



Colorado Academic Standards

Social Studies

Committee Responses to Feedback from Board Member Durham

Board Member Durham provided a request to include all of the content listed in the table into the social studies standards in every grade. He also requested that the committee consider the recommendations submitted by the Independence Institute expressing his support for their feedback.

Board Member Durham Request	Social Studies Committee Response
<p>1. Students can: formulate, gather, and analyze The Civil Rights Movement from 1954 to 1968, the natural rights and principles that the Reverend Dr. Martin Luther King used to inform his leadership of the civil rights movement, and the tactics and strategies of non-violence resistance he championed in response to the Jim Crow laws of that era.</p>	<p>This statement was added to High School History GLE 2 Nature and Skills of History #5: <i>“Historical thinkers analyze the Civil Rights Movement from 1954 to 1968, the natural rights and principles that the Reverend Dr. Martin Luther King used to inform his leadership of the civil rights movement, and the tactics and strategies of non-violence resistance he championed in response to the Jim Crow laws of that era.”</i></p> <p>This recommendation was also added to High School Civics GLE 2 Inquiry Question #2 and reads: <i>What are the natural rights and principles that Dr. Martin Luther King used to inform his leadership of the Civil Rights Movement?</i></p>
<p>2. Colorado Essential Skills: students interpret, articulate, and synthesize the adoption of the 13th 14th and 15th amendments to the Constitution of the United States, the Civil Rights Act of 1964, and Supreme Court decisions including, but not limited to Brown versus Board of Education of Topeka Kansas in analyzing the elimination of all legal support for discrimination based on race.</p>	<p>The recommendation has been included in 8th grade Civics in GLE 2 EOd. which reads: <i>Explain the role and importance of the Constitution and the strength of amendments made during this time. Including but not limited to: the Bill of Rights, and the 13th, 14th, and 15th Amendments.</i></p> <p>The Civil Rights Act of 1964 and Brown v. Board of Education are in High School History GLE 1 EOC. which reads: <i>Analyze the complexity of events throughout United States history. Including, but not limited to: the Civil Rights Movement (e.g., Double V Campaign, the Voting Rights Act of 1965, and the Stonewall Riots); migration, immigration, and displacement (e.g., immigration and citizenship legislation, Japanese American</i></p>

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<p>Students should further understand that all forms of discrimination based on race have been illegal for almost 3 generations.</p>	<p><i>incarceration, and debates over tribal sovereignty); landmark court cases (e.g., Keyes v. School District #1 Denver, Brown v. Board of Education, and Obergefell v. Hodges), and the war on terror (e.g., 9/11, Afghanistan and Iraq wars, Middle Eastern discrimination, and the evolution of U.S. counterterrorism efforts).</i></p> <p>The end of the above recommendation (<i>analyzing the elimination of all legal support for discrimination based on race.</i>) is very similar to this recommendation which was included in 8th grade Civics GLE 2 Nature and Skills of Civics #3 (see below):</p> <p>This recommendation was added to 8th grade Civics GLE 2 Nature and Skills of Civics #3: <i>“Civic-minded individuals understand that all forms of discrimination based on race have been illegal for almost three generations.”</i></p>
<p>Students understand that slavery was instituted into what now is the United States of America under the laws of the English Monarch and the United States was the only nation to fight a war to eliminate slavery.</p>	<p>This recommendation has been added to 8th grade GLE 2 Nature and Skills of History #1: <i>“Historical thinkers understand that slavery was instituted into what now is the United States of America under the laws of the English Monarch and the United States was the only nation to fight a war to eliminate slavery.”</i></p>
<p>3. Inquiry Questions: why is it important to understand the positive contributions made by the United States of America in advancing human freedom and prosperity?</p>	<p>This question was added to High School History GLE 2 Inquiry Question #5 which reads: <i>“Why is it important to understand the positive contributions made by the United States of America in advancing human freedom and prosperity?”</i></p>
<p>Why is it important to understand the founding documents of the United States, including but not limited to the Constitution of the United States, the Bill of Rights, the Declaration of Independence, the Emancipation Proclamation, and the federalist papers?</p>	<p>This recommendation was added to High School Civics GLE 2 Nature and Skills of Civics #7: <i>Civic-minded individuals understand the importance of the founding documents of the United States, including but not limited to the Constitution of the United States, the Bill of Rights, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers.</i></p> <p>In addition, these documents appear numerous</p>

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	<p>times throughout the standards. Most notably in High School Civics GLE 2 E0e. which reads: <i>“Describe the role and development of the founding documents of Colorado and the United States from their inception to modern day. Including, but not limited to, the Great Law of Peace, the Declaration of Independence, the Constitutions of the United States and Colorado, the Federalist Papers, and the Bill of Rights.”</i></p>
<p>Why is it important to understand the contribution of the United States to the defeat of fascism and totalitarianism in World War II and the contribution made to the rebuilding of war-ravaged areas through the Marshall Plan?</p>	<p>This recommendation has been added to High School History GLE 2 Inquiry Question #6 which reads: <i>“Why is it important to understand the contribution of the United States to the defeat of fascism and totalitarianism in World War II and the contribution made to the rebuilding of Europe through the Marshall Plan?”</i></p> <p>In order to provide more clarity for teachers, the committee used the geographic region instead of “war-ravaged areas.”</p>
<p>Why is it important to understand the contribution of the United States of America to the defense of democratic governments during the Cold War and the ultimate defeat of Russian Communism?</p>	<p>The Cold War and America’s involvement is included in High School history GLE 2 Inquiry Question #8 which reads: <i>“Why is it important to understand the contribution of the United States of America to the defense of democratic governments during the Cold War?”</i></p> <p>Throughout the standards document, the committee worked very hard to avoid using adjectives to describe an event, person, or place as to allow for students to analyze historical events. This is why the committee ended the addition of this recommendation at, “... the Cold War.”</p>
<p>Why is it important for students to understand the founding principles upon which Dr. Martin Luther King’s “I have a dream” speech were founded, specifically “I have a dream that my four little children will live, one day in a nation where they will not be judged by the color of their skin, but by the content of their character.”</p>	<p>This recommendation was added to high school History GLE 2 Nature and Skills of History #6: <i>“Historical thinkers understand the founding principles upon which Dr. Martin Luther King’s ‘I Have a Dream’ speech were founded, specifically, ‘I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the</i></p>

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<p>Students should discuss the value of a “a color blind society” as opposed to a race obsessed society.</p>	<p><i>content of their character.”</i> The standards document is meant to guide district curricular planning and teacher instruction rather than prescribe student/teacher discussions. As such, the granular level of this statement would be more applicable at the district level.</p>
<p>4. Nature and Skills: (Historical thinkers, economic thinkers, geographical thinkers, civic minded thinkers) understand that societal standards change and the impact of evaluating past behavior by current standards.</p>	<p>This concept has been included in High School History GLE 1 Nature and Skills #7 which reads: <i>values change over time; therefore, a period of time under study should not be judged using present day values.”</i></p>
<p>5. Evidence outcomes: Students can compare, evaluate and explain the value each nation and/or culture places on economic prosperity, individual liberty, human rights, freedom of the press, freedom of religion, equal rights, and respect for neighbors and make value judgments of each nation and/or culture based on the evidence.</p>	<p>This recommendation has been added to 6th grade Civics GLE 2 EOe.: <i>“Explain the value each nation and/or culture places on economic prosperity, individual liberty, human rights, freedom of the press, freedom of religion, equal rights, and respect for neighbors.”</i></p> <p>The Grade Level Expectation for 6th grade Civics reads: <i>“Explain how the development and features of systems of government in the Western Hemisphere relate to their citizens.”</i> The first part of this recommendation aligns with the GLE. The last part of the recommendation asks students to make a value judgment which does not align with the GLE. The intent of the GLE is to have students examine governmental structures and the relationship between government and its citizens.</p>
<p>6. Academic context and connection: students can make predictions and apply knowledge to evaluate economic systems, political systems, and social systems by measuring the desirability of each society and/or country based on human migration patterns (immigration to legal or illegal).</p>	<p>This recommendation was added to High School Geography GLE 3 Nature and Skills of Geography #6: <i>“Geographic thinkers make predictions and apply knowledge to evaluate economic systems, political systems, and social systems by measuring the desirability of each society and/or country based on human migration patterns.”</i></p> <p>The committee was unclear about the intent of this phrase.</p>