

**From:**  
**Sent:** Monday, December 04, 2017 11:42 PM  
**To:** Colsman, Melissa; Review, Standards  
**Cc:**  
**Subject:** Re: standards review

Melissa,

Thank you for continuing to share my input. Below are a few more thoughts to share:

Below is a Reading, Writing and Communicating standard (English) for every single grade level through 12th grade and starting in KINDERGARTEN:

*"Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others."* (under Oral Expression and Listening, Colorado Essential skill #4.)

This is not appropriate in this subject matter, (English), it is a political/government agenda item.

General comments applicable to all standards using Science as an example:

I have skimmed over the science standards and noticed general statements about consumption of limited resources and awareness of consequences. Previously science class has required our middle school aged children to keep a journal of their family's habits of consuming resources to teach kids about their "footprint". Or to take an inventory of their medicine cabinet to compare different consumption rates. Such lessons have been highly controversial. If those lessons are still encouraged by the manner in which the standards are written please consider the following as you move forward in your revisions:

These sorts of lessons require children to question their lifestyle, their culture, their family traditions/ practices, their parent's judgement and authority, their nation's economic structure, their nation's political structure... when such issues are introduced at an age where the child is not yet physically and emotionally equipped to deal with these questions there can be serious consequences. One Dr. of Psychiatry spoke out against such lessons explaining that, taken together repeatedly in different subjects, this is causing our highly impressionable children to question their identity on too many levels while lacking the emotional development capacity to safely process these issues. This, he explained, is contributing to a fundamental emotional breakdown resulting in serious psychological manifestations ranging from cutting, to depression to suicide.

Taken together, many of the public education lessons have gone beyond teaching reading, writing and math and now get into shaping how our kids are to think and value. Although this might appear desirable as a social engineering avenue to address historic problems in hopes to "create a better world". Such meddling in the psyche of our young ones may have unintended and unanticipated consequences. For example, there has been an extreme educational focus on racial and gender tensions with the following outcomes: young males asserting that they should kill themselves simply because they are white and male.

We must exercise caution in our attempts to correct the ills of society through the public school system. The standards that go beyond academics into shaping the values of the next generation may be having unintended consequences. Please reconsider further deleting those parts of the standards that are targeted at shaping HOW the kids are to think about topics especially when these topics might conflict with the child's family, tradition, culture and or religion and instead, please consider narrowing the scope of the standards to academics.

Math:

Grade Level expectation 2. *'Communicate precisely to others, using clear definitions to justify their reasoning. They are able to use reasoning skills that rely on estimation, precision and comparison while continually asking themselves, "Does this make sense?"'*

This standard tests language rather than mathematical skills. This results in students who excel in math but lacking language communication skills to be potentially "held back" in their progress in math. Weakness in language skills could be a result of culture, foreign language as first language, or simply the manner in which an individual's brain processes information. This standard therefore results in necessarily disadvantaging certain individuals based on these characteristics. It is inherently **discriminating against individuals with characteristics that have nothing to do with the**

individual's ability to accurately do math. To eliminate this inequity, this standard should be removed entirely from the math standard in all grade levels.

Grade level expectation 4. *“Communicate effective logical arguments using justification and proof. Argumentation involves making and testing conjectures, drawing valid conclusions, and justifying thinking.”*

Grade level expectation 5. *“Use critical thinking to recognize problematic aspects of situations, create models, and present and defend solutions.”*

In so far as these grade level expectations also rely on language communication skills, these should also be amended/ deleted.

Thank you for your dedication and hard work on the Colorado Academic Standards and thank you for your kind consideration of my comments.

Sincerely,