression between [and within] societies? [Include consideration of political, social, economic, environmental, climate and demographic factors.] Add language: Why do governments form alliances and [establish and] join international [and regional] organizations? Why do the citizens of different nations join international or regional organizations? Why do some economic organizations and corporations organize multinational structures? Add section: [5. How have nations and international organizations influenced each other to determine, expand and uphold fundamental principles of human rights and international humanitarian law? What are some of the limitations facing implementation of these international understandings?]

**GLE: 2. Nations in the Eastern Hemisphere interact with international organizations, govern, and impact their societies in different ways.**

**Disagree:** Forms of government and interactions with international organizations should be separate GLEs.

**Disagree:** I don't see the value added in outlining that governments under study need to be in the Eastern Hemisphere and the international organizations is vague.

**Agree:** I appreciate connecting the Civic Standards directly to the focus areas identified in the history standards.

**Comment:** Add language: 2. Nations in [various regions of] the Eastern Hemisphere interact with international organizations,[organize,] govern, and impact their societies in different ways.

**(PG Feedback) Comment:** Suggested additional language at end of sentence: 'and the impact on governments of developments in human ethical understandings regarding human rights and care of the environment.'

**Evidence Outcome:** Explain the origins, functions, and structure of different governments. Topics to include but not limited to Dictatorship, Totalitarianism, Democracy, Socialism, and Communism.

**Disagree:** Some of these are economic not political systems

**Disagree:** Socialism and Communism are economic structures, NOT forms of government. They should not be lumped together in the same outcome analyzing forms of government.

**Comment:** Explain the origins, functions, and structure of different governments. Topics to include but not limited to Dictatorship, Totalitarianism, Democracy, [Hereditary Monarchies (constitutionally limited and otherwise), Anarchism, Libertarianism,] Socialism, and Communism. [Distinguish between federated and centralized systems of government. Include an exploration of traditionally-structured governments, including those maintained by various indigenous peoples.]

**Evidence Outcome:** Evaluate how various governments and organizations interact, resolve their differences, and cooperate.

**Comment:** Add language: Evaluate how various governments and organizations interact [internally, with their own citizens and with other governments, how they] resolve their [internal and external] differences, and cooperate [with each other].

**Evidence Outcome:** Analyze conflicts among governments and organizations including their causes and consequences.

**Comment:** Governments or nations?

**Comment:** Add language: Analyze conflicts among governments and [between governments and non-governmental] organizations including [a study of] their [various] causes and [examples of] consequences. Note: This language is very unclear. I suggest a rephrasing.

**Evidence Outcome:** Identify public problems and research ways in which governments address those problems.

**Disagree:** 7th grade is ancient/medieval - not all these types of economies existed, so the evidence outcome should be tied closer to the actual content taught.

**Disagree:** what are "public problems"? What source or materials would we use that would identify these "problems" in the Eastern hemisphere. Why do some outcomes specify Eastern Hemisphere and others do not. Makes it seem like we will be jumping all of the world trying to find materials to fit this outcome....

**Comment:** Add language: Identify [what are] public problems [and what are private concerns] and research ways in which [different kinds of] governments [have] addressed those [public] problems [and with what degree of success].

**Evidence Outcome:** Investigate historic and/or current examples of collaboration and interdependence among organizations and nations of the Eastern Hemisphere.

**Comment:** Include discussion of the Universal Declaration of Human Rights (UDHR) as an agreement among the nations of the world after WWII as to the inherent rights of all people. As the National Council of Social Studies states the Fundamental Principles of International Humanitarian Law were also delineated as an agreement among nations on the rules of war in the aftermath of the atrocities of WWII. See NCSS position statement [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014)

**Comment:** I think thinking about good government is important prior to 8th grade

**Comment:** Why add Eastern Hemisphere here? If your focusing on teaching various types of governments, why limit where teachers can focus/draw examples? The goal should be identifying examples that resonate with students and that clearly illustrate a teachers learning target.

**Nature and Skills of Civics:**

**Comment:** Service -learning component to this particular standard has the potential to very powerfully demonstrate community problem solving.

**Inquiry Questions:**

**Comment:** These are really good questions!

## Social Studies Eighth Grade

### Standard: 1. History

**PG: 1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.**

**Disagree:** This is written in a complicated and vague way. It is very difficult to know as a teacher where to focus the learning so that all students are reaching the same expectations. Please simplify grade level expectation. There is way too much there. Simple learning targets in student grade level appropriate language is a lot more effective to translate towards a student.

**Disagree:** Very vague. These should be written in clear language that students can understand.

**PG: 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.**

**Disagree:** . What are the leveled expectation? It really takes a lot of time to wade through these standards, figure out what lessons will hopefully reach the very broad expectation.

**Agree:** (no comment)

**PG: 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.**

**Comment:** Does this mean, teach the 5 themes throughout all the year with each subject reached.

**Neutral:** (no comment)

**PG: 4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.**

**Agree:** Yes

**Agree:** (no comment)

**PG: 5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.**

**Disagree:** Way too wordy. How are you going to measure the learning of this standard?

**Disagree:** Way too wordy. How are you going to measure the learning of this standard?

**Neutral:** (no comment)

**PG: 6. Apply economic reasoning skills to make informed personal financial decisions (PFL).**

**Disagree:**

**Disagree:** This seems to be a math objective.

**PG: 7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.**

**Agree:** This is a standard that is appropriate and well written.

**Agree:** (no comment)

**PG: 8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.**

**Agree:** Yes. This is easy to implement, this is easy to explain to students and this is easy to measure understanding.

**Agree:** (no comment)

**GLE: 1. Investigate and evaluate primary and secondary sources about United States history to formulate and defend a point of view with textual evidence.**

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** This Expectation emphasizes inquiry rather than knowledge of history. Studying key events, trends, and personalities should be paramount at this level. The Expectation is totally devoid of specific content.

**Comment:** Add language: 1. Investigate and evaluate primary and secondary sources about United States history to [evaluate and understand different perspectives and to] formulate and defend a point of view with textual evidence

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Disagree:** The student will learn to use various analytical techniques to analyze whether the primary sources tell a correct story. the student will learn to use various analytical techniques to analyze whether a particular hypothesis is supported when using techniques designed to detect lies. A notorious example is a prior book of lies. <http://www.nytimes.com/2010/08/04/books/04bellisles.html> Emory University reviewed the book and concluded: Summary of the Emory Report on Michael Bellesiles The committee: agreed with James Lindgren, who found that Bellesiles's table one lumped data in such a way that "it is almost impossible to tell" where he got his information. agreed with Randolph Roth that that Bellesiles's numbers were "mathematically improbable or impossible." agreed with Gloria Main, who had asked, "Did no editor or referees ever ask that he supply" the basic information needed to understand his tables? criticized the Journal of American History for failing to edit Bellesiles's original report on guns, which was published in 1996. found that "no one has been able to replicate Professor Bellesiles' results [of low percentage of guns] for the places or dates he lists." found that he conflated wills and inventories, thereby leading to confusion. found that he had a "casual method of recording data." found that his story about the infamous San Francisco probate records he allegedly found in Contra Costa County "raise doubts about his veracity." The committee noted that some of the records he claimed to have read at the Contra Costa History Center in 1993 were not transferred there until 1998. raised questions about his story about reading probate records supplied by an unnamed friend who supposedly worked at a Mormon branch library. found that there is "a serious discrepancy" between the numbers used in his probate table number one and the sources he listed. an assistant to the committee found it was impossible to corroborate the claim that gun ownership increased in the nineteenth century; some critical Massachusetts records Bellesiles claimed to have relied upon did not exist. found that he apparently "skimmed the surface" of sources related to militias and guns. found that "we do not see evidence of outright deception" in his use of materials related to militias, "but we do see abundant evidence of superficial and thesis-driven research." <http://historynewsnetwork.org/article/1069> A FIELD GUIDE TO LIES: Critical Thinking in the Information Age by Daniel J. Levitin KIRKUS REVIEW A crash course in Skepticism 101. "Much of what we read should raise our suspicions," warns Levitin (Psychology and Behavioral Neuroscience/McGill Univ.; The Organized Mind: Thinking Straight in the Age of Information Overload, 2014, etc.). Indeed, lies abound, and "bad statistics are everywhere." Averages can be manipulated. Graphs can distort. Misinformation proliferates in books, websites, videos, and social media. What to do? Levitin says we must engage in critical thinking, and he spells out in this lucid text exactly what that means when encountering words and numbers and trying to decide what's true and what's not. Using vivid examples from major media, the author shows how easily—whether accidentally or deliberately—data can lead us astray. For one thing, statistics are gathered by fallible people. Have terms been

properly defined? Has a representative sample been taken? Have credible experts been cited? Are the sources reputable (peer-reviewed articles, books from major publishers)? Be suspicious of all information. "You shouldn't trust everything you read in the New York Times," he writes, "or reject everything you read on TMZ." The Times, after all, runs daily corrections. With common sense as a first line of defense (if it sounds too good to be true, it probably is), readers must be mindful of the scientific method, a major focus of the book. Where's the evidence? Where's the control group? What are the possible alternative explanations? Levitin takes pains to emphasize that once misinformation takes hold, many people can believe things that aren't so. He details four pitfalls in critical thinking that have led many to blame vaccinations for the rise in autism rates. He also cautions against routinely accepting the information on websites, which can be biased or badly outdated. Often, he says, we become our own enemies. We blindly accept numbers that intimidate or insist on neat stories when not everything is explainable. Valuable tools for anyone willing to evaluate claims and get to the truth of the matter. <https://www.kirkusreviews.com/book-reviews/daniel-j-levitin/a-field-guide-to-lies/>

**(PG Feedback) Comment:** Add language: to formulate and defend a point of view with textual evidence.

**Evidence Outcome:** Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Construct a written historical argument supported by evidence demonstrating the use or understanding of primary and secondary source

**Agree:** Better than before- as written before it seemed like students would only be writing about the historiography of historical writing.

**Agree:** (no comment)

**Agree:** (no comment)

**Nature and Skills of History:**

**Neutral:** I'm not sure how this is used for teachers and students besides being overwhelming.

**Disagree:** The student will evaluate when the relevant primary and secondary sources are no longer accessible. The student will evaluate when historians are drawing false conclusions when the historians failed to examine the primary sources when available. 2. Historical thinkers use primary and secondary sources to evaluate and create hypotheses of historical events and include supporting evidence to defend their claim. In Denial: Historians, Communism, and Espionage by John Earl Haynes and Harvey Klehr reviewed by Steven G. Marks / Oct. 1, 2003 If we now know beyond a shadow of a doubt that Alger Hiss, Julius Rosenberg, and scores of other American Communists were spying for the Soviet Union, it is in large part thanks to John Earl Haynes and Harvey Klehr. Their research in Soviet KGB and Comintern archives and the Venona files of the U.S. National Security Agency has resolved many previously open questions about the nature of the American Communist party (CPUSA). In a series of books recently published by Yale, Klehr and Haynes brought to light a mass of documents proving that the CPUSA was, from start to finish, subordinate to Moscow, and that its most consequential activity from the 1930's through the 1950's was a number of espionage operations that significantly compromised the security of the United States. One would think that,

with the abundant evidence these scholars have presented, the issue would be settled. Far from it. Their books have ignited a firestorm of criticism from left-wing “revisionist” scholars and journalists who refuse to accept the findings themselves and denounce Haynes and Klehr as McCarthyite reactionaries. Hence In Denial—a lengthy rebuttal of these critics, and an indictment of the historical profession for tolerating pro-Communist historians who deny or defend the treason committed by hundreds of American Communists. <https://www.commentarymagazine.com/articles/in-denial-by-john-earl-haynes-and-harvey-klehr/>

#### Inquiry Questions:

**Comment:** Consider inclusion of international treaties such as the Universal Declaration of Human Rights, Geneva Conventions, and the UN Charter, as well as role the US played in developing each.

**Agree:** Add additional language: How has the Declaration of Independence influenced other nations [and international agreements like the Universal Declaration of Human Rights]?

### GLE: 2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.

**Disagree:** Include a verb.

**Agree:** Looks good do not see many changes

**Disagree:** This Expectation again stresses inquiry (“research”), when the emphasis should be on learning history. Specific content is lacking. What people, ideas, and themes should be studied?

**(PG Feedback) Agree:**

**Evidence Outcome:** Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives.

**Agree:** (no comment)

**Comment:** Ensure examples of individuals with diverse backgrounds are included as "key" people - women, people of color, unions, etc. Contribution of these groups are often overlooked.

**Agree:** (no comment)

**Evidence Outcome:** Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise.

**Disagree:** "Evaluate continuity and change" is unclear and ambiguous. Perhaps say "analyze."

**Agree:** (no comment)

**Evidence Outcome:** Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Evaluate the impact of gender, age, ethnicity and class during this time period and the impact of these demographic groups on the events of the time period.

**Agree:** Very culturally responsive

**Agree:** (no comment)

**Neutral:** (no comment)

**Disagree:** The intent of this Expectation might be to promote victimization and social justice as key themes in U.S. history. While it is appropriate to study various classes of people, the principal coverage should be on major events and personalities.

**Evidence Outcome:** Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Analyze ideas that are critical to the understanding of American history-on topics to include but not limited to: give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism.

**Disagree:** This is confusing. There seems to a phrase out of order.

**Disagree:** Encompasses too much

**Agree:** (no comment)

**Comment:** Additional language: Analyze ideas that are critical to the understanding of American history-on topics to include but not limited to: give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, [ rules for armed conflict] temperance, nativism, and expansionism. Note: this additional language is suggested so that students can study President Lincoln's General Order 100, the Lieber Code (April 24, 1863) and its impact on the laws of armed conflict.

**Nature and Skills of History:**

**Agree:** (no comment)

**Disciplinary, Information, and Media Literacy:**

**Agree:** There is a typo after "present" a period is there prior to the word "orally"

**Colorado Essential Skills:**

**Agree:** Clarify the meaning of "best"

**Inquiry Questions:**

**Comment:** Again, do these DIRECTLY relate to the essential outcomes?

**Agree:** (no comment)

**Comment:** To what extent are the ideas of the American Revolution and the United States Constitution still affecting the world today? [How are they reflected in international documents such as the Universal Declaration of Human Rights?]

## Standard: 2. Geography

**GLE: 1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.**

**Disagree:** This Expectation is too general; specific content needs to be added.

**(PG Feedback) Disagree:** I would HIGHLY recommend that basic learning targets or essential outcomes have the inquiry questions under them or vice versa...as in this essential question addresses this learning target.

**Evidence Outcome:** Interpret maps and other geographic tools as a primary source to analyze a historic issue.

**Disagree:** How is this assessed?

**Evidence Outcome:** Calculate and analyze population trends.

**Neutral:** clear and to the point

**Comment:** Add language: Calculate and analyze population trends [including patterns of migration].

**Inquiry Questions:**

**Comment:** Add language: How has human settlement [including migration] influenced [and been influenced by] changes in physical systems and culture?

**GLE: 2. Competition for control of space and resources in early American History.**

**Disagree:** Competition? Needs to be 'CONFLICT'

**Agree:** Again I appreciate that there were only minor changes

**Disagree:** This Expectation lacks specific content and puts too much emphasis on inquiry.

**Evidence Outcome:** Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.

**Comment:** Add language: Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, [migration,] interdependence, cooperation and conflict.

**Evidence Outcome:** Compare how differing geographic perspectives apply to a historic issue.

**Agree:** (no comment)

**Evidence Outcome:** Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty.

**Comment:** Add language: Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, [conflict, access,] and sovereignty.

**Inquiry Questions:**

**Comment:** Additional language: How have differing perspectives regarding resource and land use[, occupancy and ownership] led to cooperative policies or conflict?

### Standard: 3. Economics

**GLE: 1. Economic freedom, including free trade is important for economic growth in early American History.**

**Disagree:** Include a verb. Perhaps "explain why economic freedom, including free trade, was important for economic growth in early American History."

**Comment:** Verb - past tense in historical context? "Is" or "was"?

**Disagree:** Should include something here and in evidence outcomes about how this system affected different groups positively and negatively - this seems to push a specific agenda around supporting free trade without acknowledging and examining that not everyone benefited in the same way and some advanced on the back (literally) of others.

**Disagree:** I would take out "in early American History" because that is too limiting. It could also include personal finance today if it is taken out. Certainly the connection is with early American History but it can also be connected with finance today.

**Comment:** I believe "is important" should be "was important" as it refers to past events.

**Evidence Outcome:** Give examples of international and regional differences in resources, productivity, and prices that provide a basis for trade.

**Comment:** I think you want to use the term "costs" instead of "prices." Consult an economics expert for certainty.

**Evidence Outcome:** Describe the factors that lead to a nation having a comparative and absolute advantage in trade.

**Comment:** Suggested minor revision to: "Describe the factors that lead to a nation or region having an absolute or comparative advantage in trade." I think including "region" in the context of American/US history would be helpful to teachers.

**Comment:** Absolute and comparative advantage - this is too high a level of understanding for 8th graders to be part of the GLE. I think it should be removed.

**Evidence Outcome:** Explain effects of domestic policies on international trade.

**Agree:** (no comment)

**Neutral:** Some aspects are hard to understand at this age

**Evidence Outcome:** Explain why nations often restrict trade by using quotas, tariffs, and nontariff barriers.

**Comment:** Perhaps use the word "sometimes" instead of "often"?

**Neutral:** Does not fit into early history much

**Inquiry Questions:**

**Comment:** Add language: How does where and how you purchase products[, where they are produced and where their component materials come from] affect the social, economic, and environmental conditions [in your community, in the United States and in different parts of the world]?

**GLE: 2. Examine the role of earning, borrowing, saving, investing, and taxes within the market economy of early American History (PFL).**

**Disagree:** Where did our credit and debt go? My students loved this unit! It didn't need to be connected to the content- stand alone was fine. There needs to be more staff development now around PFL.

**Disagree:** WOW, no, you have tried to combine too many concepts. PFL is 'now'. American history cannot be combined with today's PFL. It can be compared and contrasted but this is wrong. The rest of this is 'ok' and not changed much but to keep this worded this way will lead to confusion and mis-teaching. Take out 'of early' and 'History'. Examine..... within the market economy of America.(PFL)

**Agree:** Minor editing suggestions: "Examine the role of earning, borrowing, saving, investing, and taxing within the market economies of early American History (PFL)." Rationale: the regions/sections of early America were not well integrated. Investing in Virginia looked a lot different than investing in Massachusetts.

**Disagree:** The only EO that seems to align to this standard is D. Further, D (and this standard in general) feels far more historical than PFL. I don't think the changes to the PFL MS strand work.

**Disagree:** Students in 8th grade should examine the role of earning, borrowing, saving, investing, and taxes, but not necessarily within the market economy of early American History (PFL). PFL instruction in these areas has been a stand alone unit that has had high student engagement in part because it was relevant to their present life. There is a need to learn this information on a personal level. Applying it to early American History muddies the topic in a way that create uncertainty and disinterest in the students. The goal of PFL is to prepare each student to live a financially literate adulthood. This change would hamper this goal.

**Agree:** By placing this within the context of the historical timeframe, this make sense and allows for the standard to be embedded into the curriculum without having to create a stand alone unit.

**Disagree:** Overall the PFL standards seem to be a mess. It took forever for teachers to onboard and start to teach them. Mixing them all up does not make any sense

**Agree:** I appreciate connecting the Economic Standards directly to the focus areas identified in the history standards.

**Evidence Outcome:** Calculate how the value of money has changed over time impacting earning, spending, borrowing, investing, and the costs associated with each.

**Agree:** I'm assuming this is aimed at the phenomenon of inflation. Why not make it explicit?

**Comment:** Add language: Calculate how the value [and importance] of money has changed over time impacting earning, spending, borrowing, investing, and the costs associated with each.

**Evidence Outcome:** Explain the influence of changes in interest rates on borrowing and investing.

**Agree:** (no comment)

**Disagree:** We are not math teachers we do not get trained on the market so this does not belong in social studies especially a class that focuses on early American history when the stock market was not in existence

**Disagree:** Seems like a concept beyond and lost on most 8th graders at this stage in their life - better for high school.

Evidence Outcome: Analyze the changes in the development of human capital over time.

**Comment:** Suggested minor change: "Analyze the changes in the NATURE of human capital over time."

**Comment:** Should add specific examples to be studies like slavery.

Evidence Outcome: Analyze the impact of taxes on the people of the United States over time.

**Agree:** (no comment)

**Agree:** This is a great connection to the real world and to the time frame we focus on in 8th grade

Nature and Skills of Economics:

**Disagree:** We can look at how George Washington and Congress chose to finance the war or not but this will not teach students how to make decisions about their own finances. There is no connection with these standards and the topics being covered.

Inquiry Questions:

**Comment:** Add language: How has the value [and use] of money changed over time, and what is the impact on consumerism? Note: the decline of non-monetary ways of obtaining goods and services such as barter, exchange, etc. is a significant pattern from the pre-industrial to today's technological society.

## Standard: 4. Civics

GLE: 1. Construct an understanding of the progression of the role of citizens in the United States over time by gathering evidence from multiple sources.

**Disagree:** "Construct an argument" would be preferable to "construct an understanding"

**Disagree:** "progression of the role of citizens" - What? Are you trying to say how the meaning of 'citizen' has changed or how citizen involvement has changed? This is not right. What is the 'progression' you are trying to get to? "Construct an understanding" - Does not mean anything? Rerword.

**Disagree:** unclear and vague.

**Agree:** (no comment)

**Disagree:** Not sure why sources needs to be in this particular standard

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** The civic dimension should be referenced to universal human rights values in some fashion. Suggested additional language: "and how civic participation reflects social norms and values and affects policy."

Evidence Outcome: Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.

**Comment:** this seems vague

**Agree:** (no comment)

Evidence Outcome: Analyze the changing definition of citizenship and give examples of the expansion of rights.

**Agree:** (no comment)

**Comment:** Suggest saying "expansion of civil and human rights."

**Agree:** (no comment)

**Comment:** Additional: Analyze the changing definition of citizenship and give examples of the expansion [or contraction] of rights [and changes in understandings about the nature and application of various rights].

**Evidence Outcome:** Describe examples of citizens and groups who have influenced change in United States government and politics.

**Comment:** Suggest ensuring that individuals and groups from diverse backgrounds are covered under this standard, to include women, labor unions, indigenous peoples, people of color, LGBTQ, and persons with disabilities.

**Agree:** (no comment)

**Comment:** Additional language: Describe examples of citizens and groups who have influenced change in United States government and politics [and conflicts between groups and interests that have affected these changes].

**Evidence Outcome:** Evaluate the result of various strategies for political change over time.

**Agree:** (no comment)

**Comment:** Add language: Evaluate the result of various strategies for political change over time [and the effects of participation by various interest groups, organizations and economic interests on political change].

**Evidence Outcome:** Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change.

**Agree:** (no comment)

**Comment:** Suggest including the Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, Geneva Conventions (laws of war) in the list of documents covered under this standard. US role in shaping these international laws could also be covered.

**Agree:** (no comment)

**Disagree:** The Expectation should include the origin and development of ideas that were incorporated into the American system of government. The Founders' reliance on God and biblical principles should especially be covered. The Expectation needs more detail on what should be covered.

**Comment:** [Additional language: Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change. [Explore how these documents have affected the development of ideas of freedom, democracy and human rights throughout the world.]

**Evidence Outcome:** Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Additional language: Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally.[Consider some of the limitations on the effectiveness of these activities.]

**Nature and Skills of Civics:**

**Comment:** Add language: Civic-minded thinkers explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces,[advocates,community volunteers,] petitioners, protesters and office-holders). Add language: Examine the origins, purposes, and impact of constitutions, laws, treaties and international agreements [and their interpretation over time. Consider how changes in the understanding of democracy, equality and human rights have affected and been affected by such documents.]

**Colorado Essential Skills:**

**Disagree:** I don't really see the connection between these skills and the GLE. If I'm struggling with this as a veteran teacher, how are new teachers supposed to make the connection and be able to teach the students this standard?

**Inquiry Questions:**

**Agree:** Specific and clear

**Agree:** (no comment)

**Disagree:** #5. American ideals do not change over time. The values of society may change, but the principles of America's founding remain constant and true.

**Comment:** Add language: What are the duties and responsibilities for citizens? [Consider the responsibilities of citizens beyond obeying laws and voting that help shape the quality of our democracy.] Add language: What are the various roles of government? What are the responsibilities of government to "promote the general welfare"?] Add language: How have various people from different eras in our nation's history promoted change in the face of opposition and what democratic principles were advanced? [What barriers to the advancement of democratic principles still affect our society?] Add language: How have the meanings of American ideals remained the same and changed over time? [What are some of today's unresolved issues about the nature and meaning of American ideals?]

**GLE: 2. The purpose and place of rule of law in a constitutional system.**

**Disagree:** Please include a verb.

**Agree:** Crucial for teaching students to be good citizens who will benefit our society

**Agree:** Appreciate the minimal changes

**Evidence Outcome: Describe and engage in various means of conflict management.**

**Comment:** Consider linking UDHR articles to parallel legal mechanisms to resolve disputes - Article 8 (Right to Remedy by Competent Tribunal) Article 9 (Freedom from Arbitrary Arrest and Exile) Article 10 (Right to Fair Public Hearing) Article 11 (Right to be Considered Innocent until Proven Guilty)

**Evidence Outcome: Explain the role and importance of the Constitution.**

**Comment:** Consider highlighting links between US Constitution and the UDHR which includes rights to: Article 1 Right to Equality Article 2 Freedom from Discrimination Article 3 Right to Life, Liberty, Personal Security Article 4 Freedom from Slavery Article 5 Freedom from Torture and Degrading Treatment Article 6 Right to Recognition as a Person before the Law Article 7 Right to Equality before the Law

**Evidence Outcome: Discuss the tensions between individual rights, state law, and national law.**

**Comment:** Suggest also including international law in this list.

**Comment:** Add language: Discuss the tensions between individual rights, state law, and national law [and conflicts between the rights of different individuals and groups].

**Evidence Outcome: Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.**

**Comment:** Add language: Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, [human rights,] and the common good.

**Inquiry Questions:**

**Disagree:** #5. This could give the impression that individual rights come from government, but the American system recognizes that specific rights are inalienable and come from God. The purpose of government is to protect individual rights.

**Comment:** Add language: What is the "common good?" [What does the Preamble to the Constitution mean by "promote the general welfare"?] Add language: What are examples of successful and unsuccessful conflict resolution in United States history and why? [What are some of the unresolved conflicts affecting the United States today?] Add language: How has the United States balanced individual rights [rights of

groups,] and law? Add language: Which is more effective, the rule of law or the rule of man? Why? [Is the distinction between the two always clear?]

## Social Studies High School

### Standard: 1. History

GLE: 1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.

**Agree:** (no comment)

**Disagree:** Overall, too much emphasis is placed on historical inquiry rather than historical information/facts. You can't conduct effective inquiry without a firm basis in the knowledge of key historical events, movements, and personalities.

**Neutral:** why the addition of textual? Overall the history standards seem better organized

**Disagree:** Revise to say: Among the methods used by students, students will use the historical method to determine how the evidence is gathered, tested, and to see which interpretation of the available facts supports a conclusion. Students will consider using other disciplines to interpret the facts including scaling laws, emergent order, network theory, economic models, and psychology. Thinking in Time: The Uses of History for Decision-Makers by Richard E. Neustadt and Ernest R. May "Professional historians, enjoying the luxury of unhurried reflection, might say that the book's "method" is no more than a systematic and common-sense statement of the obvious-but the authors demonstrate that the "obvious" has too often been ignored, with unfortunate results." <https://www.foreignaffairs.com/reviews/capsule-review/1986-06-01/thinking-time-uses-history-decision-makers>

**(PG Feedback) Agree:**

**Evidence Outcome:** Formulate compelling and supporting questions after evaluating primary sources for point of view and historical context.

**Agree:** (no comment)

**Evidence Outcome:** Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.

**Agree:** (no comment)

**Evidence Outcome:** Gather and analyze historical information from a range of qualitative and quantitative sources, including but not limited to demographic, economic, social, and/or political data.

**Agree:** (no comment)

**Disagree:** In order for students to construct written arguments they really need to be able to differentiate between facts and historical interpretations

**Evidence Outcome:** Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.

**Agree:** (no comment)

**Nature and Skills of History:**

**Agree:** (no comment)

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Colorado Essential Skills:**

**Agree:** (no comment)

## Inquiry Questions:

**Agree:** (no comment)

**Comment:** Add after 3: 3.5 'What if the history of a war was told by civilians and other nonparticipants living in the area where the war took place?'

## GLE: 2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.

**Disagree:** Include a verb.

**Comment:** Overall, the updates here are great.

**Agree:** (no comment)

**Disagree:** What "significant ideas" and topics should students study? These standards are written so generally that specific content to be covered is pretty much absent. The standards lack sufficient guidance for teachers.

**Agree:** In general I like that the evidence outcomes get to more current time periods that are relevant for our students

**Comment:** Suggested textual change: Key concepts of continuity and change, cause and effect, complexity, unity and diversity,' [add 'evolving standards of human rights'] and significant ideas in the United States from Reconstruction to the present.

**(PG Feedback) Disagree:** Would like to know the rationale for eliminating cause and effect.

**(PG Feedback) Comment:** Cause and effect should be added to this statement. It is in the grade level expectations and evidence outcomes but should also be listed here as this is a very important part of learning and understanding history.

**Evidence Outcome:** Analyze continuity and change in eras over the course of United States history.

**Agree:** (no comment)

**Evidence Outcome:** Investigate causes and effects of significant events in United States history. Topics to include but not limited to world and regional conflicts, urbanization and suburbanization, economic cycles, popular and counter cultures.

**Comment:** Please add "human rights" to the list of topics specifically mentioned here as examples. I am basing this request, and my other requests related to including more explicit references to human rights, and international humanitarian law, in the standards, on the official position statement of the National Council for the Social Studies (NCSS) that states that human rights education (HRE) is a necessity for effective social and civic learning (please see [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) ).

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Analyze the complexity of events in United States history. Topics to include but not limited the Civil Rights Movement, immigration and migration, mass media, landmark Supreme Court cases, and the war on terror.

**Comment:** Please add "support for and opposition to national and international human rights norms and legal mechanisms" to the list of topics

**Agree:** (no comment)

**Comment:** reference to the impact of international events at the time of the civil rights movement and war on terror would add significant context and depth to this standard.

**Disagree:** How does this standard promote assessment? What would a good question for assessing this standard look like?

**Evidence Outcome:** Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the ebb and flow of racism and nativism, role of patriotism, expansion of rights, and the role of religion.

**Disagree:** remove "ebb and flow."

**Comment:** Please change "expansion of rights" to "expansion of human rights"

**Agree:** (no comment)

**Comment:** "expansion of rights" could read "expansion of human rights"

**Comment:** Suggested additional language: Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the ebb and flow of racism and nativism, role of patriotism, expansion of [add 'human and civil'] rights, and the role of religion.

**Evidence Outcome:** Investigate the historical development and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Age, the Space Age, the Digital Age.

**Neutral:** (no comment)

**Evidence Outcome:** Evaluate the historical development and impact of political thought, theory and actions. Topics to include but not limited to development of political parties, suffrage, reform, activist groups, and populist movements.

**Agree:** (no comment)

**Comment:** Suggested additional language: Evaluate the historical development and impact of political thought, theory and actions. Topics to include but not limited to development of political parties, suffrage, reform, activist groups, [add: 'universal principles of human rights'] and populist movements.

**Evidence Outcome:** 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.

**Comment:** Please change "civil rights" to "civil and other human rights"

**Comment:** How does this differ from D.?

**Comment:** Consider revising to: Analyze...how "national and international" conflict.... Topics...suffrage, "civil and human rights"

**Comment:** Suggested additional language: 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, [add 'human rights,'] and the role of government.

**Evidence Outcome:** 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.

**Comment:** Please add "humanism" to the list of topics

**Agree:** (no comment)

**Comment:** Suggested additional language: Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, [add: 'rights of individuals and groups,'] isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

**Evidence Outcome:** Describe and analyze the historical development and impact of the arts and literature on the culture of the United States.

**Neutral:** (no comment)

**Nature and Skills of History:**

**Comment:** In item 3, please change "rights" to "human rights"; at the end of item 4, please delete the period and add ", and examine the positive and negative human rights consequences of these events and this spatial diffusion."

**Agree:** (no comment)

**Comment:** consider revising point #3. to read " protecting "human rights"

Disciplinary, Information, and Media Literacy:

**Agree:** (no comment)

Colorado Essential Skills:

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Comment:** add Question 6: 'What if the belief "all men are created equal" had been actualized for all racial, ethnic and gender groups in the original founding documents of the American republic (incl. Articles of Confederation, US Constitution, original Bill of Rights to U.S. Constitution).

**GLE: 3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.**

**Disagree:** Include a verb.

**Comment:** Cause and effect should be added to this statement. It is in the grade level expectations and evidence outcomes but it is a very key part of history and should be in this statement as well.

**Agree:** Again appreciate the specificity and picking up where 7th grade left off

**Comment:** Suggested additional language: 3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity,[add 'rights of individuals and groups'] and significant ideas throughout the world from the Renaissance to the present.

**Evidence Outcome: Evaluate continuity and change over the course of world history. Topics to include social or political movements related to nationality, ethnicity, or gender; revolutions; the World Wars, the Cold War; and independence movements/decolonization.**

**Comment:** Please add "the international human rights movement and its accompanying norms and legal mechanisms" to the list of topics

**Agree:** (no comment)

**Comment:** Use of OR is new this might need some explanation

**Comment:** Suggested additional language: Evaluate continuity and change over the course of world history. Topics to include social or political movements related to nationality, ethnicity, or gender,[add 'human rights, humanitarian standards in armed conflict']; revolutions; the World Wars, the Cold War; [add 'establishment of international organizations to prevent wars and promote human rights'] and independence movements/decolonization.

**Evidence Outcome: Investigate causes and effects of significant events in world history. Topics to include but not limited to the Renaissance, the Protestant Reformation, the Industrial Revolution, the French, Russian, or Chinese Revolutions, the World Wars, or the Arab Spring movement.**

**Disagree:** Use "and" rather than "or" in all instances.

**Agree:** (no comment)

**Comment:** see above

**Comment:** Suggested additional language: Investigate causes and effects of significant events in world history. Topics to include but not limited to the Renaissance, the Protestant Reformation, the Industrial Revolution, the French, Russian, or Chinese Revolutions, the World Wars, [add ' the growth of international standards of human rights and humanitarian conduct in war'] or the Arab Spring movement.

**Evidence Outcome:** Analyze the complexity of events in world history. Topics to include but not limited to religious split such as the Protestant Reformation or the rise of the Shiite/Sunni split in Islam; independence movements in Africa, the Americas, or Asia; and/or globalization and the rise of modern terrorist organizations.

**Disagree:** Use "and" rather than "or."

**Agree:** (no comment)

**Evidence Outcome:** Examine and evaluate issues of unity and diversity in world history. Topics to include but not limited to migration and immigration, nationalist movements, revolutions, colonialism, world conferences/international agreements, and the resulting changes in political geography.

**Comment:** Please add "the international human rights movement and its accompanying norms and legal mechanisms" to the list of topics

**Agree:** (no comment)

**Comment:** Suggested additional language: Examine and evaluate issues of unity and diversity in world history. Topics to include but not limited to migration and immigration, nationalist movements, revolutions, colonialism, world conferences/international agreements, international standards for human rights and humanitarian conduct in armed conflict'] and the resulting changes in political geography.

**Evidence Outcome:** Discuss the historical development and contemporary impact of philosophical movements and major world religions. Topics to include but not limited to the Enlightenment, and the development and expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and Taoism.

**Agree:** I support the decision of adding Sikhism to the number other world religions currently in the curriculum!

**Agree:** (no comment)

**Disagree:** It seems like we are adding a lot to the plate

**Comment:** Suggested additional language: Discuss the historical development and contemporary impact of philosophical movements and major world religions. Topics to include but not limited to the Enlightenment, ['extension of human rights '] and the development and expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and Taoism.

**Evidence Outcome:** Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Age, the Space Age, the Digital Age.

**Agree:** (no comment)

**Disagree:** This seems very similar to the US standard and I am not clear how it would look different

**Evidence Outcome:** Describe and analyze the historical development and impact of the arts and literature on the cultures of the world. Topics to include but not limited to the Renaissance, Modernism, propaganda, and art and literature as resistance.

**Agree:** (no comment)

**Nature and Skills of History:**

**Comment:** In item 3, please change "protecting rights." to "realizing the full spectrum of human rights as set forth in national and international human rights norms, instruments, and legal mechanisms."

**Comment:** consider revising to include "protecting human rights."

**Comment:** Suggested additional language: 3. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and ['identifying and'] protecting [human, civil and community] rights.

## Inquiry Questions:

**Agree:** Thanks for Inquiry Question 5. Suggested Question 6: 'How have standards of humanitarian conduct in armed conflict evolved over time and how are these standards affected by the increase in non-state actors in armed conflict?'

**Standard: 2. Geography**

**GLE: 1. Use geographic tools and resources to analyze Earth's human and physical systems to investigate and address geographic issues.**

**Agree:** (no comment)

**Disagree:** The lack of specific content is quite apparent in these standards. They are written so generally that virtually anything could be included.

**(PG Feedback) Agree:**

**Evidence Outcome:** Analyze variations in spatial patterns of cultural and environmental characteristics at multiple scales while gathering geographic data from a variety of sources to include but not limited to maps, GIS, graphs, charts.

**Agree:** (no comment)

**Evidence Outcome:** Create and interpret maps to display and explain the spatial patterns of cultural and environmental characteristics using geospatial and related technologies.

**Disagree:** Please separate the skills in this EO. Creating a map and interpreting a map are two completely different cognitive processes, and it is nearly impossible to assess the skills together--meaning that, for reliable data, I have to double the number of questions for this one EO. It does not make sense to have the students completing these two skills in one EO.

**Agree:** (no comment)

**Evidence Outcome:** Locate and evaluate relationships between the locations of places and regions and their political, cultural, and economic relationships using maps, satellite images, photographs, and other representations.

**Comment:** This could probably just say "evaluate." In order to evaluate, they would have to first locate.

**Agree:** (no comment)

**Nature and Skills of Geography:**

**Comment:** At end of listed item 4, please delete period and add “, and consider the human rights consequences of this cooperation or competition.” I am basing this request, and my other requests related to including more explicit references to human rights, and international humanitarian law, in the standards, on the official position statement of the National Council for the Social Studies (NCSS) that states that human rights education (HRE) is a necessity for effective social and civic learning (please see [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) ).

**GLE: 2. Geographic variables influence interactions of people, places, and environments.**

**Agree:** (no comment)

**Agree:** Thank you for including language regarding human/environment interactions. These are important concepts for students to explore!

**(PG Feedback) Agree:**

**Evidence Outcome:** Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Analyze interpret and predict the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

**Comment:** Oops! We're missing some commas here. Also, this is a really difficult standard to understand. I had to read it a few times. Could be clarified.

**Agree:** (no comment)

**Evidence Outcome:** Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities. Topics to include but not limited to urban/rural, regional, and transportation patterns.

**Agree:** (no comment)

**Evidence Outcome:** Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.

**Comment:** At end, please delete period and add ", and discuss how these alterations have affected the human rights of those directly impacted by both the prosperity and the environmental dilemmas."

**Agree:** Strongly agree

**Evidence Outcome:** Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use and sustainability.

**Comment:** At end, please delete period and add ", including the human rights implications of each policy and program."

**Agree:** (no comment)

**Neutral:** Policies vary greatly from country to country. The standard needs more specificity on what should be covered. Also, this topic needs to be covered objectively so as to avoid a political agenda.

**Evidence Outcome:** Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

**Comment:** At end, please change language to "human migration and settlement patterns, human rights, resource use, and land uses at local-to-global scales."

**Agree:** strongly agree

**Neutral:** Climate change is a controversial topic that needs to be covered objectively. The causes of climate variability need to be discussed objectively, and different viewpoints on human influences on climate should be included. Again, this standard lacks specific guidelines.

**Comment:** Thank you for including language regarding climate and climate change. Original Language: Define sustainability and explain how an individual's actions may influence sustainability (DOK 1-2) The original language has a greater connection to the Colorado Essential skills and students civic participation. I suggested strengthening the revised statement with reference to individual action.

**Nature and Skills of Geography:**

**Comment:** At end of listed item 2, please delete period and add ", including the positive and negative human rights consequences of human modifications to the environment."

**Agree:** (no comment)

**Colorado Essential Skills:**

**Agree:** (no comment)

**Inquiry Questions:**

**Agree:** (no comment)

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

**Disagree:** Include a verb.

**Comment:** (no comment)

**Agree:** (no comment)

**Agree:** Thank you for including language regarding human/environment interactions. These are important concepts for students to explore! This statement may need to be reworded to be a complete statement.

**(PG Feedback) Agree:**

**Evidence Outcome:** Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.

**Comment:** At end, please delete period and add “, and discuss the positive and negative human rights consequences of conflict, competition, or cooperation.”

**Agree:** (no comment)

**Evidence Outcome:** Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources.

**Comment:** At end, please delete period and add “, and discuss the positive and negative human rights consequences of this interdependence.”

**Agree:** (no comment)

**Evidence Outcome:** Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.

**Comment:** At end, please delete period and add “, and discuss national and international human rights norms and legal mechanisms that have developed in response to these tensions.”

**Agree:** (no comment)

**Evidence Outcome:** Analyze how cooperation and conflict influence the division and control of Earth. Topics to include but not limited to international agreements, political patterns, and national boundaries.

**Comment:** Please change language of second sentence to “international agreements, national and international human rights norms and legal mechanisms, political patterns, and national boundaries.”

**Agree:** (no comment)

**Evidence Outcome:** Make predictions and draw conclusions about the global impact of cultural diffusion. Topics to include but not limited to language, religion, and ethnicity.

**Comment:** Please change language of second sentence to “language, human rights, religion, and ethnicity.”

**Agree:** (no comment)

**Neutral:** This brings up the question of assimilation into a new culture versus keeping one's culture following migration. This is an important aspect that should be specifically mentioned and covered objectively.

**Nature and Skills of Geography:**

**Comment:** At end of listed item 4, please delete period and add “, and understand the positive and negative human rights consequences of each effect.”

**Agree:** (no comment)

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Colorado Essential Skills:**

**Agree:** (no comment)

**Inquiry Questions:**

**Comment:** At end of listed item 1, please delete question mark and add “, and what national and international human rights norms and legal mechanisms are relevant to the issues raised by increasing globalization?”; at end of listed item 2, please delete question mark and add “, and what are the positive and negative human rights consequences or cooperation or conflict?”

**Agree:** (no comment)

### Standard: 3. Economics

GLE: 1. Productive resources--natural, human, capital--are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.

**Disagree:** Include a verb.

**Agree:** (no comment)

**Agree:** Excellent.

**Agree:** (no comment)

**Disagree:** This Expectation overemphasizes inquiry and is deficient in content (factual knowledge). Students need to know basic economic principles before they can engage in market analysis. Also, "scarcity" is a relative term. For example, if unemployment is high, then human resources are not scarce. Some natural resources are not scarce at all (e.g., sunlight, water, air).

**Agree:** (no comment)

**(PG Feedback) Agree:** Excellent.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** After 'public policy' add 'and ethical understandings.'

**Evidence Outcome:** Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).

**Agree:** (no comment)

**Disagree:** Revise the standard to explain that the current methods of economics don't work. We replaced Ptolemy with Tycho Brae, Copernicus, Galeilo, and Newton in astronomy and physics. A similar revolution is at hand in economics. The student should seek to define the structures of the economy under investigation and define the flows of funds between firms and within components of firms. Then the student needs to devise an agent based model to see what will emerge. The End of Theory: Financial Crises, the Failure of Economics, and the Sweep of Human Interactions by Richard Bookstaber Princeton University Press, Pub. 2017 Bookstaber, The End Of Theory "As we embrace complexity we come to the end of theory." So writes Richard Bookstaber, author of A Demon of Our Own Design, in his new book, subtitled Financial Crises, the Failure of Economics, and the Sweep of Human Interaction (Princeton University Press, 2017). Although he casts his analysis in the context of financial crises, it works perfectly well as an account of financial markets behaving "normally." Four phenomena are endemic to financial crises, Bookstaber believes: emergence, non-ergodicity, radical uncertainty, and computational irreducibility. Emergence occurs "when systemwide dynamics arise unexpectedly out of the activities of individuals in a way that is not simply an aggregation of that behavior." Non-ergodicity is a feature of financial markets throughout. That is, markets vary over time; they do not follow the same probabilities today as they did in the past and will in the future. Uncertainty is radical when it cannot be expressed or anticipated, when we're dealing with unknown unknowns. Finally, our economic behavior is so complex, our interactions so profound that "there is no mathematical shortcut for determining how they will evolve." <https://seekingalpha.com/article/4068311-bookstaber-end-theory>

**Agree:** (no comment)

**Comment:** Suggested additional language: Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost) [add 'for individuals, groups and the physical world.]

**Evidence Outcome:** Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Suggested additional language: Analyze how positive and negative incentives [add 'and ethical understandings'] influence the choices made by individuals, households, businesses, government and non-profits.

**Evidence Outcome:** Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.

**Agree:** (no comment)

**Disagree:** Change to The student will learn that different models exist which show that people with incomplete information under conditions of uncertainty may use heuristics to decision or may act in a panic. This is a critique of the model proposed by the committee. The End of Theory: Financial Crises, the Failure of Economics, and the Sweep of Human Interactions by Richard Bookstaber Princeton University Press, Pub. 2017 Marginal thinking is useless in a financial crisis and micro-economic theory is useless. As Richard Bookstaber explains on page 24, "Strange things happen in a crisis. Economics 101 tells you that when prices drop, more buyers will reveal themselves. What it doesn't tell you is that in a crisis, as prices drop, you have more sellers. Not that everybody wants to sell; some are forced to. Others who would buy at the bargain price bide their time, staying on the sidelines. Finance 101 tells you that you reduce risk by diversifying and hedging. But in crises the markets, usually rich and varied, governed by many factors, fuse, plas-malike, into a white-hot ball of risk. Whatever is risky and illiquid drops, whatever is low-risk and liquid stays put. Hedges break apart. If you hedge risky or illiquid positions with a lower-risk and liquid one (which is what you do), the two sides of the hedge move in the opposite directions, and the hedge becomes a boomerang." Page 102 "Following the 2008 crisis, Robert Solow, Nobel laureate and dean of economic growth theory testified before the House Committee on Science and Technology. He critiqued the core model applied for macroeconomic analysis by central banks throughout the world, the dynamic stochastic general equilibrium (DSGE) model. In his prepared testimony, titled "Building a Science of Economics for the Real World," he said that these models take it for granted that the whole economy can be thought about as if it were a single, consistent person or dynasty carrying out a rationally designed long-term plan, occasionally disturbed by unexpected shocks but adapting to them in a rational, consistent way. The DSGE school operates within a simplified economy "with exactly one single combined worker, owner, consumer, everything else who plans ahead carefully, [and] lives forever," where the economy acts as if" it were like a person, trying consciously and rationally to the best it can on the behalf of the representative agent." Reflecting on this, he concludes that a "thoughtful person faced with [the thought] that economic policy [was] based on that kind of idea might reasonably wonder what planet he or she is on?"

**Agree:** (no comment)

**Comment:** After c, add an additional evidence outcome: d. Explore the ethical dimensions of economic choices.

**Nature and Skills of Economics:**

**Agree:** (no comment)

**Agree:** Excellent.

**Agree:** (no comment)

**Comment:** 4. Suggested additional language: Applying the economic way of thinking we assume that people make particular choices because they are responding to the underlying incentives [add 'and economic values'].

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Comment:** Suggested additional language: 4 Create, interpret, analyze and detect bias [add 'and unacknowledged value choices'] in maps, graphs, charts, diagram.

**Colorado Essential Skills:**

**Agree:** Typo in #3.

**Agree:** (no comment)

Inquiry Questions:

**Agree:** (no comment)

**Agree:** Excellent.

**Agree:** (no comment)

**Comment:** Add an additional inquiry question: 5. How may the ethical dimensions of economic choices be incorporated into the analysis of individual, group, societal and corporate economic behavior?

**GLE: 2. Economic systems, market structures, competition, and government policies affect market outcomes.**

**Disagree:** Include a verb.

**Agree:** (no comment)

**Agree:** Excellent. I agree strongly with all the included sub-points.

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Suggested additional language: 2. Economic systems, market structures, competition, [add 'ethical values'] and government policies affect market outcomes.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** See introductory comment: after "public policy" add the phrase: "and ethical understandings."

**Evidence Outcome:** Compare and contrast economic systems in terms of their ability to achieve economic goals. Topics to include but not limited to command, socialism, communism, and market capitalism.

**Agree:** (no comment)

**Disagree:** No judgment is made as to which economic system is the best for society. The Expectation should be aimed at emphasizing the advantages of a market-driven (capitalist) system. The shortfalls of "command" systems should be covered.

**Comment:** Suggested additional language: a. Compare and contrast economic systems in terms of their ability to achieve economic goals. Topics to include but not limited to command, socialism, communism, market capitalism, [add: "corporate capitalism and emerging cooperative economic structures."]

**Evidence Outcome:** Use supply and demand analysis to explain how competitive markets efficiently allocate scarce resources.

**Agree:** (no comment)

**Disagree:** Use graph theory and game theory to show how networks of trade relations develop and how various countries operate from positions of strength in international trade. Networks, Crowds, and Markets: Reasoning About a Highly Connected World By David Easley and Jon Kleinberg Page 28, "Once we have developed graph theory and game theory, we can combine them to produce richer models of behavior in networks. One natural setting for this exploration is in models of trade and other forms of economic activity. Figure 1.8 shows another example: a network representation of international trade among twenty-eight countries [262], in which the size of each country depicts its total amount of trade, and the thickness of each link connecting two countries indicates the amount of trade between them. ... One can look for countries that occupy powerful positions and derive economic benefits from these positions."

<http://www.cs.cornell.edu/home/kleinber/networks-book/>

Evidence Outcome: Scrutinize what happens in markets when governments impose price controls (price ceiling and price floors).

**Agree:** (no comment)

**Disagree:** It should be emphasized that price controls are generally not productive because they interfere with normal market forces. Prices should reflect supply and demand, not some arbitrary government policy.

**Comment:** Add a section: after c.c.i Scrutinize what happens in markets when the buying power of income-earning consumers increases at a slower rate than the increase in cost of consumer goods.

Evidence Outcome: Compare and contrast the market outcomes created by various market structures that are not purely competitive - monopolistic competition, oligopoly, and monopoly.

**Agree:** (no comment)

Evidence Outcome: Explore the role of government in addressing market failures. May include but not limited to monopoly power/antitrust legislation, public goods, negative/positive externalities, the environment, property rights, regulation, income distribution

**Agree:** (no comment)

**Disagree:** The overall message should be that government intervention should be kept to a minimum. Markets work best when they are truly free and not subject to burdensome government regulations.

**Comment:** e. Suggested additional language: Explore the role of government in addressing market failures. May include but not limited to monopoly power/antitrust legislation, public goods [add 'and services'], negative/positive externalities, the environment, property rights,[add 'economic rights,'] regulation, income distribution

Evidence Outcome: Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, proportional, and marginal versus average tax rates.

**Agree:** (no comment)

**Disagree:** The student will determine who pays what proportion of the taxes under various systems of taxation. The student will determine whether the incidence of taxes and the incentives in the various tax systems provide perverse incentives for illegal or dysfunctional behavior? The student will determine whether it is fair for persons paying no federal income tax to still demand federal services of the various federal agencies including the FBI, Health and Human Services, Small Business Administration, EPA, etc? Top 20% of Earners Pay 84% of Income Tax: And the bottom 20%? They get paid by Uncle Sam. We compare tax burdens as Tax Day approaches. By Laura Saunders April 10, 2015 9:59 a.m. ET <https://www.wsj.com/articles/top-20-of-earners-pay-84-of-income-tax-1428674384> OMB: Top 20% pay 95% of taxes, middle class 'single digits' by Paul Bedard | Oct 27, 2017, 7:35 AM <http://www.washingtonexaminer.com/omb-top-20-pay-95-of-taxes-middle-class-single-digits/article/2638746> "Tax Refunds To Illegals Under Obama Immigration Action Would Be Stopped By Bill" Robert W. Wood , Contributor Opinions expressed by Forbes Contributors are their own. Whatever one thinks of the President Obama's aggressive executive action on immigration—which is still being litigated in the courts—tax refunds for the affected illegal immigrants has itself become controversial. The IRS says that illegals can file and claim refunds for the last three years under the Earned Income Tax Credit. That is the same refundable tax credit that is responsible for billions in fraudulent refunds. IRS Commissioner Koskinen confirmed this, explaining the seemingly bizarre result to Sen. Charles Grassley (R-Iowa). What if you never reported any income or never filed a return? Under President Obama's executive action, an illegal immigrant can: (1) get a Social Security number; (2) claim the Earned Income Tax Credit for the three open tax years; and (3) IRS sends three years of tax refunds. No matter that you never paid taxes, never filed a return, worked off the books, etc. <https://www.forbes.com/sites/robertwood/2015/03/09/tax-refunds-to-illegals-under-obama-immigration-action-would-be-stopped-by-bill/#54329ecd618c>

Nature and Skills of Economics:

**Agree:** (no comment)

**Comment:** Suggested additional language: 1. Economic thinkers compare economic systems by analyzing how each addresses the broad economic goals [add 'and values'] of the society. Suggested additional section after 4. Economists analyze the impact that imperfectly-competitive markets have on consumers. '4.1 Economists analyze the impact that forces that negatively affect wages and employment have on consumers and on markets.'

#### Inquiry Questions:

**Comment:** Inquiry question #2 - perhaps change "roles" to "functions."

**Comment:** Add a question after 3: '3.1 What subsistence requirements are included within the fundamental economic rights necessary for individuals to participate in a society?' Add question after 4: '4.1. How does access to adequately compensated paid employment affect the choices consumers have in an economy?' Add question after 5: '5.1 What are some of the additional taxation systems which might be employed to maintain a strong economy in a democratic society?'

### GLE: 3. The business cycle affects the macroeconomy and government policies are created to stabilize the economy.

**Disagree:** Include a verb.

**Agree:** This is a nice, overarching description of macroeconomics.

**Agree:** Perhaps change "are" to "can be." (I'd love to think that politicians always get it right, but they often follow their own agendas....)

**Agree:** (no comment)

**Comment:** Suggested additional language: 3.The business cycle affects the macroeconomy and government policies are created to stabilize the economy [add; and "promote the general welfare throughout the business cycle"].

**(PG Feedback) Agree:**

**Evidence Outcome:** Describe how Gross Domestic Product (GDP) provides a measure of the aggregate output of the economy.

**Agree:** (no comment)

**Evidence Outcome:** Explain how inflation and unemployment vary with the business cycle.

**Agree:** (no comment)

**Evidence Outcome:** Describe how fiscal policy (tax and government spending, which is controlled by Congress and President) is used to stabilize the economy.

**Agree:** (no comment)

**Disagree:** Government policies may either stabilize or destabilize the economy. In particular, high taxes and budget deficits are huge negative factors. The Expectation needs to balance the coverage of positive and negative government effects.

**Evidence Outcome:** Describe how monetary policy is used by the Federal Reserve to stabilize the economy.

**Agree:** (no comment)

**Evidence Outcome:** Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).

**Agree:** (no comment)

**Comment:** Suggested additional language: Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work)[ add 'and employment rate'].

#### Nature and Skills of Economics:

**Agree:** (no comment)

**Disagree:** The student will learn that the standard macroeconomic model has numerous deficiencies in describing and predicting GDP and how the economy operates. It was useless in predicting the 2008 financial crash and useless in identifying cascading failures in markets which lead to reduced GDP. The student will consider interactions among various types of firms in the financial markets to understand how they affect economic activities at a GDP level. The End of Theory: Financial Crises, the Failure of Economics, and the Sweep of Human Interactions by Richard Bookstaber Princeton University Press, Pub. 2017 Page 102 Following the 2008 crisis, Robert Solow, Nobel laureate and dean of economic growth theory testified before the House Committee on Science and Technology. He critiqued the core model applied for macroeconomic analysis by central banks throughout the world, the dynamic stochastic general equilibrium (DSGE) model. In his prepared testimony, titled "Building a Science of Economics for the Real World," he said that these models take it for granted that the whole economy can be thought about as if it were a single, consistent person or dynasty carrying out a rationally designed long-term plan, occasionally disturbed by unexpected shocks but adapting to them in a rational, consistent way. The DSGE school operates within a simplified economy "with exactly one single combined worker, owner, consumer, everything else who plans ahead carefully, [and] lives forever," where the economy acts as if "it were like a person, trying consciously and rationally to the best it can on the behalf of the representative agent." Reflecting on this, he concludes that a "thoughtful person faced with [the thought] that economic policy [was] based on that kind of idea might reasonably wonder what planet he or she is on?" The Multilayer Structure of the Financial System [https://www.jbs.cam.ac.uk/fileadmin/user\\_upload/research/centres/risk/downloads/160913\\_slides\\_kennett.pdf](https://www.jbs.cam.ac.uk/fileadmin/user_upload/research/centres/risk/downloads/160913_slides_kennett.pdf) Looking Deeper, Seeing More: A Multilayer Map of the Financial System [https://www.financialresearch.gov/briefs/files/OFRbr\\_2016-06\\_Multilayer-Map.pdf](https://www.financialresearch.gov/briefs/files/OFRbr_2016-06_Multilayer-Map.pdf)

**Comment:** 5. Suggested additional language: Economic thinkers study the relationship between fiscal and monetary policies and the impact on the economy [add: and on economic participation by different sectors of the society"] .

#### Inquiry Questions:

**Comment:** Suggest an additional question: 5. How important is growth or stability in adequately compensated employment to the overall productivity and economic well being of a society.

#### GLE: 4. Globalization and international trade affect the allocation of goods, services, and resources.

**Disagree:** Include a verb.

**Comment:** I'm glad that international trade has its own GLE and isn't forced into either the micro (GLE 2) or macro (GLE 3) realm. It's conceptually easier to teach this way.

**Agree:** Excellent. I strongly agree with each sub-point.

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Analyze the role of comparative advantage in international trade of goods and services.

**Agree:** This is a crucial concept in economic understanding.

**Evidence Outcome:** Describe worldwide import/export patterns.

**Agree:** This EO should give a valuable real world context to international trade and blend in nicely with other social studies areas (geography, civics, even history).

**Evidence Outcome:** Recognize how exchange rates affect economic activity.

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Explain how trade policies (free trade, tariffs, quotas, subsidies, etc.) affect international trade.

**Agree:** This EO invites an exploration of contemporary, real world trade issues.

**Comment:** d. Suggested additional language: Explain how trade policies (free trade, tariffs, quotas, subsidies, etc.) affect international trade [add: 'and national economies'].

**Evidence Outcome:** Explore the effects of current globalization trends and policies. Topics to include but not limited to economic growth, labor markets, the rights of citizens, and the environment in different nations

**Comment:** Please change “the rights of citizens” to “national and international human rights norms and legal mechanisms as they relate to the rights of citizens in both developed and developing nations”; I am basing this request, and my other requests related to including more explicit references to human rights, and international humanitarian law, in the standards, on the official position statement of the National Council for the Social Studies (NCSS) that states that human rights education (HRE) is a necessity for effective social and civic learning (please see [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) ).

**Agree:** This EO suggests a cost/benefit analysis of globalization. That's just how we should model for students an economic way of thinking.

**Agree:** (no comment)

**Comment:** Suggested additional language: Explore the effects of current globalization trends and policies. Topics to include but not limited to economic growth, labor markets, [add: 'implications for human rights,] the rights of citizens, and the environment in different nations

**Nature and Skills of Economics:**

**Comment:** In listed item 5, please change “individuals in a society” to “individuals in both developed and developing nations.”

**Agree:** (no comment)

**Comment:** 5. Suggested additional language: Use an economic way of thinking individuals to study factors that lead to increased economic interdependence, increased productivity, and improved standard of living for individuals in a society [add: 'and across societies].

**Inquiry Questions:**

**Agree:** (no comment)

**Comment:** 3. Suggested additional language: What are some costs and benefits of globalization and international trade [for nations, corporations, individual businesses and individual wage earners and consumers]?

**GLE: 5. Determine factors that impact an individual’s earning capability (PFL).**

**Agree:** (no comment)

**Agree:** All good so far. Add a bullet point for understanding credit cards and loans. Students should understand the difference between debit and credit cards, and understand the monthly requirements, like minimum payments and the effect of higher interest rates.

**Evidence Outcome:** Predict the potential impact of education and skill development choices on future earning capability and financial well-being.

**Agree:** (no comment)

**Evidence Outcome:** Analyze the impact of economic conditions and cost of living factors on income and purchasing power.

**Agree:** (no comment)

**Evidence Outcome:** Calculate a sustainable household income based on financial obligations for different lifestyle scenarios.

**Agree:** (no comment)

**Evidence Outcome:** Analyze the monetary and non-monetary value of employee benefits in addition to pay.

**Agree:** (no comment)

**Comment:** Suggest additional section after d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. 'd.1 Analyze the monetary and non-monetary value of societally-shared benefits in addition to employee benefits and pay, including but not limited to social security, disability benefits, support for health care, unemployment compensation, programs for infants and children, etc.'

**Evidence Outcome:** Describe factors that impact take-home pay and personal income tax liability.

**Agree:** (no comment)

**Evidence Outcome:** Develop income earning potential with intentional choices.

**Comment:** After this item f, please add an item g, "Analyze the economic and personal costs and benefits that may result when a consumer attempts to bring about social change by making buying choices that are consistent with his or her religious, ethical, and/or moral value systems (for example, purchasing only fair-trade-certified foods or refusing to purchase apparel made in countries that condone slave-like or sweatshop working conditions)."

**Agree:** (no comment)

**Nature and Skills of Economics:**

**Comment:** Please add an item 6, "Empowered consumers understand the economic and personal costs and benefits that may result when they attempt to bring about social change by making buying choices that are consistent with their religious, ethical, and/or moral value systems (for example, purchasing only fair-trade-certified foods or refusing to purchase apparel made in countries that condone slave-like or sweatshop working conditions)."

**Comment:** 1. Suggest additional language: Financially capable individuals consider the value of professional development, income earning potential, value of workplace benefits, [add 'societally mediated benefits (such as social security, medicare, etc.)'] and labor market trends as part of a lifetime comprehensive financial plan.

**Inquiry Questions:**

**Comment:** Suggested additional language to Inquiry Question 5 How much money is enough for financial security? How much money is enough for retirement? [add: 'How do societal choices about shared social benefits such as social security, medicare, programs for infants and children, etc. affect the amount of money the individual requires to be secure?']

**GLE: 6. Establish personal investment objectives (PFL).**

**Agree:** (no comment)

**Neutral:** It is unclear whether the goal is to learn about investments or to actually develop an investment strategy. At the high school level, very few students have the resources to make significant investments. Thus the goal should be to gain knowledge about future investment strategies.

**Evidence Outcome:** Select financial investments that align with financial goals and risk tolerance at different life stages.

**Comment:** At end, please delete period and add ", and that align with one's religious, ethical, and/or moral values."

**Agree:** Well-written EO

**Evidence Outcome:** Apply diversification, automation, and monitoring into a long-range comprehensive financial plan.

**Agree:** (no comment)

**Neutral:** At this level the Expectation should be to gain knowledge about long-range financial planning. High school students do not need to actually put together a long-range plan.

**Evidence Outcome:** Determine how financial investments impact income tax obligations.

**Agree:** (no comment)

**Evidence Outcome:** Create models to illustrate how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information.

**Agree:** (no comment)

**Evidence Outcome:** Explain the role of government related to investing regulation, consumer protection, and monetary policy and fiscal policy.

**Agree:** (no comment)

**Nature and Skills of Economics:**

**Comment:** At end of listed item 3, please delete period and add “, in a manner that is consistent with their religious, ethical, and/or moral values.”

**Inquiry Questions:**

**Comment:** At end of listed item 4, please delete question mark and add “, and religious, ethical, and/or moral values?”

**GLE: 7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).**

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Agree:**

**Evidence Outcome:** Analyze how inflation and cost of living impact consumer purchasing and saving power.

**Agree:** (no comment)

**Evidence Outcome:** Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs.

**Comment:** At end, please delete period and add “, as well as the economic, social, and ethical implications of patronizing each type of lending institution (corporate banks, community development/socially responsible banks, locally owned banks, credit unions, payday lenders, etc).”

**Agree:** (no comment)

**Disagree:** The Expectation should cover saving as well as borrowing. The goal should be to compare the options before making a choice between saving and borrowing.

**Evidence Outcome:** Analyze consumer and financial information for relevance, credibility, and accuracy.

**Agree:** (no comment)

**Evidence Outcome:** Investigate consumer rights, responsibilities, and protections when entering into contracts and engaging in commerce.

**Agree:** (no comment)

**Neutral:** This seems incredibly broad.

**Evidence Outcome:** Explain how an individual’s credit history can affect borrowing power.

**Agree:** (no comment)

**Evidence Outcome:** Design a spending plan (aka budget) that covers financial obligations and integrates saving for future goals.

**Agree:** (no comment)

**Nature and Skills of Economics:**

**Comment:** At end of listed item 3, please delete period and add “, and understand the economic, social, and ethical implications of patronizing each type of lending institution (corporate banks, community development/socially responsible banks, locally owned banks, credit unions, payday lenders, etc).”

**GLE: 8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).**

**Comment:** If I had to cut back anywhere with the personal finance expectations for high school, it would be with insurance and risk.

**Disagree:** I'd argue that high school students don't need to understand so much about insurance. In a busy school year, carving out so much time for insurance isn't worth the benefit. Kids will be required by law and lenders to have car insurance and homeowner's insurance if they purchase a car or home, so they'll be forced to learn a bit about it as adults. Students would be better served at the high-school age to learn more about credit cards, loans, budgeting, taxes, etc., and time spent on insurance will take away from time on these more critical topics.

**Neutral:** The basic thrust of this Expectation is insurance. While insurance is important, there are other key factors in risk management, such as living on a budget, avoiding excessive debt, and saving/investing for the future. These should be covered under this Expectation.

**Evidence Outcome:** Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.

**Agree:** (no comment)

**Evidence Outcome:** Explain the purpose of insurance and how insurance works.

**Agree:** (no comment)

**Evidence Outcome:** Classify insurance according to types of risk coverage and funding models.

**Agree:** (no comment)

**Disagree:** I'm not sure that this depth of discussion regarding insurance is relevant to a high school PFL. It seems that the content is covered in a. and b. previously listed.

**Evidence Outcome:** Analyze the cost of insurance as a method to offset the financial risk of a situation.

**Agree:** (no comment)

**Evidence Outcome:** Draw conclusions about the societal impact of underinsured or uninsured consumers.

**Comment:** At end, please delete period and add “, while understanding the market factors and personal economic factors that may impact whether an individual is able to purchase adequate types and amounts of insurance.”

**Agree:** (no comment)

**Comment:** Suggested additional section after section e. Draw conclusions about the societal impact of underinsured or uninsured consumers. 'e.1 Analyze the societal and individual impacts of expansion and contraction of societal benefit programs, including but not limited to social security, medicare, disability protection, programs for infants and children, supported health care, etc.'

**Evidence Outcome:** Outline steps to monitor and safeguard personal financial data and resolve identity theft or fraud issues.

**Agree:** (no comment)

**Agree:** Very relevant!

**Evidence Outcome:** Explain the role of government related to insurance regulation, fraud protection, and disaster response.

**Agree:** (no comment)

**Inquiry Questions:**

**Comment:** Suggest an additional question after 3: '3.i How will your insurance needs be affected by changes in such socially mediated programs as social security, medicare, social security disability, supported health care, etc.'

## Standard: 4. Civics

**GLE: 1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.**

**Agree:** (no comment)

**Disagree:** I think that the importance of critiquing sources of information, including media, social media, party platforms, etc. should be much more explicit in the the standards. It is an important idea in 21st century with the rise of fake news and ideological drive media sources.

**Disagree:** Examination and critiquing the role and influence of media should be prioritized. As the nation becomes more polarized, this is essential.

**Agree:** (no comment)

**Neutral:** This topic could easily lead to political advocacy for certain positions on issues. When dealing with specific topics, care should be taken to objectively cover multiple points of view. This goal should be stated in the Expectation.

**Agree:** (no comment)

**Comment:** Suggested additional language: 1. Research and formulate positions on local, state, and national issues or policies to participate [add: 'individually and in collaboration with others'] in a civil society.

**Disagree:** Original Language: Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies The original statement was much stronger and allows students to engage and participate. It draws greater connection to Colorado's essential skills. Colorado students need opportunities to practice and develop civic participation skills beyond building understanding of them.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:** A comprehensive test is needed for graduates to show that they can contribute successfully in our election process.

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** Suggested additional language at end of sentence: 'and how civic participation reflects social norms and values and affects policy.'

**Evidence Outcome:** Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.

**Agree:** Much friendlier language.

**Comment:** a. Suggest additional language: Engage in civil discourse, including discussing current issues, advocating for [add: 'human rights,'] individual or group rights, civic duty, and civic participation.

**Disagree:** Original Language: 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. The original statement was much stronger and

allows students to engage and participate. It draws greater connection to Colorado's essential skills. Colorado students need opportunities to practice and develop civic participation skills beyond building understanding of them.

**Evidence Outcome:** Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.

**Agree:** (no comment)

**Evidence Outcome:** Explain the roles and influence of individuals, groups, and the press as checks on governmental practices.

**Agree:** (no comment)

**Comment:** Suggest additional language: Explain the roles and influence of individuals, groups, [add: 'civil society organizations'] and the press as checks on governmental practices [add: 'and to influence government policy'].

**Evidence Outcome:** Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government.

**Agree:** (no comment)

**Comment:** Suggest additional language: Identify which level of government is appropriate for various policies and demonstrate an ability [add: individually and through groups and civic organizations'] to appropriately engage with that level of government.

**Nature and Skills of Civics:**

**Comment:** In first sentence of listed item 3, please add "and/or the world at large" after "and/or nation"

**Disagree:** My only concern is the use of "ethical manner". I think this needs to be defined as what is seen as ethical in various communities can vary and is changing in our society.

**Comment:** Suggest an additional section 5 Add 'Responsible community members can work effectively individually, in groups and through participation in political groups and civil society organizations to influence public policy and the actions of governments.'

**Disciplinary, Information, and Media Literacy:**

**Comment:** In listed item 2, please change "a local or national issue" to "a local, national, or international issue"

**Agree:** (no comment)

**Comment:** 2. Suggested additional language: Participation in a local or national issue involves research, planning, and implementing appropriate and ethical civic engagement [add: 'individually and in collaboration with others'].

**Colorado Essential Skills:**

**Disagree:** 1. Effective participation in civic life is very subjective. I can see this being very diverse across the State. I recommend taking the word effectively out. 3. Wording is a little confusing. I recommend changing the phrase "many context" to "various contexts", and add the word "to" after access.

**Inquiry Questions:**

**Comment:** Please add question 6: "Why should US citizens care about, and participate in, issues related to governments other than our own?"

**Agree:** (no comment)

**Comment:** 2. Suggest an additional section after 2. How do citizens act as a "check" on government? '2.i How do citizens, acting individually and through civic organizations and groups act to influence the actions of governments.' 3. Suggest additional language in Question 3: What strategies can citizens use most effectively to influence public policy, [add; including, but not limited to individual action, participation in the political process directly, participation in civil society organizations, use of of social media, etc.]? 5. Suggest

additional language in question 5: Why should you participate in government? What kinds of participation do you think would be most effective in affecting policy on the issues you care about the most?

## GLE: 2. Purposes, roles and limitations of the structures and functions of government.

**Disagree:** I've never liked the way this GLE is worded. The way it is worded, it is not measurable. Since the other two GLE's for this subject begin with action words, this one should as well. "Evaluate the purposes and limitations of the foundations, structures, and functions of government."

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**Evidence Outcome:** Describe the origins, foundations, purposes, and limitations of government and include the contribution of key philosophers and documents.

**Agree:** (no comment)

**Neutral:** It should be explicitly stated that this Expectation refers to representative forms of government (democracy, republic). The emphasis should be on the importance of Judeo-Christian principles in the founding of American government.

**Evidence Outcome:** Identify the structure, function, and roles of members of government and their relationship to democratic values.

**Agree:** (no comment)

**Neutral:** It should be stated that this Expectation refers to a democratic or republican form of government.

**Evidence Outcome:** 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.

**Agree:** (no comment)

**Disagree:** "Competition" among values suggests that values are relative, which is not true. There are absolute values (given by God as recognized in the Declaration), and these should be the principles taught to students. Such values endure; they are not altered by the whims of society and the courts.

**Comment:** c. Suggested additional language: 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,[add: 'competing claims of human rights'] and rights and responsibilities.

**Evidence Outcome:** Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the Declaration of Independence, the United States Constitution, and the Bill of Rights.

**Agree:** (no comment)

**Neutral:** Emphasis should be placed on the "inalienable rights" conferred on citizens by God (as stated in the Declaration). God-given rights and principles are constant; they do not "evolve" with time. The Expectation seems to stress change in the interpretation of the Declaration and Constitution, while it should express the constancy of America's fundamental principles.

**Comment:** d. Add additional section after d. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the Declaration of Independence, the United States Constitution, and the Bill of Rights. d.1 Analyze the impact of our founding documents such as the Declaration of Independence and the Bill of Rights on international documents such as the Universal Declaration of Human Rights.

**Evidence Outcome:** Evaluate the effectiveness of the justice system in protecting life, liberty, and property.

**Comment:** At end, please delete period and add “for all persons in the United States.”

**Agree:** (no comment)

**Comment:** e. Suggested additional language: Evaluate the effectiveness of the justice system in protecting life, liberty, and property [add: and in 'promoting the general welfare.']

**Evidence Outcome:** Analyze how current global issues impact American foreign policy.

**Agree:** (no comment)

**Comment:** consider revising to say: Analyse how current global issues, human rights, and humanitarian law, impact American foreign policy.

**Comment:** f. Suggested additional language: Analyze how current global issues impact American foreign[add: and domestic] policy.

**Evidence Outcome:** Compare and contrast how other systems of government function. Topics to include but not limited to authoritarian regimes and parliamentary systems.

**Comment:** After this item g, please add an item h: “Compare and contrast US human rights norms and legal mechanisms with international human rights norms and legal mechanisms, as well as with international humanitarian law norms and legal mechanisms.” I am basing this request, and my other requests related to including more explicit references to human rights, and international humanitarian law, in the standards, on the official position statement of the National Council for the Social Studies (NCSS) that states that human rights education (HRE) is a necessity for effective social and civic learning (please see [https://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](https://www.socialstudies.org/positions/human_rights_education_2014) ).

**Agree:** (no comment)

**Nature and Skills of Civics:**

**Comment:** At end of listed item 4, please delete period and add “, as well as the limits to which government institutions, acting alone, can address all social and political problems.”

**Agree:** (no comment)

**Comment:** Suggest a new section after 4: 4.i Responsible community members respect the dignity and essential humanity of all persons, regardless of their origins, beliefs, statuses or other characteristics and recognize that respect for human rights protects everyone.

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Colorado Essential Skills:**

**Disagree:** 3. Wording is a little confusing. I recommend changing the phrase "many context" to "various contexts", and add the word "to" after access. 4. What is "best analysis"? This needs to be defined for uniformity.

**Inquiry Questions:**

**Agree:** (no comment)

**Comment:** consider revising point 7 to include: impacted American Democracy and respect for human rights?

**Comment:** Suggest an additional Inquiry Question after 6: 6.1 How has the concept and practice of American Democracy affected and been affected by evolving international standards regarding human rights and international humanitarian law?

**GLE: 3. Evaluate the impact of the political institutions that link the people to the government.**

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** Suggested additional language: 3. Evaluate the impact of the political [add: 'and civic'] institutions that link the people to the government.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:**

**(PG Feedback) Comment:** consider revising "rights" to say "human rights"

**(PG Feedback) Agree:**

**Evidence Outcome:** Assess how members of a civil society can impact public policy on local, state or federal issues. Topics to include but not limited to voting, participation in primaries and general elections, and contact with elected officials.

**Comment:** Please change wording of first sentence to “local, state, tribal, federal, and/or international issues.”; please change wording of second sentence to “and contact with elected officials and other individuals who wield power to affect change.”

**Agree:** (no comment)

**Agree:** (no comment)

**Comment:** a. Suggested additional language: Assess how members of a civil society can impact public policy on local, state or federal issues. Topics to include but not limited to voting, participation in primaries and general elections,[add: 'participation in civil society organizations'] and contact with elected officials.

**Disagree:** Original Language: Discuss multiple perspectives on local issues and options for participating in civic life The original statement was deleted and was much stronger and allows students to engage and participate. It draws greater connection to Colorado's essential skills. Colorado students need opportunities to practice and develop civic participation skills beyond building understanding of them.

**Evidence Outcome:** Examine and evaluate the effectiveness of political parties, interest groups, suffrage, and social movements as a way for people to participate and influence government.

**Agree:** (no comment)

**Comment:** b. Suggested additional language: Examine and evaluate the effectiveness of political parties, interest groups, [ add:civic organizations,] suffrage, and social movements as a way for people to participate [in] and influence government.

**Evidence Outcome:** Analyze the impact of federal policies on campaigns and elections and why these policies are debated by multiple parties on the political spectrum. Topics to include but not limited to PACs, campaign finance, and the Federal Election Commission.

**Agree:** (no comment)

**Comment:** c. Suggested additional language: Analyze the impact of federal [add 'and state'] policies on campaigns and elections and why these policies are debated by multiple parties on the political spectrum. Topics to include but not limited to PACs, campaign finance, [add: state and federal voting laws and regulations'] and the Federal Election Commission.

**Evidence Outcome:** Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government.

**Comment:** At end, please delete period and add “, and understand how those rights and ideals are consistent or inconsistent with international human rights norms and legal mechanisms and international humanitarian law norms and legal mechanisms.”

**Agree:** (no comment)

**Comment:** consider adding system of government, and international human rights norms within the United Nations system.

**Comment:** According to recent research one in three Americans cannot name a single branch of government. I appreciate how your standards promote higher level thinking skills; however, I question the means of evaluation if one-third are not getting to the point of understanding how our government works. How do we evaluate a student's capacity understand how the branches of government interact when there is a weak legislative branch? and a too powerful judicial or executive branch? How do we evaluate the ability of students to respond with higher level thinking when a system is not balanced?

**Comment:** d. Suggested additional language: Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop,[add: 'limit,'] and interpret the rights and ideals of the American system of government [add: 'over time'].

**Evidence Outcome:** Examine how people in other systems of government can participate to influence policy.

**Agree:** (no comment)

**Nature and Skills of Civics:**

**Comment:** Please change wording of listed item 1 to “local, state, tribal, federal, and/or international level.”; at end of listed item 4, please delete period and add “that respect human rights.”

**Agree:** (no comment)

**Comment:** for point #6 consider revising to say protecting human rights.

**Comment:** 1. Suggested additional language: Responsible community members can use appropriate deliberative processes in multiple settings, such as caucuses,[add 'civil society organizations, and community networks'] advocating for change at the local, state, or federal level. 2. Suggested additional language: Responsible community members can analyze the impact and the appropriate roles of personal interests and perspectives [add; 'and group affiliation and identity'] on the application of civic virtues, democratic principles, constitutional rights, and human rights. {p.s. Thanks for the specific reference to human rights!} 4. Suggest additional language: Responsible community members can evaluate social and political systems in different contexts, times, and places, that promote civic virtues [add: , protect human rights,'] and enact democratic principles. 5. Suggest additional language: Responsible community members can analyze how people [add: '. working individually and through groups, civic organizations and social networks,'] use and challenge local, state, tribal, national, and international laws to address a variety of public issues. 6. Suggest additional language: Responsible community members can analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights [add: 'and draw their own conclusions about their role in building a more just society']. 7. Suggested additional language: Responsible community members can evaluate multiple procedures for making [add: 'and influencing'] governmental decisions at the local, state, tribal, national, and international levels in terms of the civic purposes achieved [add: 'and the human, societal and sustainability interests advanced'].

**Disciplinary, Information, and Media Literacy:**

**Agree:** (no comment)

**Comment:** 1. Suggested Additional Language: Understand strategies that are used by political [add: 'and civic'] entities to impact public opinion. For example, interest groups,[add: 'civil organizations, social media networks,'] lobbying, political party platforms, etc.

**Colorado Essential Skills:**

**Disagree:** 2. Effective participation in civic life is very subjective. I can see this being very diverse across the State. I recommend taking the word effectively out. 3. Wording is a little confusing. I recommend changing the phrase "many context" to "various contexts", and add the word "to" after access. 4. Again, effectively needs to be defined if we're going to make this a standard.

**Inquiry Questions:**

**Agree:** (no comment)

**Comment:** 1. Suggest additional language: What are the different ways citizens impact public policy [add: 'both through individual action and through participation in groups and civic organizations']? 2. Suggest

additional language: How have voting rights evolved over time [add: and how are they continuing to evolve]? 3. Suggested additional language: How has [add: 'the makeup of the voting population changed over time and how has'] a more diverse voting population impacted policy [add: ', formation of'] interest groups, [add 'and the growth and purposes of civic organizations!'] and [add; 'affected and been affected by'] social change? 4. Suggested additional language: What are interest groups and how do they influence policy? [Add: 'Evaluate both the collective financial impacts of well financed interest groups and the effects of coordinated citizen action by civic organizations.'] 5. Suggested additional language: How have federal elections changed over time and how [add: have political parties changed over time? How'] do the [major] political parties view these changes [add: 'and how to the more peripheral political parties view them?'] 6. Suggested additional language: How has the participation of different demographic groups [add: ' in national, state and local politics and government'] changed over time in the U.S. and how has this [add: 'more diversified participation'] influenced american politics and ['the'] system of government [add: 'at the national, state and local level?' What changes do you think have taken place in Colorado politics and government because of a more diverse electorate'] ?