

# History, Culture, Social Contributions, and Civil Government in Education Commission Report

Submitted to:

**The Colorado Department of Education and  
the Social Studies Standards Revision Committee**

By:

**History, Culture, Social Contributions, and Civil Government in Education Commission**

June 2021

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The History, Culture, Social Contributions, and Civil Government in Education Commission  
is staffed by the Colorado Department of Education.

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## Introduction

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During the 2019 legislative session, the Colorado General Assembly passed **House Bill 19-1192**, entitled *Concerning the Inclusion of Matters Relating to American Minorities in the Teaching of Social Contributions in Civil Government in Public Schools*. The bill created the History, Culture, Social Contributions, and Civil Government in Education Commission (the 1192 Commission) which is composed of sixteen members who are appointed by the Governor of Colorado.

The 1192 Commission, staffed by the Colorado Department of Education (CDE), is charged with:

- Making recommendations to the State Board of Education and CDE, in conjunction with the 6-year standards review, for revisions to the Colorado Academic Standards for history and civics so that those standards and programs accurately reflect the history, culture, social contributions, and civil government of the United States and Colorado, including the contributions and influence of American Indians, Latinos, African Americans, and Asian Americans; lesbian, gay, bisexual, and transgender (LGBTQ) individuals within these minority groups; the intersectionality of significant social and cultural features within these communities; and the contributions and persecution of religious minorities;
- Working cooperatively and in conjunction with the CDE and local school boards to assist local education agencies in developing and promoting programs that engage students in the process of discovery and interpretation of the subjects and topics set forth in the law;
- Meeting at least twice a year; and
- Participating in community forums to discuss adopted content standards in civics, including those topics incorporated into the standards that were by the Commission.

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## Process of the Commission

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### Selection of Commission Membership

The authorizing legislation requires that members of the 1192 Commission be appointed by the Governor to serve either two- or four-year terms. The authorizing legislation indicates that the membership of the Commission must consist of the following members:

- Two members of the American Indian community;
- Two members from the Latino community;
- Two members from the African American community;
- Two members from the Asian American community;
- One member from the Lesbian, Gay, Bisexual, and Transgender community;
- One member who is a teacher and holds an initial or professional license;
- One member from an organization that represents either school superintendents or local school boards;



- Two members representing higher education. One member must represent a large state institution of higher education, and one member must represent a smaller state institution of higher education;
- Two members from the Colorado Department of Education who are non-voting members; and
- The President of the State Historical Society or the president's designee who is a non-voting member.

## Commission Membership

Governor Jared Polis appointed the following Commission members in September 2019.

*Majel Boxer* – Representing the American Indian Community

*Joanna Bruno* – Representing the Colorado Department of Education (non-voting member)

*Brianna Buentello* – Representing the Latino Community

*Eric Carpio* (2020-2021) – Representing the State Historical Society (non-voting member)

*Nooshin Farjadi* – Representing the Asian American Community

*Lana Hailemariam*, Co-Chair – Representing the African American Community

*Stephanie Hartman* – Representing the Colorado Department of Education (non-voting member)

*Blanche Mitchell Hughes* – Representing a large institute of higher education

*Samuel Long* – Representing the Lesbian, Gay, Bisexual, and Transgender Community and teacher

*Andres Carlos Martinez* – Representing the American Indian Community

*Emma Rae Martinez* – Representing school superintendents or local school boards

*Rafael Reyes Orona* – Representing the Latino Community

*Laura Janelle Owens* – Representing a small institute of higher education

*Tung Thanh Pham* – Representing the Asian American Community

*Teresa Lynn Steele Thomson* – Representing a school administrator with a professional license

*Samuel Leroy Turner II*, Co-Chair – Representing the African American Community

*William Wei* (2019-2020) – Representing the State Historical Society (non-voting member)

## Commission Facilitation

Members of the Commission facilitate its meetings and direct its work plan. During the first meeting of the Commission, members elected Lana Hailemariam and Samuel Turner II to serve as co-chairs. The appointments for the roles as co-chairs last for two years where they work in conjunction with CDE staff to set meeting agendas and facilitate the work of the Commission to fulfill its charge.



1192 Commission meetings were held both in-person and virtually from December 2019 to May 2021, and all meetings were open for the public to observe. Meeting dates and locations are listed below, and meeting agendas and summaries can be found on the 1192 Commission webpage hosted by CDE (<http://www.cde.state.co.us/standardsandinstruction/1192commission>) .

- December 12, 2019
- December 18, 2019
- March 27, 2020
- June 22, 2020
- July 27, 2020
- September 14, 2020
- September 28, 2020
- October 26, 2020
- January 14, 2021
- February 18, 2021
- March 18, 2021
- April 15, 2021
- May 20, 2021

## Commission Work Plan

The 1192 Commission began work in the fall of 2019 and made the decision to initially focus its efforts on standards revision recommendations, the first of its legislatively mandated charges, and then concurrently work on the resources and program recommendations, in addition to attending community forums.

### Intersection with the Colorado Academic Standards Revision Process

The authorizing legislation for the 1192 Commission requires it to provide recommendations for revisions of the civics and history standards as part of the regular standards review and revision cycle. The commission recommendations are being provided to the Social Studies Standards Revision Committee for their consideration in the overall revision recommendations that will go to the State Board of Education in June 2022.

Colorado statute states “The state board shall ensure that all preschool through elementary and secondary education standards specified in this section are revised at least, but no more than, once every six years...” (section 22-7-1005(6)(b)(I) C.R.S.) and “...the state board shall perform the requirements pursuant to section (6)(a) of this section for approximately one-third of the preschool through elementary and secondary education standards specified in this section” (section 22-7-1005(6)(b)(II) (A) C.R.S.). In addition, statute also states “...in adopting revisions to the standards related to history and civics, the state board shall take into consideration any recommendations provided by the history, culture, social contributions, and civil government in education commission established in section 22-1-104.3.” (section 22-7-1005(6)(a)(3) C.R.S.)



The social studies standards are part of the first group of standards that are being revised, and the committees began their work in the spring of 2021. The Social Studies Standards Revision Committee will consider the recommendations of the 1192 Commission in addition to other statutory requirements outlined in numerous pieces of legislation, such as House Bill 21-1103 (Media Literacy Standards) and House Bill 21-1200 (Revise Financial Literacy Standards).

An overview of the standards review and revision process is as follows:

- March – April 2021: Process for online public input on the current standards was conducted,
- May 2021: Committees began to meet,
- June 2021: HB 19-1192 Commission sends history and civic standards recommendations to the social studies committee.
- June – September 2021: The Social Studies Standards Revision Committee considers recommendations from HB 19-1192 Commission, Media Literacy Advisory Committee, public input, benchmarking report, and requirements of HB 21-1103 for Media Literacy Standards, and HB 21-1200 for Financial Literacy Standards.
- October 2021: First draft social studies standards revisions available for public feedback.
- November 2021: First draft social studies standards revisions presented to the State Board of Education for feedback
- February 2022: Summary of public feedback and draft standards revisions presented to State Board of Education.
- March 2022: Social studies review committee considers State Board feedback.
- April 2022: Final standards revision recommendations presented to State Board.
- May – June 2022: State Board considers standards revisions and possible amendments.

The State Board of Education is statutorily authorized to adopt academic standards and has the discretion to adopt or reject recommendations from committees formed to recommend revisions.

## Outcomes and Recommendations

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The 1192 Commission focused its work on its charge related to recommended revisions to the history and civics standards.

### Tools and Referents Used

To assist Commission members in their review of the standards and subsequent revision recommendations, an organizational tool was developed by CDE staff to focus the review on the topics within the authorizing legislation (see Appendix A).

In addition to the self-review of the standards, the co-chairs provided members with a link to social justice standards, produced by Learning for Justice, as a referent for their work:

<https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias->



[framework-2020.pdf](#). Commission members also compiled other resources that could assist them in their work (see Appendix B).

## General Recommendations

The content of this report only includes the standards revision recommendations from the 1192 Commission due to the timing of the full social studies standards revision process. The Commission will continue working on its charge, including identification of resources and participating community forums, over the next few years.

The 1192 Commission's recommendations are captured in a plain-text version of the Colorado Academic Standards for social studies in civics and history. This version is not displayed using the horizontal formatting of the standards, but rather is displayed vertically. In addition, revision recommendations are captured in **red text**. The recommendations include specific language and events in history and civics to be considered by the social studies review committee. Detailed recommendations can be found in Appendix C.

In general, many recommendations across grade levels included:

- Adding the language, *including African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities,*
- Native American was changed to Indigenous Peoples,
- Adding the language, *Indigenous Peoples Day* when citing major civic holidays,
- Adding examples of historical events that include various viewpoints,
- Adding many opportunities to compare and contrast various aspects within the standards,
- Making sure that Indigenous Peoples are part of the present and future class discussion not just the past,
- Using community approved terms to describe Indigenous Peoples. For example, instead of hunter-gatherer, nomadic, artifact, use regalia, object, item, heirloom, oral history, oral traditions, etc.
- Addressing who is writing the history, why the history is being written, and who is excluded from the history, and
- Adding various perspectives from many communities, including African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities.



# Appendices

## Appendix A

<b>Standard/ Grade</b>	<b>What elements within the standards include the contributions of (AFFINITY GROUP)?</b>	<b>What elements within the standards page include the intersectionality of significant social and cultural features within these communities?</b>	<b>What elements within the standards page include the contributions and persecution of religious minorities?</b>	<b>Initial individual recommendation</b>
History/PK				
Civics/PK				
History/K				
Civics/K				
History/1st				
Civics/1st				
History/2nd				
Civics/2nd				
History/3rd				
Civics/3rd				
History/4th				
Civics/4th				
History 5th				
Civics/5th				
History/6th				
Civics/6th				
History/7th				
Civics/7th				
History/8th				
Civics/8th				
History/HS				
Civics HS				





## Appendix B

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### Resources

[\*African Americans: Many Rivers to Cross\*](#) is a PBS special featuring Dr Henry Louis Gates Jr.

[Great Lakes Equity Center](#): Assessing Bias in Standards and Curricular Materials.

[History UnErased](#) was co-founded in 2015 by former classroom educators to provide K-12 schools with the training and resources they need to integrate and/or support LGBTQ-inclusive curriculum.

[Making Gay History](#) is a podcast that brings voices of LGBTQ history to life through narratives.

[Social Justice Books: A Teaching for Change Project](#) maintains booklists and this one is specific to the LGBTQ community.

[Social Justice Standards](#) is a project of the Southern Poverty Law Center, which has developed the Teaching Tolerance Anti-Bias Framework.

[StoryCorps](#) is a project that preserves and shares humanity's stories in order to build connections between people and create a more just and compassionate world.



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## Appendix C

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### Detailed Revision Recommendations for Preschool through High School History and Civics Standards

## 2020 Colorado Academic Standards - Social Studies

### Preschool, Standard 1. History

#### Prepared Graduates:

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

#### Preschool Learning and Development Expectation:

1. Recognize change and sequence over time. LDE Code: SS.P.1.1

#### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Differentiate between past, present, and future.
- b. Recognize family or personal events that happened in the past especially as it pertains to race, culture, ethnicity, age, ability, sexual orientation, gender, gender expression, and non-stereotyping roles.
- c. Understand that how people live and what they do changes over time.
- d. Understand the impact that past events (history) can have on their present-day life as an indicator letter.

#### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/Adults May:*

1. Ask children to recall events from earlier in the day or from the day before.
2. Provide scaffolding to assist children's recall of prior learning and events.
3. Ask children to identify their plan for center time.
4. Provide opportunities for children to plan for upcoming transitions, events, and activities.
5. Provide opportunities for children to discuss past and future changes affecting families such as immigration, naturalization, marriage, adopting, coming out, and cultural and religious rites of passage.

*Examples of Learning/Children May:*

1. Tell stories of past events.
2. Select examples from pictures that illustrate past, present, and future.



3. Describe how they have grown.
4. Participate in creating a class memory book.
5. Track the height of the classroom plant. Progress photos and measurements are recorded on a calendar.

## Preschool, Standard 4. Civics

### Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### Preschool Learning and Development Expectation:

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

LDE Code: SS.P.4.1

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations.
- b. Understand similarities and respect differences among people of different cultures within their classroom and community.
- c. Understand how differences and diversity can make a community stronger.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/Adults May:*

1. Through books, class visitors, and field trips, extend children's knowledge of what people do in the community.
2. Engage in one-on-one and small group conversations about similarities and differences among individuals. For example: hair, eyes, skin tone, talents, interests, and food preferences.
3. Provide books, classroom materials, photos, props, music, etc., that support diversity with respect to race, culture, ethnicity, age, ability, and non-stereotyping roles.
4. Encourage children to appreciate individual differences by providing diverse materials, literature and activities. For example: mirrors, height charts, multicultural paints, family tree activities, and books about diverse families.
5. Provide opportunities for children to engage in community building, through large-group discussions with problem solving, and cooperative activities such as murals and pair-painting.

*Examples of Learning/Children May:*

1. Ask each other for help when needing support with a task.
2. Recognize membership in family, neighborhood, school, team and various other groups and organizations.



3. Identify examples of times when people can play different roles and bring unique talents to a variety of groups.
4. Have assigned jobs and contribute to the upkeep of the learning classroom.
5. Share problems and celebrations during large-group time. They come up with solutions to the problems in the classroom.

## Preschool, Standard 4. Civics

### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

2. Rules allow groups to work effectively. LDE Code: SS.P.4.2

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Understand the reasons for rules in the home and classroom and for laws in the community.
- b. Show interest in interacting with and developing relationships with others, **including those who are African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities.**
- c. Recognize that everyone has rights and responsibilities within a group, **including African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities.**
- d. Demonstrate self-regulated behaviors and fairness in resolving conflicts.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/Adults May:*

1. Discuss rules with children.
2. Explain the purpose of rules such as safety and respect.
3. Begin to introduce games that have rules.
4. Read both fiction and nonfiction books that support following rules. Create a class rules chart.
5. Engage children in class meetings and decision-making.
6. Give children classroom jobs and responsibilities.
7. Provide activities that require cooperative play.
8. **Discuss fairness and the importance of rules applying to everyone equally.**
9. **Engage students in identifying the maker, purpose, and motivation behind every rule.**

*Examples of Learning/Children May:*

1. Participate in the development of classroom rules.
2. Describe classroom rules.



3. Work cooperatively with other children to achieve an outcome.
4. Participate in group decision-making.
5. Notice the classroom rules and support others in remembering the rules.
6. Allow children to develop a few simple classroom rules.

## Kindergarten, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

1. Ask questions and discuss ideas about the past. GLE Code: SS.K.1.1

### Evidence Outcomes

#### *Students Can:*

- a. Ask questions about the past using question starters. For example: What did? Where did? When did? Which did? Who did? Why did? How did? **From whose perspective?**
- b. Identify information from primary and/or secondary sources that answers questions about the past and adds to collective memory.
- c. Use correctly the word “because” in the context of personal experience or stories of the past.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognize and describe cause-and-effect relationships about the past. (Civic/Interpersonal Skills: Character)
2. Demonstrate curiosity about the past. (Entrepreneurial Skills: Creativity/Innovation)

#### *Inquiry Questions:*

1. What is history?
2. What do primary sources tell me about the past?
3. How are the lives of people from the past similar and different from our lives today?
4. **What makes something a primary source?**

#### *Nature and Skills of History:*

1. Historical thinkers ask and answer questions to guide investigations of people, places, and events in the past.
2. Historical thinkers ask and answer questions about the past.



3. Historical thinkers determine the kinds of sources that will be helpful in answering questions about the past.
4. Historical thinkers communicate conclusions using print, oral, and/or digital technologies to share their ideas about the past with others.

*Disciplinary, Information, and Media Literacy:*

1. Generate questions and/or answers when presented with historical sources.
2. Interpret what is read through illustrations.
3. Listen to stories to gain information on a main idea.
4. Gather information and present orally.

## Kindergarten, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

2. The sequence of events is important when describing the past. GLE Code: SS.K.1.2

### Evidence Outcomes

*Students Can:*

- a. Explore differences and similarities in the lives of children and families **from diverse societies** of long ago and today.
- b. Sequence information using words. For example: present, future, days, weeks, months, years, first, next, last, before, and after.
- c. Explain why knowing the order of events is important.

### Academic Context and Connections

*Colorado Essential Skills:*

1. Recognize and describe patterns in the sequence of events from the past. (Entrepreneurial Skills: Inquiry/Analysis)

*Inquiry Questions:*

1. Why is it important to know the order of events?
2. How is your life and/or family different from other children and families?
3. What happened yesterday and today, and what might happen tomorrow?
4. How have you grown and changed over time?



*Nature and Skills of History:*

1. Historians arrange events in the order of their occurrence.
2. Historians examine change and/or continuity over a period of time.

*Disciplinary, Information, and Media Literacy:*

1. Apply disciplinary concepts of change and continuity to the study of the past.
2. Gather information and present orally.

## Kindergarten, Standard 4. Civics

### Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### Grade Level Expectation:

1. Understand that civic participation takes place in multiple groups and in various forms. GLE Code: SS.K.4.1

### Evidence Outcomes

*Students Can:*

- a. Differentiate among examples of civic participation. For example: voting, debating, running for office, protesting, and volunteering.
- b. Explain the qualities of an informed and engaged citizen.
- c. Practice citizenship skills including, courtesy, honesty, equity, and fairness when working with others.

### Academic Context and Connections

*Colorado Essential Skills:*

1. Compare one's attitudes and beliefs about civic participation to others. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Identify and reflect upon personal connections to community systems. (Civic/Interpersonal Skills: Civic Engagement)

*Inquiry Questions:*

1. What would it look like to have no rules?
2. How can we solve conflict in a fair manner?
3. Why do we consider voting fair?



*Nature and Skills of Civics:*

1. Civic-minded individuals know the importance of fairness and conflict resolution.
2. Civic-minded individuals understand that decisions are made cooperatively. For example: families vote on which movie to see and classes vote on which project they will do.

*Disciplinary, Information, and Media Literacy:*

1. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2. Participate in collaborative discussions by coming to discussions prepared.
3. Follow rules for discussions, set goals, fulfill roles in collaborative groups.

## **Kindergarten, Standard 4. Civics**

### **Prepared Graduates:**

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

### **Grade Level Expectation:**

2. Participate in making fair and reasoned decisions using democratic traditions. GLE Code: SS.K.4.2

### **Evidence Outcomes**

*Students Can:*

- a. Explain why rules are needed.
- b. Create and follow classroom rules.
- c. Explain how a class rule may promote fairness and resolve conflict, and compare against a rule that does not.
- d. Contribute to making and maintaining class community decisions.
- e. Explain the difference between democratic decision-making and decisions made by authorities. For example: a parent, teacher, principal, and a police officer.

### **Academic Context and Connections**

*Colorado Essential Skills:*

1. Within democratic traditions, articulate personal strengths and challenges using information and communication technologies to express themselves. (Civic/Interpersonal Skills: Communication).
2. Recognize how personal actions have had a positive or negative impact with feedback as needed. (Civic/Interpersonal Skills: Collaboration/Teamwork).

*Inquiry Questions:*

1. What qualities make people responsible and engaged citizens?
2. Why would people want to have friends from different groups?





3. What can you do to be an active and helpful member of your class and school?
4. Why is it important to hear what friends from different cultures have to say?

*Nature and Skills of Civics:*

1. Civic-minded individuals study citizen participation and structures that bring security and stability to community life.
2. Civic-minded individuals understand that individual actions can make the community better. For example: people clean up highways or volunteer in shelters.

*Disciplinary, Information, and Media Literacy:*

1. Interpret what is read through illustrations.
2. Listen and participate as a member of the classroom community.
3. Follow rules for discussions, set goals, fulfill roles in collaborative groups.

## First Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

1. Ask questions and discuss ideas about patterns and chronological order of events from the past.  
GLE Code: SS.1.1.1

### Evidence Outcomes

*Students Can:*

- a. Arrange life events in chronological order.
- b. Use words related to time, sequence, and change. For example: past, present, future, change, first, next, and last.
- c. Identify the organizational components of a calendar. For example: year, months, weeks, days, and notable events.
- d. Determine events from the past, present, and future using the components of a calendar.
- e. Distinguish between primary and secondary sources.
- f. Identify information from primary and/or secondary sources that answer questions about patterns and chronological order of events from the past.

### Academic Context and Connections

*Colorado Essential Skills:*

1. Recognize and describe cause-and-effect relationships and patterns from the past. (Entrepreneurial Skills: Inquiry/Analysis)



2. Demonstrate curiosity about patterns from the past. (Entrepreneurial Skills: Creativity/Innovation)

*Inquiry Questions:*

1. Why is it important to know the order of events?
2. How do we organize time?
3. What has happened in your life and what does that tell you about yourself?

*Nature and Skills of History:*

1. Historical thinkers examine change and/or continuity over a period of time.
2. Historical thinkers record events in sequential order to increase understanding, see relationships, understand cause and effect, and organize information.
3. Cultural groups use similar tools for the organization of sequential information in order to communicate in a clear manner.

*Disciplinary, Information, and Media Literacy:*

1. Apply disciplinary concepts of change and continuity to the study of the past.
2. Read and/or listen to historical fiction.

## First Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

2. The diverse perspectives and traditions of families from many cultures have shaped the United States. GLE Code: SS.1.1.2

### Evidence Outcomes

*Students Can:*

- a. Identify similarities and differences between themselves and others **such as race, ethnicity, gender identity, religion, ability, and family makeup.**
- b. Discuss common and unique characteristics of different cultures, **including African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities,** using multiple sources of information.

### Academic Context and Connections

*Colorado Essential Skills:*

1. Compare one's attitudes and beliefs to others. (Civic/Interpersonal Skills: Global/Cultural Awareness).



2. Identify and explain several cultural perspectives that constitute our diverse society.  
(Civic/Interpersonal Skills: Global/Cultural Awareness)

*Inquiry Questions:*

1. What symbols are representative of our multicultural and democratic way of life?
2. What is a culture?
3. **How are African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities cultures' different and similar to one another?**

*Nature and Skills of History:*

1. Historical thinkers understand the importance of comparing and contrasting to identify patterns within and between cultures.
2. Historical thinkers use sources to make interpretations about cultural groups from the past.
3. Historical thinkers recognize symbols as cultural artifacts that can be interpreted to make meaning of both the past and present.
4. Historical thinkers compare multiple perspectives of people and groups of people in order to draw conclusions about both the past and the present.

*Disciplinary, Information, and Media Literacy:*

1. Apply disciplinary concept of perspective-taking to the study of the past.
2. Identify self-perspective.

## First Grade, Standard 4. Civics

### Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### Grade Level Expectation:

1. Effective groups have responsible leaders and team members. GLE Code: SS.1.4.1

### Evidence Outcomes

*Students Can:*

- a. Describe the characteristics of responsible leaders.
- b. Identify the attributes of a responsible team member.
- c. Demonstrate the ability to be both a leader and team member.
- d. **Describe qualities of an effective team including respectful disagreement and inclusion of diverse perspectives.**



## Academic Context and Connections

### *Colorado Essential Skills:*

1. Recognize personal characteristics, preferences, thoughts, and feelings with regard to leadership. (Personal Skills: Initiative/Self-Direction)
2. Recognize emotional responses to ideas that differ from one's own when working in a group setting. (Personal Skills: Adaptability/Flexibility)
3. Recognize how members of a community rely on each other, considering personal contributions as applicable. (Civic/Interpersonal Skills: Collaboration/Teamwork)

### *Inquiry Questions:*

1. How do you know if you are a responsible team member?
2. How do you know if you are a responsible leader?
3. What qualities make a responsible leader and can they change?
4. How do you know when you are working with an effective team?

### *Nature and Skills of Civics:*

1. Civic-minded individuals know how to be a good leader and team member.
2. Civic-minded individuals work together as a team toward a collective goal that honors the views of its members.

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

1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## First Grade, Standard 4. Civics

### Prepared Graduates:

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

### Grade Level Expectation:

2. Notable people, places, holidays, and civic symbols. GLE Code: SS.1.4.2

### Evidence Outcomes

#### *Students Can:*

- a. Identify and explain the relevance of notable civic leaders from different community groups including African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities.
- b. Identify and explain the meaning of various civic symbols important to diverse community groups. For example: the American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse Memorial, Liberty Bell, Emancipation Proclamation, Turtle Island, a yellow sash (i.e., for



women's rights), **tribal flags of Native Nations whose ancestral homelands include present-day Colorado**, **LGBTQ Pride Flag**, and Stonewall Inn.

- c. Identify and explain the relevance of significant civic places. For example: the state and national Capitol, the White House, and sites within the local community.
- d. Explain the significance of major civic holidays. For example: Veterans Day, Martin Luther King Day, Independence Day, Earth Day, Memorial Day, Labor Day, **Indigenous Peoples Day**, **Juneteenth**, and Cesar Chavez Day.
- e. Identify the American flag and the Colorado flag.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills: Global/Cultural Awareness).
2. Recognize diversity among notable people, places, holidays, and civic symbols that constitute multiple perspectives within society. (Civic/Interpersonal Skills: Collaboration/Teamwork).

#### *Inquiry Questions:*

1. Why do we have national, community, and local celebrations and holidays?
2. Who are notable people in the development of our country?
3. How are new national symbols, songs, or holidays created?

#### *Nature and Skills of Civics:*

1. Responsible community members see communities as multidimensional entities.
2. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation.

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

1. Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

## Second Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

1. Ask questions and discuss ideas taken from primary and secondary sources. GLE Code: SS.2.1.1



## Evidence Outcomes

### *Students Can:*

- a. Explain that the nature of history involves stories of the past preserved in various sources.
- b. Explain the past through primary and secondary sources. For example: images, and oral or written accounts.
- c. Explain the information conveyed by historical timelines.
- d. Identify community and regional historical artifacts and generate questions about their functions and significance.
- e. Create timelines to understand the development of important community traditions and events.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Identify key attributes of a variety of information products. For example: books, newspapers, online or print articles, social media. (Professional Skills: Information Literacy)
2. Demonstrate curiosity about events and people from the past using primary and secondary sources. (Entrepreneurial Skills: Creativity/Innovation)

### *Inquiry Questions:*

1. How can two people understand the same event differently? **For example, Stonewall Riots, AIDS epidemic, 2021 Storming of US Capital.**
2. Why is it important to use more than one source for information?
3. How can putting events in order by time help describe the past?
4. What kinds of tools and sources do historical thinkers use to investigate the past?

### *Nature and Skills of History:*

1. Historical thinkers gather firsthand accounts of history through a variety of sources, including differing accounts of the same event.
2. Historical thinkers use primary sources to investigate the past.

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

1. Apply disciplinary concepts such as perspective to create accounts of the past.
2. Listen for the main idea and sequence of events in a social studies text.
3. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare and contrast competing theories, points of view, and arguments in the discipline.

## Second Grade, Standard 1. History

### Prepared Graduates:

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



## Grade Level Expectation:

2. Give examples of people from different cultures and events that brought important changes to a neighborhood and/or community. GLE Code: SS.2.1.2

### Evidence Outcomes

#### *Students Can:*

- a. Chronologically organize historical events including those of **specific neighborhoods/communities related to: African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities.**
- b. Compare and contrast neighborhoods and/or communities, both past and present, through their people and events.
- c. Give examples of people **African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities** and events that brought important changes to a neighborhood and/or community.
- d. Compare and contrast the differences within one neighborhood and/or community.
- e. Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods **including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities.**

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial Skills: Inquiry/Analysis)
2. Recognize and describe patterns within and between neighborhoods and communities. (Entrepreneurial Skills: Inquiry/Analysis)
3. Investigate to make observations and draw conclusions about neighborhoods and communities. (Entrepreneurial Skills/Inquiry/Analysis)

#### *Inquiry Questions:*

1. What are the cultural attributes of a neighborhood or community?
2. How can understanding the past impact decision-making today?
3. How have events and ideas from the past shaped the identity of communities and neighborhoods today?

#### *Nature and Skills of History:*

1. Historical thinkers investigate relationships between the past and present.
2. Historical thinkers organize findings in chronological order as one way to examine and describe the past.
3. Historical thinkers examine concepts of change, continuity, and causation in order to explain the past.



*Disciplinary, Information, and Media Literacy:*

1. Apply disciplinary concepts such as change, continuity, and causation to create accounts of neighborhoods and communities in the past.
2. Demonstrate positive social behaviors when using technology.
3. Begin to identify differing perspectives.

## Second Grade, Standard 4. Civics

### Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### Grade Level Expectation:

1. Advocate for ideas to improve communities. GLE Code: SS.2.4.1

### Evidence Outcomes

*Students Can:*

- a. Compare ways that people may express their ideas and viewpoints in ways that are effective and respectful to others.
- b. Analyze how **community members, including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities**, monitor and influence decisions in their community.
- c. Describe ways in which you can take an active part in improving your school or community.
- d. Identify and compare examples of civic responsibilities that are important to privileged and marginalized families and communities, including **African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities families**. For example: voting and representation and **lobbying and organizing**.
- e. Describe the characteristics that enable a community member to responsibly and effectively engage in the community.

### Academic Context and Connections

*Colorado Essential Skills:*

1. Identify and reflect upon personal connections to community systems. (Civic/Interpersonal Skills: Civic Engagement)
2. Model positive behaviors for others (Professional Skills: Leadership)

*Inquiry Questions:*

1. What are beliefs that help people live together in communities?





2. What civic responsibilities do you think are important?
3. How can different cultures and beliefs influence a community?
4. What are responsible ways to advocate ideas in a community?
5. **How do you make sure your community listens to people from different cultures?**

#### *Nature and Skills of Civics:*

1. Civic-minded individuals show responsibility for the well-being of oneself, family, and school community.
2. Civic-minded individuals listen and participate as a member of a group.
3. Civic-minded individuals collaborate to responsibly advocate for the ideas they think will improve society. For example: a group lobbies the city council to create a new park or employ more firefighters.

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

1. Use technology resources for problem solving, communication, and illustration of thoughts and ideas.
2. Compare and contrast the most important points presented by two texts on the same topic.
3. Write opinion pieces in which students introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
4. Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
5. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and effective presence that builds credibility.

## **Second Grade, Standard 4. Civics**

### **Prepared Graduates:**

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

### **Grade Level Expectation:**

2. Identify and compare multiple ways that people understand and resolve conflicts and differences.  
GLE Code: SS.2.4.2

### **Evidence Outcomes**

#### *Students Can:*

- a. **Analyze ways that diverse individuals, groups and communities including those of Indigenous, African, Latino, and Asian descent** work through conflict and promote equality, justice, and responsibility.
- b. Compare examples of power and authority and identify strategies that could be used to address an imbalance. For example: anti-bullying, mediation, and deliberation.



- c. Identify and give examples of appropriate and inappropriate uses of power and the consequences.
- d. Demonstrate skills to understand and resolve conflicts or differences.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills: Global/Cultural Awareness).
2. Appropriately express a range of emotions to communicate personal ideas/needs. (Personal Skills: Self-Awareness).

#### *Inquiry Questions:*

1. **What can happen when someone holds unchecked or unregulated power?**
2. What are good ways to solve differences?
3. **What do equality, justice and responsibility look like for different ethnic groups around the world?**

#### *Nature and Skills of Civics:*

1. Civic-minded individuals examine how culture influences the disposition of rules, laws, rights, and responsibilities.
2. Civic-minded individuals understand that power and authority shape individual participation.

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

1. Begin to identify differing perspectives.
2. Use technology resources for problem solving, communication, and illustration of thoughts and ideas.
3. Analyze different texts (including experiments, simulations, video, or multimedia texts) to compare and contrast competing theories, points of view, and arguments in the discipline.

## Third Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

1. Compare primary and secondary sources when explaining the past.

GLE Code: SS.3.1.1

### Evidence Outcomes

#### *Students Can:*

- a. Compare primary sources with works of fiction about the same topic.



- b. Use a variety of primary sources such as artifacts, pictures, **oral sources of history** and documents, to help determine factual information about historical events.
- c. Compare information from multiple sources recounting the same event.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Articulate the most effective kinds of historical sources to access information needed for understanding historic events. (Professional Skills: Information Literacy)
2. Ask questions to develop further understanding of reliability of various kinds of historical sources. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

1. How do historical fact, opinion and fiction uniquely influence an individual's understanding of history?
2. How do historical thinkers determine the accuracy of history?
3. What types of questions do **historical thinkers** ask about the past?
4. Why do **historical thinkers** use multiple sources in studying history?

#### *Nature and Skills of History:*

1. Historical thinkers use primary sources to distinguish fact from fiction.
2. Historical thinkers distinguish fact from fiction when used to make informed decisions. For example: consumers must critically analyze advertisements for facts, and nonfiction writers must verify historical accuracy.
3. Historical thinkers compare information provided by different historical sources about the past.
4. Historical thinkers infer the intended audience and purpose of a historical source from information within the source itself.
5. Historical thinkers use information about a historical source, including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful.
6. Historical thinkers make inferences about the intended audience and purpose of a primary source from information within the source itself.

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

1. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
2. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
3. Use distinctions between fact and opinion to determine the credibility of multiple sources.
4. Distinguish their own point of view from that of the author.
5. Compare and contrast the most important points and key details presented in two texts on the same topic.
6. Write opinion pieces on topics or texts, supporting a point of view with reasons.



7. Use evidence to develop claims in response to compelling questions.
8. Communicate information through the use of technologies.

## Third Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

2. People in the past influence the development and interaction of different communities or regions.  
GLE Code: SS.3.1.2

### Evidence Outcomes

#### *Students Can:*

- a. Compare past and present situations and events.
- b. Give examples of people, events, and developments that brought important changes to a community or region.
- c. Describe the history, interaction, and contribution of the various peoples and cultures, **including African Americans, Asian Americans, Indigenous Peoples, Latinos, LGBTQ, and religious minorities** that have lived in or migrated to a community or region and how that migration has influenced change and development.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognize how members of a community rely on each other and interact to influence the development of their communities. (Civic/Interpersonal Skills: Collaboration/Teamwork)

#### *Inquiry Questions:*

1. **How have people from different groups and identities lived together and interacted with each other in the past? For example: African Americans, Asian Americans, Indigenous Peoples, Latinos, LGBTQ, and religious minorities.**
2. What types of questions do people ask to learn about the past?
3. How has the region changed and yet remained the same over time?

#### *Nature and Skills of History:*

1. Historical thinkers ask questions to guide their research into the past.
2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups in the past.



3. Historical thinkers use context and information from the past to make connections and inform decisions in the present. For example: the development and traditions of various groups in a region affect the economic development, tourist industry, and cultural makeup of a community.
4. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
5. Historical thinkers explain probable causes and effects of events and developments.

*Disciplinary, Information, and Media Literacy:*

1. Compare and contrast the most important points and key details presented in two texts on the same topic.
2. Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.
3. Provide reasons that support the opinion.
4. Provide a concluding statement or section.
5. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
6. Develop the topic with facts, definitions, and details.
7. Conduct short research projects that build knowledge about a topic.
8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
9. Communicate information through the use of technologies.

## Social Studies

### Third Grade, Standard 4. Civics

#### Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

#### Grade Level Expectation:

1. Respect the views and rights of others. GLE Code: SS.3.4.1

#### Evidence Outcomes

*Students Can:*

- a. Identify and apply the elements of civil discourse. For example: listening with respect for understanding and speaking in a respectful manner.
- b. Identify important personal rights in a democratic society and how they relate to others' rights.
- c. Give examples of the relationship between rights and responsibilities.



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

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Appropriately express one's own emotions, thoughts, and values and identify how they influence behavior. (Personal Skills: Self-Awareness)
2. Regulate reactions to differing perspectives. (Personal Skills: Adaptability/Flexibility)
3. Identify and explain a different perspective when exploring events or ideas. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. State a position and reflect on possible objections to assumptions and implications of the position. (Civic/Interpersonal Skills: Character)

#### *Inquiry Questions:*

1. What are the essential elements of compromise that enable conflict to be transformed into agreement?
2. Why is personal advocacy important in a community with diverse views?
3. What would a community be like if individuals from various groups did not respect each other's rights and views?
4. Why do some groups, such as African American, Asian American, Latino, LGBTQ, religious minorities, and indigenous communities, feel like their voices are not being heard?

#### *Nature and Skills of Civics:*

1. Civic-minded individuals take the opportunity to make positive changes in their community.
2. Civic-minded individuals recognize the value of respecting the rights and views of others.
3. Civic-minded individuals understand that a respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures. For example: environmentalists, industry, and government work together to solve issues around energy and other resources.
4. Civic-minded individuals understand that virtues, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, should be used when they interact with each other on public matters.
5. Civic-minded individuals understand that some of the most impactful and necessary changes to institutions have required the breaking of rules and demanding justice, even if these demands are not mainstream and are met with resistance.

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

1. Distinguish their own point of view from that of the author of a text.
2. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
3. Use technology resources for problem solving, communication, and illustration of thoughts and ideas.



4. Provide opportunities to use technology to research multiple views on issues to better understand the evolution of rights. For example: lawyers research court findings and individuals engage in civic discourse regarding issues of the day through the internet.
5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
6. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies.

## Third Grade, Standard 4. Civics

### Prepared Graduates:

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

### Grade Level Expectation:

2. The origins, structures, and functions of local government. GLE Code: SS.3.4.2

### Evidence Outcomes

#### *Students Can:*

- a. Identify the origins, structures, and functions of local government.
- b. Identify and explain the services local governments provide and how those services are funded.
- c. Identify and explain a variety of roles leaders, citizens, and others play in local government.
- d. Describe how local government provides opportunities for people to exercise their rights and initiate change. **For example: voting, lobbying, protesting, organizing, and engaging in discourse with elected officials.**

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Connect knowledge from personal experiences in schools and communities to civic engagement. (Civic/Interpersonal Skills: Civic Engagement)

#### *Inquiry Questions:*

1. How are local governments and citizens interdependent?
2. How do individuals get involved in their local government?
3. How do local governments and citizens help each other?
4. Why do people create governments?
5. How do people, places, and events help us understand the ideals of democratic government?



#### *Nature and Skills of Civics:*

1. Civic-minded individuals are involved in their local government.
2. Civic-minded individuals know how personal advocacy and involvement can lead to change in communities.
3. Civic-minded individuals have a knowledge of the origins, structures, and functions of local government which enables participation in the democratic process. For example: groups and governments work together to create a safe environment in the community.
4. Civic-minded individuals understand the important institutions of their society and the principles that these institutions are intended to reflect.
5. Civic-minded individuals use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

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

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
2. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
3. Identify the main idea and sequence of events in a social studies context.
4. Present information orally and in writing.

## **Fourth Grade, Standard 1. History**

### **Prepared Graduates:**

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

### **Grade Level Expectation:**

1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado. GLE Code: SS.4.1.1

### **Evidence Outcomes**

#### *Students Can:*

- a. Draw inferences about Colorado history from primary sources such as journals, diaries, **treaties, oral histories**, maps, etc.
- b. Identify cause-and-effect relationships using primary sources to understand the history of Colorado's development.





- c. Explain, through multiple perspectives, the cause-and-effect relationships in the human interactions among people and cultures that are **indigenous to** or migrated into present-day Colorado **prior to European contact**. For example: **Cultural groups such as African American, Latino, Asian American, Indigenous Peoples, LGBTQ, religious minorities**, Spanish explorers, trappers/traders, and settlers after westward expansion.
- d. Identify and describe how major political and cultural groups have affected the development of the region. For example: **Cultural groups such as African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities**.
- e. **Identify and describe the processes of settler colonialism that impacted and altered the political and cultural landscape of the region presently known as Colorado.**

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Identify and explain the perspectives of the various groups, **including African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities**, important in Colorado history when exploring the development of the state. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Recognize and describe cause-and-effect relationships in the history of Colorado. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How have past events influenced present-day Colorado and the Rocky Mountain region?
2. Why is it important to know the sequence of events and people in Colorado history?
3. How can primary sources help us learn about the past or create more questions about our state's history?
4. What social and economic decisions caused **African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities** to be **relocated** in various regions of Colorado?
5. **What factors caused the displacement of Indigenous Peoples for Colorado?**

#### *Nature and Skills of History:*

1. Historical thinkers seek accounts of history from multiple perspectives and from multiple sources.
2. Historical thinkers analyze patterns and themes throughout time.
3. Historical thinkers use primary sources as references for research.
4. Historical thinkers recognize important events in Colorado and can put them in chronological order to understand cause and effect such as **the confrontation of Indigenous Peoples defending their homelands/way of life from settler colonialism**; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and prohibition of slavery.
5. Historical thinkers can explain why individuals and groups during the same historical period differed in their perspectives.



*Disciplinary, Information, and Media Literacy:*

1. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Draw evidence from literary or informational texts to support analysis, reflection, and research.
6. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
7. Begin to discuss historical perspectives.
8. Communicate information using technologies.
9. Articulate the most effective options to access information needed for a specific purpose.
10. Find information using technologies.

## Fourth Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period. GLE Code: SS.4.1.2

### Evidence Outcomes

*Students Can:*

- a. Construct a timeline of the major events in Colorado history.
- b. Explain the relationship between major events in Colorado history and events in United States history during the same era.
- c. Describe both past and present interactions among the people and cultures in Colorado. For example: **African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities**, Spanish explorers, trappers/traders, and settlers after westward expansion.
- d. Describe the impact of various technological developments. For example: changes in mining technologies, transportation, early 20th century industrial developments, and mid- to late-20th century nuclear, and computer technologies.



## Academic Context and Connections

### *Colorado Essential Skills:*

1. Recognize and describe cause-and-effect relationships within Colorado history and draw conclusions about how various events and people affected the development of the state. (Entrepreneurial Skills: Inquiry/Analysis)

### *Inquiry Questions:*

1. In what ways have geographic, economic, cultural, and technological changes influenced Colorado today?
2. Why did people of various **cultural groups such as African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities** migrate to and settle in Colorado?
3. To what extent have unity, diversity, **and discord** shaped Colorado?
4. How have various individuals, groups, and ideas affected the development of Colorado?
5. **What happened to early African American communities such as Dearfield near Greeley or Five-Points in Denver?**

### *Nature and Skills of History:*

1. Historical thinkers analyze patterns and themes across time periods.
2. Historical thinkers use context and information from the past to make connections and inform current decisions. For example: Colorado has had a history of boom and bust cycles that have influenced the decisions of city and state planners.
3. Historical thinkers realize that technological developments continue to evolve and affect the present. For example: environmental issues have had an impact on Colorado from the Gold Rush to modern pollution.
4. Historical thinkers compare life in specific historical time periods to life today.
5. Historical thinkers generate questions about individuals and groups who have shaped significant historical changes and continuities.
6. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

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

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Use precise language and domain-specific vocabulary to inform about or explain the topic.
4. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
5. Draw evidence from literary or informational texts to support analysis, reflection, and research.
6. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
7. Articulate the most effective options to access information needed for a specific purpose.



8. Find information through the use of technologies.

## Fourth Grade, Standard 4. Civics

### Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### Grade Level Expectation:

1. Identify, investigate, and analyze multiple perspectives on civic issues. GLE Code: SS.4.4.1

### Evidence Outcomes

#### *Students Can:*

- a. Give examples of issues faced by the state of Colorado and develop possible solutions.
- b. Provide supportive arguments for both sides of a current public policy debate **involving diverse stakeholders**.
- c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved, **including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities**.
- d. Identify and use appropriate sources to investigate and analyze **issues** from multiple perspectives, **including from African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities**.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Regulate reactions to differing perspectives. (Personal Skills: Adaptability/Flexibility)
2. Identify and explain multiple perspectives when exploring issues faced by the state of Colorado. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Participate in social or community activities.

#### *Inquiry Questions:*

1. How can government answer questions about issues in a state in various ways?
2. How do diverse opinions enrich a community, including multiple perspectives **such as African American, Asian American, Indigenous People, Latinos, LGBTQ, and religious minorities**.
3. How does an individual's experience and background influence perception of an issue?
4. **Why is it important for those who are most impacted by the issues at hand to have a seat at the table and to have a hand in creating solutions?**
5. Why is it important to research issues and engage in civil debates?



**6. How do you make sure that African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities voices are being heard by local and state governments?**

*Nature and Skills of Civics:*

1. Civic-minded individuals understand that virtues, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, should be used when they interact with each other on public matters.
2. Civic-minded individuals recognize opportunities to study the effectiveness of various ways to influence state public policy.
3. Civic-minded individuals understand the relationships between state government and citizens **as well as tribal government and citizens.**
4. Civic-minded individuals study the art of debate, critical reasoning, and active listening to foster informed choices. For example: school boards review the pros and cons of an issue such as dress code and then make a policy decision.
5. Civic-minded individuals identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
6. Civic-minded individuals critique arguments and provide explanations.

*Disciplinary, Information, and Media Literacy:*

1. Draw evidence from literary or informational texts to support analysis, reflection, and research.
2. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
6. Present information orally and in writing.
7. Use technology to efficiently and effectively access information.

## **Fourth Grade, Standard 4. Civics**

**Prepared Graduates:**

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

**Grade Level Expectation:**

2. The origins, structures, and functions of the Colorado government. GLE Code: SS.4.4.2



## Evidence Outcomes

### *Students Can:*

- a. Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government.
- b. Identify and explain a variety of roles leaders, citizens, and others play in state government.
- c. Identify and explain the services the state government provides and how those services are funded.
- d. Describe how the decisions of the state **government** affect local governments and interact with the federal **government and sovereign indigenous nations**.
- e. Describe how a citizen might engage in state government to demonstrate their rights or initiate change.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Recognize how members of a community rely on each other to make decisions and enact change. (Civic/Interpersonal Skills: Collaboration/Teamwork)

### *Inquiry Questions:*

1. What would state government look like if one of the branches had more power than the others?
2. What would Colorado be like without a state government?
3. To what extent were various individuals and organizations in the state important in the development of Colorado's government?

### *Nature and Skills of Civics:*

1. Civic-minded individuals understand the importance of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.
2. Civic-minded individuals know the origins, structure, and functions of Colorado's government and how it provides for participation, influence and benefits. For example, individuals can vote on ballot issues that affect taxes.
3. Civic-minded individuals investigate resources and ask for government support and services. For example: someone wanting to open a restaurant can visit the Department of Health website to get information.
4. Civic-minded individuals can explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

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

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
2. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
3. Present information orally and in writing.



4. Use technology to efficiently and effectively access information.
5. Demonstrate an understanding of chronology.

## Fifth Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history. GLE Code: SS.5.1.1

### Evidence Outcomes

#### *Students Can:*

- a. Recognize how historical context can affect the perspective of historical sources.
- b. Examine significant historical documents. For example: **the Proclamation of 1763, treaties with Indigenous Nations, wampum belts**, the Stamp Act, the Declaration of Independence, and the Constitution.
- c. Interpret timelines of eras and themes in North America from European colonization **and genocide of Indigenous Peoples** through the establishment of the United States Government.
- d. Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from **pre-European** colonization through the establishment of the United States Government.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make observations and draw conclusions from a variety of sources when studying American history. (Entrepreneurial Skills: Inquiry/Analysis)
2. Identify and explain multiple perspectives when exploring events, ideas, issues in United States history. (Civic/Interpersonal Skills: Global/Cultural Awareness).

#### *Inquiry Questions:*

1. How do sources with varied perspectives help us to understand what happened in the past?
2. Why is **it** important to understand the historical context of events?
3. How might history be different without the Declaration of Independence?
4. **Why is it important to understand and empathize with the perspectives of diverse groups (African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities) involved in early United States history?**



### *Nature and Skills of History:*

1. Historical thinkers analyze and interpret primary and secondary sources to make inferences about various time periods and show cause-and-effect relationships.
2. Historical thinkers seek people, places, and events that tell the story of history from multiple perspectives.
3. Historical thinkers examine data for point of view, historical context, distortion, or propaganda.
4. Historical thinkers apply the historical method of inquiry to continuously interpret and refine history. For example, political cartoonists portray multiple perspectives of events, and newspapers may be biased in coverage of events throughout time.
5. Historical thinkers generate questions about individuals and groups who have shaped significant historical changes and continuities.
6. Historical thinkers explain why individuals and groups during the same historical period differed in their perspectives.
7. Historical thinkers explain connections among historical contexts and people's perspectives at the time.
8. Historical thinkers summarize how different kinds of historical sources are used to explain events in the past.
9. Historical thinkers gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
10. Historical thinkers use evidence to develop claims in response to compelling questions.

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

1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
2. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
3. Provide logically ordered reasons that are supported by facts and details.
4. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5. Draw evidence from literary or informational texts to support analysis, reflection, and research.
6. Articulate the most effective options to access information needed for a specific purpose.
7. Communicate information using technologies.

## **Fifth Grade, Standard 1. History**

### **Prepared Graduates:**

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

### **Grade Level Expectation:**

2. The historical eras, individuals, groups, ideas, and themes in North America from European colonization through the establishment of the United States Government. GLE Code: SS.5.1.2





## Evidence Outcomes

### *Students Can:*

- a. Identify and explain cultural interactions between **Indigenous Peoples, enslaved individuals (both indigenous and African), and European colonists**. For example: **The Columbian Exchange, genocide of Indigenous Peoples, chattel slavery of Africans, and triangle trade networks**.
- b. Identify and describe the significant individuals and groups of **Indigenous Peoples, enslaved individuals (both indigenous and African), and European colonists** before the American Revolution.
- c. **Explain the political, social, and economic reasons for the settlement of the European and American colonies and how it affected Indigenous Peoples and Africans that were enslaved.**
- d. Explain important political, social, economic, and military developments leading to and during the American Revolution.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Identify and explain multiple perspectives **including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities** when exploring events, ideas, issues in United States history. (Civic/Interpersonal Skills: Global/Cultural Awareness).

### *Inquiry Questions:*

1. How did historical events and individuals **impact** diversity in the United States?
2. How did important American documents shape American beliefs and values?
3. To what extent did individuals and their ideas contribute to the establishment of the United States government?
4. **Whose voices were left out of the process of establishing the United States government?**
5. **How did European imperialism affect Indigenous populations?**
6. **How did European imperialism affect the enslaved African populations?**

### *Nature and Skills of History:*

1. Historical thinkers use chronology to organize and study cause-and-effect relationships across time.
2. Historical thinkers study people, places, and events to tell the story of history from multiple perspectives **including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities**.
3. Historical thinkers examine the context and information from the past to make connections and inform decisions in the present. For example: the concept of liberty continues to be defended by lawyers and citizens; and the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.
4. Historical thinkers generate questions about individuals and groups who have shaped significant historical changes and continuities.
5. Historical thinkers explain connections among historical contexts and people's perspectives at the time.



6. Historical thinkers summarize how different kinds of historical sources are used to explain events in the past.
7. Historical thinkers use evidence to develop a claim about the past.
8. Historical thinkers construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

*Disciplinary, Information, and Media Literacy:*

1. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
7. Communicate information through the use of technologies.

## **Fifth Grade, Standard 4. Civics**

### **Prepared Graduates:**

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### **Grade Level Expectation:**

1. Construct an understanding of the foundations of citizenship in the United States. GLE Code: SS.5.4.1

### **Evidence Outcomes**

*Students Can:*

- a. Describe and provide sources and examples of individual rights.
- b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. For example: Freedom, rule of law, equality, civility, cooperation, respect, responsibility, and civic participation.
- c. Explain the reasons for the **establishment of the colonies by England and make connections to Spanish colonies and missions, French colonies, and Asian American migrant laborers.**
- d. Define the criteria and process for becoming a citizen.
- e. **Explain how discriminatory rules and laws in the citizenship attainment process may impact the lives of African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities.**



## Academic Context and Connections

### *Colorado Essential Skills:*

1. Recognize how members of a community rely on each other through a variety of ways when creating rules and norms. (Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Connect knowledge of the foundations of citizenship in the United States to personal ideas/understandings. (Civic/Interpersonal Skills: Civic Engagement)

### *Inquiry Questions:*

1. Who is considered a citizen and why?
2. How has citizenship been decided over the course of history?
3. What is the most important responsibility of a citizen?
4. Who is the government?
5. How does the government meet its responsibility to citizens?
6. What barriers to citizenship have affected African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities?

### *Nature and Skills of Civics:*

1. Civic-minded individuals understand that ideally, civic virtues such as civility, cooperation, respect, and responsible participation are foundational components of our society, yet also understand the necessity of civil disobedience when society is not operating fairly.
2. Civic-minded individuals understand the significance of peaceful assembly by groups and respectful behavior during a performance or speech.
3. Civic-minded individuals understand that the foundations of citizenship in the United States ensure that citizens' rights are being protected. For example: the rule of law applies to everyone in society and all individuals and groups are treated with respect.
4. Civic-minded individuals analyze critical historical documents to investigate the development of the national government.
5. Civic-minded individuals understand the responsibilities of the national government to its citizens.
6. Civic-minded individuals understand that in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
7. Civic-minded individuals gather information from a variety of sources and evaluate the relevance of that information when constructing opinions, explanation, or arguments.

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

1. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2. Conduct research by locating, gathering, and organizing information using online and print resources.



## Fifth Grade, Standard 4. Civics

### Prepared Graduates:

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

### Grade Level Expectation:

2. The origins, structures, and functions of the United States government. GLE Code: SS.5.4.2

### Evidence Outcomes

#### *Students Can:*

- a. Explain the historical foundation and the events that led to the establishment of the United States government. For example: the colonial experience, the Declaration of Independence, the Articles of Confederation, and the Constitution, **mass displacement and genocide of Indigenous Peoples, indentured servitude of African Americans and Indigenous Peoples, and the role of slavery in the early American economy.**
- b. Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles.
- c. Explain the origins, structures, and functions of the three branches of the United States government and the relationships among them.
- d. Describe how the decisions of the national government affect local and state governments **including tribal governments.**

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Identify and explain multiple perspectives **including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities** when exploring the events leading to the creation of the United States government and the principles of American democracy. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. What are democratic ideals and practices and their historic origins?
2. Were the founding fathers correct in keeping the Constitution open for flexibility and interpretation? Why?
3. How have historical documents defined and distributed power?

#### *Nature and Skills of Civics:*

1. Civic-minded individuals understand the concept of individual rights as a cornerstone to American democracy.



2. Civic-minded individuals understand the relationships between individual rights and personal responsibility.
3. Civic-minded individuals know that the origins, structure, and function of the United States government are studied to create an informed, civically literate, and responsible society. For example: fundamental principles and liberties are still evolving as judges interpret the Constitution, and legislators make laws and local city councils and boards create regulations.
4. Civic-minded individuals understand that in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
5. Civic-minded individuals understand that civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies.

*Disciplinary, Information, and Media Literacy:*

1. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
4. Identify and discuss primary and secondary sources.

## **Sixth Grade, Standard 1. History**

### **Prepared Graduates:**

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

### **Grade Level Expectation:**

1. Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere. GLE Code: SS.6.1.1



## Evidence Outcomes

### *Students Can:*

- a. Utilize primary and secondary sources to explain the interdependence and uniqueness amongst the indigenous people in North America (also known as Turtle Island) during significant eras or events; including their influence on modern society.
- b. Identify ways different cultures record history, through oral and written means, in North America, South America, and the islands of the Caribbean.
- c. Analyze multiple oral histories, and primary and secondary sources while formulating historical questions about North America, South America, and the islands of the Caribbean. For example: art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.
- d. Gather, organize, synthesize, and critique information to determine if it is sufficient to answer historical questions from the multiple perspectives of indigenous peoples, colonizers and the children produced, about North America, South America, and the islands of the Caribbean.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Make connections between information gathered and personal experiences to research historical questions. (Strategic Learning: Critical Thinking and Problem Solving)
2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and primary sources. (Entrepreneurial Skills: Creativity/Innovation)
3. Examine various resources, to look for and find value in different perspectives expressed by others. (Personal Skills: Adaptability/Flexibility)
4. Utilize primary and secondary sources to examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)

### *Inquiry Questions:*

1. What questions help us understand the interactions of people in the Western Hemisphere and how those interactions changed over significant periods of time?
2. Why do sources on the same topic vary, and how do we determine which ones will help us effectively interpret the past?
3. What key primary sources help us to understand the Western Hemisphere?
4. How is the bias of the author of a source reflected in the source itself?
5. How do we include the voices of traditionally underrepresented groups such as African-American and Indigenous peoples in our understanding of US history?

### *Nature and Skills of History:*

1. Historical thinkers evaluate historical sources, both oral and written, for purpose, audience, point of view, context, reliability, and authenticity.



2. Historical thinkers use primary and secondary sources to develop and evaluate hypotheses and interpretations of historical events and figures that are supported by evidence.
3. Historical thinkers identify points of view, seek multiple sources, and develop and defend a thesis with evidence.
4. Historical thinkers use technology to explore and evaluate for accuracy of information.
5. Historical thinkers use context and content from the past to make connections to the present.

*Disciplinary, Information, and Media Literacy:*

1. Cite specific textual evidence to support analysis of primary and secondary sources
2. Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
3. Evaluate information critically and competently.

## Sixth Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

2. The historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another. GLE Code: SS.6.1.2

### Evidence Outcomes

*Students Can:*

- a. Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times.
- b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. For example: Aztec, Maya, Inca, Inuit, African American, Mexican, Asian American, and early Indigenous cultures of North America as they existed historically and in the present. Major explorers and colonizers of countries in the Western hemisphere. The impact of slavery in North America, South America and the islands of the Caribbean.
- c. Identify examples of the social, political, cultural, and economic development in key areas of North America, South America, and the islands of the Caribbean.

### Academic Context and Connections

*Colorado Essential Skills:*

1. Make connections between information gathered and personal experiences to research historical questions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)



2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and primary sources. (Entrepreneurial Skills: Creativity/Innovation)
3. Plan and evaluate complex solutions to global challenges within the Western Hemisphere using multiple disciplinary perspectives such as cultural, historical, and scientific. (Civic Interpersonal Skills: Global/Cultural Awareness)
4. Examine various resources, to look for and find value in different perspectives expressed by others. (Personal Skills: Adaptability/Flexibility)

*Inquiry Questions:*

1. Why have civilizations **thrived and fallen**?
2. **How do groups of people become marginalized?**
3. To what extent do globalization **and Westernization** depend on a society's resistance to and adaptation to change over time?
4. What factors influenced the development of civilizations and nations in the Western Hemisphere?

*Nature and Skills of History:*

1. Historical thinkers analyze patterns and themes across time.
2. Historical thinkers study the people, places, ideas, and events in the Western Hemisphere to construct the story of history from multiple perspectives.
3. Historical thinkers use chronology to organize time.
4. Historical thinkers examine, interpret, and evaluate data for point of view, historical context, or propaganda and use it to inform decisions on the current world today.
5. Historical thinkers investigate how philosophies and ideas from the Aztec, Maya, Inca, and others in history continue to inform and affect the present.
6. Historical thinkers research how technological developments continue to evolve and affect the present.

*Disciplinary, Information, and Media Literacy:*

1. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
2. Identify propaganda, censorship, and bias in the media.
3. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
4. Cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment, or perform a task.

## **Sixth Grade, Standard 4. Civics**

**Prepared Graduates:**

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

**Grade Level Expectation:**





1. Analyze the relationships of different nations in the Western Hemisphere. GLE Code: SS.6.4.1

### Evidence Outcomes

#### *Students Can:*

- a. Discuss advantages and disadvantages of living in an interconnected world.
- b. Examine changes and connections in ideas about citizenship in different times and places in the Western Hemisphere including North America, South America, and the islands of the Caribbean. For example: Indigenous Peoples are either denied citizenship or citizenship is not always desired.
- c. Describe how groups and individuals influence governments within the Western Hemisphere.
- d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations.
- e. Analyze political issues from national and global perspectives over time in North America, South America, and the islands of the Caribbean.
- f. Identify historical examples illustrating how people from various backgrounds such as African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities in North America, South America, and the islands of the Caribbean perceived and reacted to various global issues.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Examine how individuals in the Western Hemisphere interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)
2. Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are appropriate to their contexts, using multiple disciplinary perspectives such as cultural, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness).
3. Look for and find value in different perspectives expressed by others in the Western Hemisphere. (Personal Skills: Adaptability/Flexibility).

#### *Inquiry Questions:*

1. What does it mean to live in an interconnected world?
2. How can you be a productive member of the global community and a contributing citizen of the United States?
3. Why are there greater challenges and opportunities when multiple groups interact?
4. Why do national and global viewpoints sometimes differ?
5. What are some of the barriers that prevent marginalized communities (African American, Latino, Indigenous peoples, Asian American, LGBTQ, Religious Minorities) from being "contributing" citizens?
6. What is the myth of the "model minority" and how is it harmful to minority groups?



#### *Nature and Skills of Civics:*

1. Civic-minded individuals discuss and analyze how various government decisions impact people, places, and history.
2. Civic-minded individuals analyze how the actions of individuals and groups can have a local, national, and international impact.
3. Civic-minded individuals analyze the relationship between rights and responsibility in national and global contexts.
4. Civic-minded individuals explain how nations are interconnected and affect each other on a daily basis. For example: businesses are affected by the laws, regulations, nations; and markets are damaged by drought, earthquakes and other natural disasters throughout the world, **and international trade restrictions, election interference, and pandemics are other examples.**
5. Civic-minded individuals demonstrate how technology provides daily information regarding the interaction between the United States government and other nations.

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

1. Describe how a text presents information (e.g., sequentially, comparatively, and causally).
2. Communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology in an effective manner.

## **Sixth Grade, Standard 4. Civics**

### **Prepared Graduates:**

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

### **Grade Level Expectation:**

2. Systems of government in the Western Hemisphere. GLE Code: SS.6.4.2

### **Evidence Outcomes**

#### *Students Can:*

- a. Describe different systems of government in the Western Hemisphere.
- b. Identify how different systems of government relate to their citizens in the Western Hemisphere, **and how systems of government create advantages for some of their citizens and disadvantages for others.**
- c. Compare the economic components of the different systems of government in the Western Hemisphere.
- d. Compare the various governments and citizens' liberties in the Western Hemisphere.



## Academic Context and Connections

### *Colorado Essential Skills:*

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)
2. Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are appropriate to their contexts, using multiple disciplinary perspectives such as cultural, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Look for and find value in different perspectives expressed by others in the Western Hemisphere. (Personal Skills: Adaptability/Flexibility)
4. Apply ethical perspectives/concepts to an ethical question/situation/scenario. (Civic/Interpersonal Skills: Character)

### *Inquiry Questions:*

1. How do you define good government?
2. What evidence can you find of effective and ineffective governments in the past and the present?
3. What would a government look like if you created it?
4. What are the consequences if a government does not provide for the common good?

### *Nature and Skills of Civics:*

1. Civic-minded individuals discuss and evaluate how personal and national actions have global consequences.
2. Civic-minded individuals identify ways in which lives are enriched and challenged because of the interconnected nature of a global society.
3. Civic-minded individuals demonstrate how different forms of government affect daily life. For example: employees work in international corporations and tourists visit countries with different laws, rules, and regulations.
4. Civic-minded individuals share how civic education is essential for understanding the implications of events around the world.

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

1. Identify key steps in a text's description of a process related to history/social studies.
2. Evaluate the accuracy, relevance, appropriateness, and bias of online and print sources.
3. Synthesize information from multiple sources to demonstrate understanding of a topic.

## Seventh Grade, Standard 1. History

### Prepared Graduates:

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



## Grade Level Expectation:

1. Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate thesis supported by evidence. GLE Code: SS.7.1.1

### Evidence Outcomes

#### *Students Can:*

- a. Utilize primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during significant eras or events; including their influence on modern society. For example: **the African empires of Wagadou, Mali, Songhai, and Asante**, the Silk Road and cultural diffusion, **the Cultural Revolution, the Korean War, the war in Vietnam, the Atomic Bomb in Hiroshima, the Khmer Rouge in Cambodia, Western Colonization in Asia** and the Chinese inventions of gunpowder and **the** compass.
- b. Examine primary and secondary sources to identify points of view while formulating historical claims and questions. For example: art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make connections between information gathered and personal experiences to generate a thesis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Engage in novel approaches, ideas, and/or perspectives while using inquiry and primary and secondary sources. (Entrepreneurial Skills: Creativity/Innovation)
3. Look for different historical perspectives expressed in primary and secondary sources. (Personal Skills: Adaptability/Flexibility)

#### *Inquiry Questions:*

1. Why is continued questioning of historical events beneficial?
2. How can various primary and secondary perspectives in history be beneficial in understanding past and current issues?
3. Why is it advantageous to identify historical roots of change?
4. How can an artifact be utilized to interpret history?

#### *Nature and Skills of History:*

1. Historical thinkers construct history through the gathering and analysis of historical sources.
2. Historical thinkers construct the story of the past by interpreting events from multiple points of view and various perspectives.
3. Historical thinkers defend a supported position with appropriate resources.

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

1. Determine the main idea(s) or relevant information of a primary or secondary source.
2. Analyze multiple points of view to establish a comparative approach to interpretation.



3. Utilize valid reasoning to develop a supported position on a historic matter.
4. Cite specific textual evidence to support analysis of primary and secondary sources.
5. Evaluate the reliability, accuracy, relevance, and bias of online and print sources.

## Seventh Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

2. The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another. GLE Code: SS.7.1.2

### Evidence Outcomes

#### *Students Can:*

- a. Identify and explain the historical context of key people, regions, events, and ideas; including the roots of current issues. For example: **African Empires, Pol Pot, Mao Zedong, Ho Chi Minh, Mohandas Gandhi**, Mansa Musa, the conflicts in the Middle East, the Black Death, and Confucianism.
- b. Investigate and evaluate the social, political, cultural and technological development of regions in the Eastern Hemisphere. For example: the river valley civilizations, Hammurabi's Code, the Hellenistic period, and the printing press.
- c. Describe the interactions, **conflicts** and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources between countries, the foundations of world religions, **and East/West contact, which included Western Colonization and Imperialism of East and South Asia through settlement patterns and economics and trade. All of which contribute towards** the historical roots of current issues.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)

#### *Inquiry Questions:*

1. How does the rise or collapse of a government affect surrounding societies over time?
2. How have ideas fundamentally changed various cultures in the Eastern Hemisphere?



3. How has technology shaped the development of civilizations?
4. What key ideas from ancient Eastern Hemisphere eras continue to demonstrate importance in modern times?

*Nature and Skills of History:*

1. Historical thinkers analyze patterns and themes throughout time to understand current events.
2. Historical thinkers construct history using a variety of sources.
3. Historical thinkers consider multiple points of view to interpret history and outcomes.
4. Historical thinkers use chronology to organize time.
5. Historical thinkers examine data for contextual meaning and various interpretations.

*Disciplinary, Information, and Media Literacy:*

1. Utilizing textual evidence, analyze the development and changes of people, events and ideas.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

## Seventh Grade, Standard 4. Civics

### Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### Grade Level Expectation:

1. Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere. GLE Code: SS.7.4.1

### Evidence Outcomes

*Students Can:*

- a. Describe civic virtues and principles that guide governments and societies. For example: citizenship, civic participation, and rule of law.
- b. Analyze the opportunities of civic participation in societies in the Eastern Hemisphere.
- c. Give examples illustrating the interactions between nations and their citizens. For example: Apartheid, human rights violations, the one-child policy of China, **socialized healthcare and education, government sanctioned economic policies.**
- d. **Compare and contrast South Africa's system of Apartheid with the United States system of segregation and other government sponsored systems of domestic human rights violations.**
- e. Identify public problems and research ways in which governments address those problems **and make connections to how these public health issues exist here in the United States as well.** For example: hunger, disease, poverty, and pollution.



## Academic Context and Connections

### *Colorado Essential Skills:*

1. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Participate in social or community activities. (Civic/Interpersonal Skills: Civic Engagement)

### *Inquiry Questions:*

1. How do international laws and organizations help encourage ethical governmental practices?
2. How do the aggressive actions of a nation influence other nations and international organizations?
3. What factors lead to cooperation, competition, or aggression between societies?
4. Why do governments form alliances and join international organizations?

### *Nature and Skills of Civics:*

1. Civic-minded individuals know the components of various systems of government.
2. Civic-minded individuals develop criteria to apply standards of ethics and quality in evaluating the effectiveness of government.
3. Civic-minded individuals understand the connections and complexities of interactions among nations.

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

1. Distinguish among fact, opinion, and reasoned judgment in a text.
2. Summarize the points an author/speaker makes and explain how each claim is supported by reasons and evidence.
3. Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
4. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.

## Seventh Grade, Standard 4. Civics

### **Prepared Graduates:**

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

### **Grade Level Expectation:**

2. Nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways. GLE Code: SS.7.4.2



## Evidence Outcomes

### *Students Can:*

- a. Explain the origins, functions, and structure of different governments. For example: dictatorship, totalitarianism, **monarchy**, democracy, socialism, and communism.
- b. Evaluate and analyze how various governments and organizations interact, resolve their differences, and cooperate. For example: the African Union (AU), treaties, and diplomacy.
- c. Investigate examples of collaboration and interdependence between international organizations and countries. For example: the Red Cross, World Health Organization, and United Nations Educational, Scientific and Cultural Organization (UNESCO).

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Apply ethical perspectives/concepts to an ethical question/situation/scenario. (Civic/Interpersonal Skills: Character)

### *Inquiry Questions:*

1. What are fundamental human rights?
2. How can governmental policy lead to problems or help solve problems?
3. What is the purpose of government?
4. How can governments encourage interaction between societies and international organizations?

### *Nature and Skills of Civics:*

1. Civic-minded individuals can interact, resolve their differences, and cooperate.
2. Civic-minded individuals understand that governments have different functions.

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

1. Use technology for problem solving, self-directed learning, and extended learning activities.
2. Use knowledge and research skills to engage in conversation and debate around issues of common concern.
3. Present claims and findings, emphasizing main points in a focused manner with relevant descriptions, facts, details, and examples.

## Eighth Grade, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

1. Investigate and evaluate primary and secondary sources about United States history from the American Revolution through Reconstruction to formulate and defend a point of view with textual





evidence. GLE Code: SS.8.1.1

### Evidence Outcomes

#### *Students Can:*

- a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives.
- b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history.
- c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry.
- d. Construct a written historical argument supported by evidence demonstrating the use or understanding of primary and secondary sources.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Interpret information as historians and draw conclusions based on the best analysis using primary and secondary sources. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Synthesize ideas as historians in original and surprising ways examining multiple perspectives from the American Revolution through Reconstruction. (Entrepreneurial Skills: Creativity/Innovation)
3. Make predictions as historians and design data/information collection to analyze conflicting perspectives. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How has the Declaration of Independence influenced other nations?
2. Which primary documents have had the greatest impact on the people of the United States?
3. Should and can historians be completely impartial when writing about history?
4. **Is there consistency among western based historians and eastern historians?**

#### *Nature and Skills of History:*

1. Historical thinkers interpret history through the use of primary and secondary sources to cite specific evidence to support analysis.
2. Historical thinkers use primary and secondary sources to evaluate and create hypotheses of historical events and include supporting evidence to defend their claim.
3. Historical thinkers analyze modern and historical maps, through geographic tools, to explain how historical events are shaped by geography.
4. Historical thinkers use technology to produce and present primary and secondary sources clearly and efficiently.
5. Historical thinkers use the context and content from the past to make connections to the present. For example: connecting the Civil War to current social and political issues, and the boom and bust cycle of economics with the Gold Rush and railroads.



6. Historical thinkers use the historical method of inquiry to interpret and refine history and serves as a model for inquiry. For example, historians and communities preserve historical documents, artifacts, and buildings.

*Disciplinary, Information, and Media Literacy:*

1. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
2. Answer a historical question through the interpretation of primary sources.
3. Develop a clear sense of historical time, past, present and future in order to identify the sequence in which events occurred.
4. Conduct research by locating, gathering and organizing information to present orally and in writing by using appropriate technology resources to support learning.

## **Eighth Grade, Standard 1. History**

### **Prepared Graduates:**

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

### **Grade Level Expectation:**

2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction. GLE Code: SS.8.1.2

### **Evidence Outcomes**

*Students Can:*

- a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives to include African Americans, Asian Americans, Latinos, Indigenous Peoples, LGBTQ and religious minorities' perspectives.
- b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history. For example, Indigenous Peoples' perspectives on Western Colonization, African American perspectives on slavery, Asian American and Latinos' perspectives on immigration, the Indian Removal Act, the Buffalo Soldiers, the Sand Creek Massacre, and further divisions among Indigenous Peoples regarding the practice of slavery.
- c. 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. For example: grievances from the colonists against Parliament, the Constitutional Convention, causes and effects of the Civil War, and grievances of the Indigenous Peoples and African Americans
- d. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise.



- e. Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction.
- f. Evaluate the impact of gender, age, ethnicity and class during this time and the impact of these demographic groups on the events of the time period.
- g. Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction.
- h. Analyze ideas that are critical to the understanding of American history. For example: ideals involved in major events and movements, such as **slavery**, representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Interpret information as historians and draw conclusions based on multiple perspectives about the United States. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Synthesize ideas as historians in original and surprising ways about historical eras, individuals, groups, ideas and themes. (Entrepreneurial Skills: Creativity/Innovation)
3. Make predictions as historians and design data/information collection and analysis strategies to recognize continuity and change through time. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How have the basic values and principles of American democracy changed over time and in what ways have they been preserved?
2. Which primary documents, including those from Indigenous Peoples, African American, Latinos in the West have had the greatest impact on the people of the United States?
3. To what extent are the ideas of the American Revolution and the United States Constitution still affecting the world today?
4. What would the United States be like if the British had won the American Revolution?
5. To what extent was the Civil War an extension of the American Revolution?
6. What would the United States look like if slavery never became an integral part of the North American Economy?
7. To what extent did the 13th Amendment truly end slavery?
8. Who did the Declaration of Independence apply to?
9. What role did Indigenous Peoples play in the Civil War?
10. What role did economics play in the perpetuation of the enslavement of peoples in the United States?

#### *Nature and Skills of History:*

1. Historical thinkers interpret history through the use of primary and secondary sources to cite specific evidence to support analysis.
2. Historical thinkers use primary and secondary sources to evaluate and create hypotheses of historical events and include supporting evidence to defend their claim.



3. Historical thinkers analyze modern and historical maps, through geographic tools, to explain how historical events are shaped by geography.
4. Historical thinkers use technology to produce and present primary and secondary sources clearly and efficiently.
5. Historical thinkers use the context and content from the past to make connections to the present.
6. Historical thinkers use the historical method of inquiry to interpret and refine history and serves as a model for inquiry. For example: historians and communities preserve historical documents, artifacts, and buildings.

*Disciplinary, Information, and Media Literacy:*

1. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
2. Answer a historical question through the interpretation of primary sources.
3. Develop a clear sense of historical time, past, present and future in order to identify the sequence in which events occurred.
4. Conduct research by locating, gathering and organizing information to present orally and in writing by using appropriate technology resources to support learning.

## **Eighth Grade, Standard 4. Civics**

### **Prepared Graduates:**

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### **Grade Level Expectation:**

1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States. GLE Code: SS.8.4.1

### **Evidence Outcomes**

*Students Can:*

- a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes **as well as how they impacted women, Indigenous Peoples, people of color, and people living in unsettled or territory belonging to other nations; for example, Black Lives Matter and Me Too.**
- b. Analyze the changing definition of citizenship; **who is considered a citizen, how they gained acceptance** and give examples of the expansion **and reduction** of rights.
- c. Describe examples of citizens and groups who have influenced change in United States government and politics. For example: Women, Indigenous Peoples, African Americans, **the LGBTQ community,** and people in the unsettled territories.
- d. Evaluate the result of various strategies for political change over time.



- e. Analyze primary sources supporting democratic freedoms and the founding of our government. For example: the Declaration of Independence, Constitution, and Bill of Rights; and explain how they provide for both continuity and change.
- f. Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make connections as citizens between information gathered and personal experiences to apply and/or test solutions to analyze citizenship and examine the individual role in government. (Entrepreneurial Skills: Inquiry/Analysis)
2. Apply knowledge as citizens to set goals, make informed decisions, and transfer to new contexts about the roles and responsibilities of individual citizens. (Personal Skills: Initiative/Self-Direction)

#### *Inquiry Questions:*

1. What is a patriot?
2. **What is a Nationalist?**
3. What are the duties and responsibilities for citizens?
4. What are the various roles of government?
5. 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? **Consider Malcolm X, Martin Luther King, Black Panthers, etc.**
6. How have the meanings of American ideals remained the same and changed over time?

#### *Nature and Skills of Civics:*

1. Civic-minded individuals distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of government and non-governmental contexts.
2. Civic-minded individuals explain specific roles played by citizens. For example: voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders.
3. Civic-minded individuals examine the origins, purposes, and impact of constitutions, laws, treaties and international agreements.
4. Civic-minded individuals explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.

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

1. Use content-specific technology tools to support learning and research.
2. Use effective decision-making and problem-solving skills in public and private life.
3. Accept responsibility for the well-being of oneself, family, and the community.
4. Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
5. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.



## Eighth Grade, Standard 4. Civics

### Prepared Graduates:

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

### Grade Level Expectation:

2. The purpose and place of rule of law in a constitutional system. GLE Code: SS.8.4.2

### Evidence Outcomes

#### *Students Can:*

- a. Discern various types of law.
- b. Evaluate the strengths of rule of law.
- c. Describe and engage in various means of conflict management.
- d. Explain the role and importance of the Constitution.
- e. Discuss the tensions between individual rights, state law, and national law.
- f. Explain how the state and federal courts' power of judicial review is reflected in the United States' form of constitutional government.
- g. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make connections as citizens between information gathered and personal experiences to apply and/or test solutions to analyze the structures and functions of government. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Connect knowledge as citizens from personal ideas/understandings to civic engagement about the origins, structures and functions of governments. (Civic/Interpersonal Skills: Civic Engagement).

#### *Inquiry Questions:*

1. What is the "common good"?
2. What are key court cases and historical events in the development of the United States?
3. How have landmark Supreme Court cases impacted society?
4. What are examples of successful and unsuccessful conflict resolution in United States history and why?
5. How has the United States balanced individual rights and law?
6. Which is more effective, the rule of law or the rule of man? Why?
7. **What is the role of truth versus beliefs?**



#### *Nature and Skills of Civics:*

1. Civic minded individuals read diverse sources to create understanding, critically analyze issues, and place them in historical context.
2. Civic minded individuals understand and discuss the dynamic nature of national government and the individual's role in the process.

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

1. Use content specific technology tools to support learning and research.
2. Use effective decision-making and problem-solving skills in public and private life.
3. Accept responsibility for the well-being of oneself, family, and the community.
4. Apply social studies content and skills to real life situations.

## **High School, Standard 1. History**

### **Prepared Graduates:**

1. Understand the nature of historical knowledge as a process of inquiry that examines, analyzes how history is viewed, constructed, interpreted and how power and privilege impact the way history is told and understood.

### **Grade Level Expectation:**

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. GLE Code: SS.HS.1.1

### **Evidence Outcomes**

#### *Students Can:*

- a. Formulate compelling and supporting questions after evaluating primary sources for point of view and historical context.
- b. Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.
- c. Gather and analyze historical information from a range of qualitative and quantitative sources. For example: demographic, economic, social, and political data.
- d. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.

### **Academic Context and Connections**

#### *Colorado Essential Skills:*

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts, including multilingual. (Civic/Interpersonal Skills: Communication)



2. Interpret, analyze, and draw conclusions using historical sources. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Synthesize ideas in original and innovative ways. (Entrepreneurial Skills: Creativity/Innovation)

*Inquiry Questions:*

1. How does the point of view of a historian affect how history is interpreted?
2. Do historians come to agreement on the historical significance of events? If so, how?
3. What if the history of a war was told by someone other than the winners?
4. Why are historical questions important?
5. What if the belief "All men are created equal" had not been written in the United States Declaration of Independence? Who was specifically included in this belief and who was specifically excluded from this belief?
6. How do historical thinkers use primary and secondary sources to formulate historical arguments?
7. How might historical inquiry be used to make decisions on contemporary issues, for example: How has anti-immigrant sentiment and policy affected lawmakers' decisions around the immigration issues of today?

*Nature and Skills of History:*

1. Historical thinkers use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
2. Historical thinkers evaluate historical sources for audience, purpose, point of view, context, and authenticity.
3. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and diverse interpretations of historical events and figures and patterns and trends.
4. Historical thinkers evaluate the credibility of a source by examining how experts value the source.
5. Historical thinkers use information and context to interpret, evaluate, and inform decisions or policies regarding such issues which societies find contentious or worthy of debate and discussion.

*Disciplinary, Information, and Media Literacy:*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of a text as a whole.
2. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
3. Analyze in detail how a complex primary and/or secondary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
4. Evaluate historians' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.





6. Individually and with others, students construct compelling questions, and explain points of agreement and disagreement about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
7. Explain how compelling questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
8. Interpret, analyze, and detect bias in historical sources.
9. Write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.
10. Integrate multimedia as effective tools for presenting and clarifying information.

## High School, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

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. GLE Code: SS.HS.1.2

### Evidence Outcomes

#### *Students Can:*

- a. Analyze continuity and change in eras over the course of United States history.
- b. Investigate causes and effects of significant events throughout United States history. For example: **World conflicts like South African divestment, regional conflicts like continued colonization of Indigenous lands and the Elaine and Black Wall Street massacres, urbanization and suburbanization like the Great migration of African Americans moving from the former Confederate states**, as well as economic cycles, and popular and countercultures.
- c. Analyze the complexity of events throughout United States history. For example: **the Civil Rights Movement including sit-ins, the bus boycott, Ku Klux Klan (KKK) rallies, and the Voting Rights Act of 1964; migration, immigration and displacement, Anti-Chinese immigration legislation, the creation of ICE, Japanese-American Internment, and continued colonization of Indigenous lands; landmark Supreme Court cases including Heart of Atlanta Motel Inc. vs. United States, Loving vs. Virginia, Obergefell v. Hodges, and Bostock v. Clayton County; the war on drugs, the war on terror that lead to anti-Middle Eastern discrimination, and mass media.**
- d. Examine and evaluate issues of identity-based inclusion and exclusion from Reconstruction to present. For example: **the systemic impact of racism and nativism such as continued colonization of Indigenous lands, Jim Crow, Affirmative Action, the War on Drugs, inequalities in the education system, the prison system as a form of modern-day slavery and the evolution of modern policing from slave patrols, the definition and role of patriotism, expansion and reductions of rights, and**



the role of religion including the African Methodist Episcopal, Southern Baptist and Nation of Islam.

- e. Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: **scientific innovations by Lewis Latimer, Charles Drew, and Otis Boykins**; Ford's assembly line, NASA, personal computing.
- f. Evaluate the historical development and impact of political thought, theory and actions. For example: the development of political parties, women's suffrage, activist groups, **anti-fascism, Counter Intelligence Programs (COINTELPRO)**, reform and socio-cultural movements.
- g. Analyze the origins of fundamental political debates and how opposing perspectives, cooperation and/or conflict have shaped national unity and/or division. **For example: Human and civil rights such as slavery, the rights of women, Indigenous peoples, African Americans, Latinos, Asian Americans, LGBTQ individuals, and people experiencing poverty; organizations like Student Non-Violent Coordinating Committee (SNCC), the National Association for the Advancement of Colored People (NAACP), and the KKK, and the role of government.**
- h. Analyze ideas critical to the understanding of American history. For example: populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.
- i. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States. For example: the writings of the Muckrakers, political cartoons, the Harlem Renaissance, and protest songs and poems.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make predictions and design data/information collection and analysis strategies to test historical hypotheses. (Entrepreneurial Skills: Inquiry/Analysis)
2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex national problems using interdisciplinary perspectives independently or with others. (Civics/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. How does society decide what is important in United States history?
2. What ideas have united the American people over time?
3. How does diversity affect the concept of change over time? Is change over time a matter of perspective?
4. **Who is included and who is excluded in the clause, "All men are created equal", which is written in the Declaration of Independence?" How true was this clause at the time it was written?**

#### *Nature and Skills of History:*

1. Historical thinkers understand that the ability to negotiate the complex relationships among change, diversity, and unity throughout United States history, is an essential attribute for success in a more interconnected world.



2. Historical thinkers understand that the ability to negotiate the complex interrelationship among political, social, and cultural institutions throughout United States history, is essential to participation in the economic life of a free society and our civic institutions.
3. Historical thinkers analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
4. Historical thinkers analyze how historical events and spatial diffusion of ideas, technology, and cultural practices have influenced migration patterns and the distribution of human population.

*Disciplinary, Information, and Media Literacy:*

1. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
2. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
3. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
4. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
5. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
6. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
7. Collaborate with peers, experts, and others using contemporary media to contribute to a content related knowledge base to compile, synthesize, produce, and disseminate information.

## High School, Standard 1. History

### Prepared Graduates:

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

### Grade Level Expectation:

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. GLE Code: SS.HS.1.3

### Evidence Outcomes

*Students Can:*

- a. Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars, the Holocaust, the Cold War; and independence movements/decolonization.



- b. Investigate causes and effects of significant events throughout world history. For example: the Renaissance; the Protestant Reformation; the Industrial Revolution; the founding of Liberia, the Ethiopia Civil War that created Eritrea, the French, Russian, and Chinese Revolutions; the World Wars; genocides such as the Holocaust; and the Arab Spring movement.
- c. Analyze the complexity of events throughout world history. For example: religious rifts such as the Protestant Reformation and the Shiite/Sunni split in Islam; independence movements in Africa, the Americas, and Asia; and globalization and the rise of domestic **white supremacists such as Proud Boys and KKK; and international terrorist organizations such as the Real Irish Republican Army.**
- d. Examine and evaluate issues of unity and diversity throughout world history. For example: migration and immigration, nationalist movements, revolutions, colonialism, world conferences/international agreements, human rights issues, and the resulting changes in political geography.
- e. Discuss the historical development and contemporary impact of philosophical movements and major world religions. For example: the Enlightenment, the development and expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and Taoism.
- f. Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: the British factory system, Sputnik, the rise of Chinese manufacturing and the miniaturization of technology.
- g. Describe and analyze the historical development and impact of the arts and literature on the cultures of the world. For example: the Renaissance, the Harlem Renaissance, Modernism, propaganda, and the use of art and literature as forms of resistance.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make predictions and design data/information collection and analysis strategies to test historical hypotheses. (Entrepreneurial Skills: Inquiry/Analysis)
2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. (Civic Interpersonal: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. How have different cultures influenced world history?
2. How do historians work from/with cultural assumptions to decide what is important in world history?
3. What ideas transcend cultural, political, economic, and social differences in world history?
4. **What is the story of the occupation and colonization of the United States, from the viewpoint and experiences of Indigenous people?**
5. How does cultural, political, economic and social diversity affect perceptions of change over time?
6. How are human rights respected and defended in a world of different nations and cultures?
7. **How are human rights violated and prosecuted in a world of different nations and cultures, including in the US?**



**8. How has the United States' treatment of human rights impacted American nationalism, exceptionalism, and xenophobia?**

*Nature and Skills of History:*

1. Historical thinkers understand that the ability to negotiate the complex relationships among change, diversity, and unity throughout world history is an essential attribute for success in a more interconnected world.
2. Historical thinkers understand that the ability to analyze the significance of interactions among eras, ideas, individuals, and groups is an essential skill in an increasingly globalizing world.
3. Historical thinkers analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
4. Historical thinkers analyze how historical events and spatial diffusion of ideas, technology, and cultural practices have influenced migration patterns and the distribution of human population.

*Disciplinary, Information, and Media Literacy:*

1. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
2. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
3. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
4. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
5. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
6. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
7. Collaborate with peers, experts, and others using contemporary media to contribute to a content related knowledge base to compile, synthesize, produce, and disseminate information.

## High School, Standard 4. Civics

### Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### Grade Level Expectation:

1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society. GLE Code: SS.HS.4.1



## Evidence Outcomes

### *Students Can:*

- a. Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.
- b. Evaluate how individuals and groups can **or cannot** effectively use the structure and functions of various levels of government to shape policy.
- c. Explain the roles and influence of individuals, groups, and the press as checks on governmental practices. For example: direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings.
- d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage individually and/or in groups with that level of government.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Participate in civil society at any of the levels of government, local, state, tribal, national, or international. (Civic Interpersonal Skills: Civic Engagement).
2. Use interpersonal skills to learn and work with individuals and groups from diverse backgrounds, **including African American, Latino, Indigenous, Asian American, LGBTQ, and religious minorities** in order to understand or impact a policy. (Civic Interpersonal Skills: Collaboration/Teamwork).
3. Analyze both how and why media messages are constructed, and for what purposes in order to support a stance or opinion on an issue. (Professional Skills: Information Literacy)

### *Inquiry Questions:*

1. What is the meaning of civic participation in a democratic republic?
2. How can citizens act individually and collectively as a “check” on government?
3. What strategies can citizens use most effectively to influence public policy, **including but not limited to running for public office, lobbying, agitation and protests?**
4. How do people remain civil and engage in discourse when there is dissonance?
5. Why should you participate in government?
6. **What is needed to affect change without engaging in traditional systems of power?**
7. What kinds of participation would be most effective on the policy issues you care about the most?
8. **Is it ever necessary to organize and act outside of civic discourse and policy?**
9. In what ways can you actively engage in American democracy and impact its system of government?
10. **Who participates in government, and what barriers exist to participation? How can these barriers be challenged?**

### *Nature and Skills of Civics:*

1. Civic-minded individuals research civic issues and act appropriately using a variety of sources from multiple perspectives and communicating views in a respectful manner.



2. Civic-minded individuals write letters to stakeholders using logical reasoning with relevant, accurate data and evidence to influence policy.
3. Civic-minded individuals can verbally express their position on issues involving their community and/or nation in meaningful and thoughtful ways. For example: citizens speak at a school board meeting or running for office.
4. Civic-minded individuals can listen to multiple perspectives in a respectful manner, as part of civil discourse. **Multiple perspectives may include, but are not limited to, people you agree with, disagree with, people that are underrepresented, and those that are impacted positively and negatively on both sides of an issue.**
5. Civic-minded individuals can work effectively individually, and in groups, to influence public policy and the actions of government.

*Disciplinary, Information, and Media Literacy:*

1. Decision-making involves researching an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. For example: citizens study the issues before voting.
2. Participation in a local, state, tribal, or national issue involves research, planning, and implementing appropriate civic engagement.
3. Social media can be a tool for researching civic issues, advocating for ideas, and expressing views to elected officials.
4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.
5. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
6. Demonstrate the ability to locate, evaluate, and apply sources in order to formulate descriptive evidence, including but not limited to the use of social media as a form of communication.
7. Demonstrate ability to use 21<sup>st</sup> century media as a tool for civic participation.
8. Critically analyze messages in the media to detect propaganda, censorship, and bias.
9. Demonstrate appropriate behaviors when using technology and discuss consequences of inappropriate use.

## High School, Standard 4. Civics

### Prepared Graduates:

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

### Grade Level Expectation:

2. Purposes, roles and limitations of the structures and functions of government. GLE Code: SS.HS.4.2



## Evidence Outcomes

### *Students Can:*

- a. Describe the origins, foundations, purposes, and limitations of government and include the contribution of key philosophers, American historical figures and documents.
- b. Identify the structure, function, and roles of current members of American government and their relationship to democratic values.
- c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. For example: freedom and security, individual rights and common good, general welfare, and rights and responsibilities.
- d. Analyze the role of the founding documents of the United States and the evolution of their interpretation through governmental action and court cases. For example: the Declaration of Independence (first draft to final draft), Great Law of Peace, the Constitution, the Federalist Papers, the Bill of Rights, and the Marshall Trilogy.
- e. Understand the role of the American judicial system including the school to prison pipeline and how that affects communities of color in creating inequities for all persons in the United States, in particular African Americans, Latino, Native, Asian, and LGBTQ individuals and evaluate the effectiveness of the justice system in protecting life, liberty, and property.
- f. Analyze how current global issues impact American foreign policy. For example: the Universal Declaration of Human Rights, immigration, or foreign trade agreements.
- g. Compare and contrast how other systems of government function. For example: authoritarian regimes and parliamentary systems, tribal systems and non-tribal systems.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills regarding the role and responsibilities of different levels and types of government. (Civic/Interpersonal Skills: Communication)
2. Interpret information and draw conclusions about the origins of the structures of America's governmental institutions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Apply knowledge of government to develop appropriate and workable solutions that address complex local, state, national and global problems using interdisciplinary perspectives. (Civic/Interpersonal Skills: Global/Cultural Awareness)

### *Inquiry Questions:*

1. What are the most important democratic ideals and practices?
2. What are the various levels and roles of the U.S. system of government?
3. What would society look like if several landmark court cases had been decided differently?
4. How does the government best protect individual rights and the rights of those in the minority, such as racial, ethnic, religious, LGBTQ groups?
5. In what ways can you actively engage in American democracy and impact its system of government?





6. What are the flaws in the United States government that inhibit democracy? Would the United States look like without checks and balances? What is the impact of lifetime judicial appointments?
7. How has American federalism evolved and changed over time?
8. How has the concept of American Democracy developed throughout history?
9. How have domestic and foreign policy impacted American Democracy?
10. Why should U.S. citizens be informed of issues related to foreign governments?
11. Who are the elected officials who impact your life and how?
12. What are a U.S. citizen's rights and responsibilities?
13. How does the Electoral College impact people of color, class division and citizens of different socio-economic levels?

#### *Nature and Skills of Civics:*

1. Civic-minded individuals know the facts and subject matter of the United States Citizenship test, the test that all foreign nationals must pass before becoming a U.S. citizen.
2. Civic-minded individuals understand the concept of "rule of law" and its role in policies and practices of the government.
3. Civic-minded individuals know the political theories that contributed to the foundation and development of the structures of government and their meaning today.
4. Civic-minded individuals understand how the U.S. system of government functions at the local, state, tribal, and federal level in respect to separation of powers and checks and balances and their impact on policy.
5. Civic-minded individuals understand the effectiveness of government institutions and the limits on government in addressing social and political problems.
6. Civic-minded individuals gather and analyze data from multiple sources to look for patterns and create hypotheses regarding national and foreign policy.

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

1. Ask meaningful questions to analyze and evaluate information and ideas.
2. Determine central ideas in a text to provide an accurate summary and connect the relationship between key details and ideas.
3. Cite specific textual evidence to support the analysis of primary and secondary sources to gain insight into the text as a whole.
4. Integrate multiple perspectives to gain a coherent understanding of the whole.
5. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
6. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government.
7. Write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.
8. Synthesize information from multiple sources to demonstrate understanding of a topic.
9. Delineate a speaker's argument, identify specific claims, and distinguish if claims are supported by reasons and evidence.



## High School, Standard 4. Civics

### Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

### Grade Level Expectation:

3. Evaluate the impact of the political institutions that link the people to the government. GLE Code: SS.HS.4.3

### Evidence Outcomes

#### *Students Can:*

- a. Assess how members of a civil society can impact public policy on local, state, tribal, national, or international issues. For example: voting, participation in primaries and general elections, and contact with elected officials.
- b. Examine and evaluate the effectiveness **or ineffectiveness** of political parties, interest groups, suffrage, and social movements as a way for people to participate and influence government.
- c. Analyze the impact of federal policies on campaigns and elections, and why these policies are debated by multiple parties on the political spectrum. For example: PACs, campaign finance, state and federal voting laws and regulations, and the Federal Election Commission.
- d. Analyze how court decisions, legislative debates, and various groups have helped to preserve, develop, interpret, and limit the individual rights and ideals of the American system of government.
- e. Examine how people in other systems of government can participate to influence policy.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Analyze both how and why media messages are constructed, and for what purpose. (Professional Skills: Information Literacy)
2. Participate effectively in civic life through the use of linkage institutions. For example: media, political parties, campaigns, interest groups. (Civic/Interpersonal Skills: Civic Engagement).
3. Apply a fundamental understanding of the ethical/legal issues in many contexts including the access and use of information. For example: campaign finance laws, and Freedom of Information Act. (Civic/Interpersonal Skills: Character)

#### *Inquiry Questions:*

1. What are the different ways citizens can impact public policy as individuals or through groups?
2. How have voting rights evolved over time?
3. What current issues surround voting rights **such as voter suppression**?
4. What are interest groups and how do they influence policy?
5. How have federal elections changed over time and how do the political parties view these changes?



6. How have political parties responded to societal changes over time?
7. How has the participation of different demographic groups changed over time in the U.S. and how has this influenced American politics and the system of government?

*Nature and Skills of Civics:*

1. Civic-minded individuals use appropriate deliberative processes in multiple settings, such as caucuses, civic organizations, or advocating for change at the local, state, tribal, national or international levels.
2. Civic-minded individuals analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
3. Civic-minded individuals evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international levels.
4. Civic-minded individuals evaluate social and political systems **including all political parties, not just Democrats and Republicans**, in different contexts, times, and places, that promote civic virtues and enact democratic principles.
5. Civic-minded individuals analyze how people can use civic organizations, and social networks, including media to challenge local, state, tribal, national, and international laws that address a variety of public issues.
6. Civic-minded individuals analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
7. Civic-minded individuals evaluate multiple procedures for making and influencing governmental decisions at the local, state, tribal, national, and international levels in terms of the civic purposes achieved.
8. Civic-minded individuals can work effectively, both individually and in groups, to influence public policy and the actions of government.

*Disciplinary, Information, and Media Literacy:*

1. Understand strategies that are used by political and civic entities to impact public opinion. For example: interest groups, lobbying, political party platforms, social media networks, etc.
2. Identify how political issues are covered by the media, and how the media can influence public policy.
3. Identify ways in which 21st century media can be evaluated for authenticity, validity, and reliability.
4. Evaluate the use of social media and crowdsourcing in political movements and campaigns.
5. Analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text.
6. Synthesize information from multiple sources to demonstrate understanding of a topic.
7. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and effective presence that builds credibility.