



Colorado Academic Standards Social Studies

Committee Responses to Feedback from Board Member Rankin

Preschool - 2nd Grade

<p><u>Preschool, History</u> Lines 16-18. (page 1) <i>"Begin to recall family or personal events that happened in the past (developmentally appropriate, this can include immediate past events from that day or week) especially as it pertains to diverse backgrounds and individual family traditions such as race."</i> Remove gratuitous line 18. It is irrelevant to the stated Learning and Development Expectation.</p>	<p>The phrase "...especially as it pertains to diverse backgrounds and individual family traditions such as race" has been removed from the document.</p>
<p><u>Preschool, Civics</u> Line 37- 38. (page 4) <i>"Encourage children to appreciate individual differences by providing diverse materials, literature, and activities. For example: mirrors, height charts, and multicultural paints."</i> What are "multicultural paints?"</p>	<p>Multicultural paints are paints that accurately reflect the skin tones of all children. The committee removed "multicultural paints" and "height charts" to add clarity to the illustrative examples serving as a sampling of what could be used by educators and not meant to be all-inclusive. The Evidence Outcome now reads: <i>"Encourage children to appreciate individual differences by providing diverse materials, literature, and activities. For example: mirrors and various art supplies, etc."</i></p>
<p>Lines 35-38. (page 5). <i>"Show interest in interacting with and developing relationships with others including those who are from diverse backgrounds, different from their own."</i> Remove what has been added in red.</p>	<p>The committee revised the Indicator of Progress to read: <i>"Show interest in interacting with and developing relationships with others including those who may be similar and different."</i></p>
<p><u>Kindergarten, History</u> Line 15. (page 8) <i>"Use correctly the word "because" in the context of personal experience or stories of the past."</i> This makes no sense.</p>	<p>The committee adjusted language to help make it more clear. The Evidence Outcome now reads: <i>"Provide rationale about something from the past using statements. For example: because, as a result, I know ____."</i></p>
<p><u>Kindergarten, Economics</u></p>	<p>This question has been removed from the document.</p>



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<p>Lines 16-18. (page 12). <i>"If you want to use someone else's item, what must you do?"</i> Only one correct answer?</p>	
<p><u>Kindergarten, Economics</u> Line 30. (page 12) <i>"Show the responsibility for the well-being of oneself."</i> Clarity?</p>	<p>This statement has been removed from the document.</p>
<p><u>Kindergarten, Civics</u> Line 10. (page 13) <i>"Practice citizenship skills including courtesy, honesty, equity, and fairness when working with others."</i> Take out "equity."</p>	<p>The committee removed the term equity.</p>
<p><u>Kindergarten, Civics</u> Line 22. (page 13) <i>"What do I do when I disagree with someone or something?"</i> "Do I do?"</p>	<p>The committee clarified the language to read: <i>"What can I do when I disagree with someone or something?"</i></p>
<p><u>Kindergarten, Civics</u> Line 26. (page 13) <i>"How do we use evidence to support your opinion?"</i> Is this the teacher's opinion?</p>	<p>The committee changed the question to: <i>"Why do we use evidence to support our opinions?"</i></p>
<p><u>Kindergarten, Civics</u> Line 26. (page 14) <i>"What would it look like to have no rules?"</i> Who or what is "it"?</p>	<p>The committee clarified a kindergarten specific location to provide context. The question now reads: <i>"What would it look like to have no rules in the classroom?"</i></p>



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<p>Kindergarten, Civics Line 27. (page 14) <i>"Why is it important to have friends who are different from me? How do I learn about others who are different from me?"</i> Is there a definition of "different"? Will the correct answer be the teacher's opinion? Might some friends be unsavory and are they also important to have as friends? Maybe we need to confer with the parent of each child.</p>	<p>The social studies standards do not include a definition of "different."</p> <p>The committee believes all members of a classroom community can learn about friendship and the similarities and differences between themselves and friends.</p>
<p>Kindergarten, Civics Lines 32-33. (page 14) <i>"What is the difference between "fair," "equal," and "equitable?" For example: Every student needs something different to succeed in our classroom."</i> Clearly define the difference between these terms. Might this be grade level inappropriate? The answer is YES Throughout the document change "May" to "May or may not" Is the teacher expected to be an "influencer" here?</p>	<p>The committee adjusted this language to help make it clear at a kindergarten level. The Inquiry Question now reads: <i>"Why is it important for all students to be treated fairly?"</i></p> <p>The use of the word "may" in this context gives teachers flexibility in enacting standards or incorporating different students.</p>
<p>First Grade, History Lines 14-15. (page 18). <i>"Identify similarities and differences between themselves and others. For example: Race, ethnicity, gender identity, religion, ability, and family makeup."</i> Gender Identity is inappropriate for 1st graders.</p>	<p>The committee has removed the term "gender identity."</p>



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<p><u>First Grade, History</u> Lines 32-33. (page 18) <i>"How are African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minority cultures different from and similar to one another?"</i> Is LGBTQ or LGBTQ+ a culture? If all social groups are considered a culture, please include "Baby Boomers", Millennials etc. and Senior Citizens along with all other social groups that exist</p>	<p>The committee has revised the question to read: <i>"How are cultures different from and similar to one another?"</i></p>
<p><u>Second Grade, History</u> Lines 24-27 (page 27) <i>"Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and/or communities. For example: African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities."</i></p> <p>It is inappropriate to include LGBTQ and migration. These lines should be struck because of the level of reading and understanding of second grade students. The discussion could be interpreted as indoctrination.</p>	<p>The committee has removed the list of groups. The Evidence Outcome now reads: <i>"Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and/or communities."</i></p>
<p><u>Second Grade, Civics</u> Lines 12-15. (page 32) <i>"Analyze how diverse community members and groups (including, but not limited to, African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities) monitor advocate for their interests and responsibly influence decisions in their community."</i></p> <p>The list here is not complete. Senior Citizens is just one "marginalized" group that has been ignored. Either include <u>every</u> marginalized group or eliminate all of them and use an inclusive term.</p>	<p>The Evidence Outcome has been revised to read: <i>"Analyze how community members and groups with diverse perspectives advocate for their interests and responsibly influence decisions in their community."</i></p>



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<p><u>Second Grade, Civics</u> Lines 18-21. (page 32) <i>"Identify and compare examples of civic responsibilities such as voting, representation, lobbying and organizing, that are important to privileged and marginalized individuals, families, and communities. For example: African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities families."</i> "Privileged and marginalized" doesn't have a clear definition, opinion, or understanding.</p>	<p>The terms privileged and marginalized are not defined in the social studies standards. A glossary of terms may be included as part of the standards document.</p> <p>The list of people has been removed, and the Evidence Outcome now reads: <i>"Identify and compare examples of civic responsibilities such as volunteering in the community, that are important to privileged and marginalized individuals, families, and communities."</i></p>
<p><u>Second Grade, Civics</u> Lines 1-2. (page 34) <i>"Identify strategies to address imbalances of power (anti-bullying, deliberation and mediation, equity vs. equality, etc.)"</i> Define Equity/Equality so that a second grader would have a clear understanding.</p>	<p>Civics GLE 2 was revised to better vertically align with the scope and sequence of PK-12 civics. As a result, this Evidence Outcome has been removed.</p>

Grades 3 - 5

<p>3. The continual and exhausting attempts to include various historically marginalized groups should be eliminated. It's such a trite and ineffective attempt to be inclusive. By trying to list every group, you will inevitably leave a group out and you have done exactly that (such as ignoring women). Better to refrain from lists of groups.</p> <p>The State Board and Commissioner state: ALL MEANS ALL. However, they don't list all of the students individually or in subgroups.</p>	<p>In many cases, the listing of historically marginalized groups was eliminated; however, the committee worked to ensure that the inclusion of the various groups applied specifically to the Evidence Outcomes or Inquiry Questions.</p>
<p><u>Third Grade, History</u> Lines 30-33. (page 38) <i>"Describe the history, interaction, and contribution of the various peoples and cultures, including, but not limited to, African Americans, Asian Americans, Indigenous Peoples, Latinos, LGBTQ, and religious minorities,</i></p>	<p>The committee has revised this wording to read: <i>"Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or</i></p>



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<p><i>that have lived in or migrated to a community or region and how that migration has influenced change and development.”</i></p> <p>You can't be “inclusive” as well as “limited”. Third graders might have trouble with this. Also the LGBTQ culture is inappropriate at this grade level.</p>	<p><i>region and how that migration has influenced change and development.”</i></p>
<p><u>Third Grade, History</u> Lines 2-4. (page 39) <i>"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?"</i> Inappropriate for third grade.</p>	<p>The committee has revised Inquiry Question #1 to read: <i>"How have people from the past from diverse groups, identities, and cultures lived together and interacted with each other?"</i></p>
<p><u>Third Grade, History</u> Lines 16-17. (page 40) <i>"How have the cultural experiences of groups in different regions influenced practices regarding the local environment?"</i> Inappropriate for third grade or possibly K-12 inclusively.</p>	<p>The committee has removed this geography question.</p>
<p><u>Third Grade, History</u> Lines 9-10. (page 44) <i>"Why do some groups, such as African Americans, Asian Americans, Indigenous Peoples, Latinos, LGBTQ, and religious minorities, feel like their voices are not being heard?"</i> It's difficult to “feel” without any knowledge of the subject. (3rd grade?)</p>	<p>The committee has revised Inquiry Question #4 to read: <i>"How can community members ensure that all voices and opinions are heard?"</i></p>
<p><u>Third Grade, History</u> Lines 20-22. (page 44) <i>"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."</i> This is an opinion and an incorrect one that I'm sure is inappropriate for third grade students.</p>	<p>The committee has removed this statement.</p>



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<p>Third Grade, Personal Financial Literacy Lines 8-10. (page 47) <i>"Financially capable individuals understand that an analysis of various options and creating short- and long-term goals for borrowing is a lifelong skill. For example: Adults borrow money to buy a car or go on a vacation."</i> Examples should include purchasing food or medical needs. Vacations and cars are a choice and shouldn't be used as the example. Again, this is inappropriate for 3rd grade students. Do they know how to add and subtract? Read? Do third graders understand the concept "long term", "options"?</p>	<p>The committee revised this Nature and Skills statement to read: <i>"Financially capable individuals understand that an analysis of various options for borrowing and creating short- and long-term goals is a lifelong skill."</i></p>
<p>Fourth Grade, History Lines 20-21. (page 48) <i>"Identify and describe how major political and cultural groups have affected the development of the region. For example: African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities."</i> Take out LGBTQ and add in the cultural groups that have been left out. If "social groups" are mentioned, there are many that need to be added. This standard is inappropriate for 4th graders who lack extensive foundational reading instruction at higher than the 4th grade level.</p>	<p>The committee has revised the Evidence Outcome. The Evidence Outcome now reads: <i>"Identify and describe how political and cultural groups have affected the development of the region. Including but not limited to: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers."</i></p>
<p>Fourth Grade, History Lines 27-29 (page 48) <i>"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."</i> LGBTQ language is inappropriate for 4th grade. Above understanding and reading level of 4th grade.</p>	<p>The committee has revised the Colorado Essential Skill #1 to read: <i>"Identify and explain the perspectives of the various groups important in Colorado history when exploring the development of the state. For example: African American, Latino, Asian American, Indigenous Peoples, LGBTQ, religious groups, working class, and labor unions."</i></p>
<p>Fourth Grade, History Lines 1-3. (page 49) <i>"What social and economic decisions caused people to locate African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities to be relocated in various regions of Colorado?"</i></p>	<p>Yes, there are relocations in Colorado, for example, Indigenous Peoples were relocated to reservations, Japanese Americans were relocated to Amache in southeastern Colorado, and Latinos chose to move to northeastern Colorado for the sugar beet industry.</p>



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<p>Are there actually relocation <u>regions</u> within Colorado? Again, see above about being selective of listed groups.</p>	
<p><u>Fourth Grade, History</u> Lines 8-10. (page 50) <i>"Describe both past and present interactions among the people and cultures in Colorado. For example: American Indians, African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities, Spanish explorers, trappers/traders, and European settlers. after westward expansion</i> Examples are directing the instruction and should be left off.</p>	<p>The committee responded to public comment that a few examples should be provided to give teachers ideas for what to teach. The committee revised the Evidence Outcome which now reads: <i>"Explain, through multiple perspectives, the human interactions among people and cultures that are indigenous to or migrated to present-day Colorado. Including but not limited to: historic tribes of Colorado, the Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders."</i></p>
<p><u>Fourth Grade, History</u> Lines 23-25. (page 50) <i>"Why did people of various cultures cultural groups such as African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities migrate to and settle in Colorado?"</i> LGBTQ is inappropriate for 4th grade. See above regarding subgroups.</p>	<p>The committee revised the Evidence Outcome to read: <i>"Why did people of various cultural groups such as African Americans, Latinos, Asian Americans, Indigenous Peoples, and religious minorities migrate to and settle in Colorado?"</i></p>
<p><u>Fourth Grade, Civics</u> Lines 29-34. (page 55) <i>"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. For example: Ralph Carr and Executive Order 9066.</i> Inappropriate for 5th graders. Subgroups are redundant and not inclusive.</p>	<p>The committee revised GLE 1 EOC. to read: <i>"Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved. Including but not limited to: the contributions of African Americans, Latinos, Japanese Americans, Indigenous Peoples, LGBTQ, and religious groups."</i></p>
<p><i>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."</i> Inappropriate for 5th graders. Subgroups are redundant and not inclusive.</p>	<p>This Evidence Outcome was revised to read: <i>"Identify and use appropriate sources to investigate and analyze issues from multiple diverse perspectives."</i></p>



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<p>Fourth Grade, Civics Line 4. (page 56) <i>"Participate in social or community activities."</i> Does this include protesting?</p>	<p>Social and community activities include such things as food drives and trash clean-up. The committee decided to leave the question open-ended so that teachers could determine the appropriate activities for their students.</p>
<p>Fourth Grade, Civics Lines 7-8. (page 56). <i>"How do diverse opinions enrich a community, including multiple perspectives such as African American, Asian American, Indigenous People, Latinos, LGBTQ, and religious minorities."</i> Parental notification? Leave off subgroups or be inclusive</p>	<p>The committee removed the subgroups list from the question. Inquiry Questions #2 now reads: <i>"How do diverse opinions enrich a community?"</i></p>
<p>Fourth Grade, Civics Line 13-14. (page 56) <i>"How do you make sure that African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities all voices are being heard by local and state governments?"</i> Who does "you" refer to in this statement? Is "making sure" a requirement or suggestion?</p>	<p>The committee removed the term "you" to make the question more clear. "Making sure" was also removed in the revision of the question. The committee revised Inquiry Question #6 to read: <i>"Why is it important that all voices are heard by local and state government officials? For example: groups and individuals representing African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious groups?"</i></p>
<p>Fifth Grade, History Lines 32-34. (page 60) -<i>"Why is it important to understand and empathize with the perspectives of diverse groups? For example: African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities, etc., involved in early United States history."</i> Is it? Or is this a teacher's perspective?</p>	<p>Yes, it is important to understand the perspectives of others as that is a key element of having civil discourse in a democracy.</p>
<p>Fifth Grade, History Lines 31-33. (page 62) <i>"Whose voices were left out of the process of establishing the United States government?"</i></p>	<p>The committee revised to read: <i>"How have omissions in the historical record shaped our perception of history?"</i></p>
<p><i>"How did European imperialism affect Indigenous populations? How did European imperialism affect enslaved African populations?"</i></p>	<p>These questions were revised and combined to read: <i>"How did European colonization affect Indigenous and enslaved African populations?"</i></p>



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<p>And how did Europeans establish the United States?</p>	
<p>Fifth Grade, Civics Lines 17-18. (page 68) <i>"What historical or current barriers to citizenship have affected African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities?"</i> Too complex and inappropriate for 5th graders.</p>	<p>The committee changed the Inquiry Question to read: <i>"What historical or current barriers to citizenship exist?"</i></p>

Grades 6-8

<p>Note: Scope and Sequence and timeline throughout the grades has been ignored in the document.</p> <p>World War I (WWI) is mentioned twice. World War II once and VietNam War is not mentioned</p> <p>The American Revolutionary War is not mentioned in this document.</p>	<p>The scope and sequence is evidenced through language such as:</p> <ul style="list-style-type: none"> • 5th grade GLE 1: <i>Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.</i> • 5th grade GLE1 EOC. <i>Interpret timelines of eras and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government.</i> • 6th grade GLE 1: <i>Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere (including North America, South America, Central America, and the islands of the Caribbean).</i> • 8th grade GLE1: <i>Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.</i> <p>The Vietnam War is included in high school history GLE 2 EOa. which reads: <i>Examine and evaluate how the United States was involved in</i></p>
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The Civil War is mentioned 4x.

and responded to international events over the course of history. Including, but not limited to: the World Wars, the Holocaust, the Nuremberg trials, Cold War policies, Berlin Airlift, Korean War, Vietnam War, and the genocides in Bosnia and Darfur.

The American Revolution is referenced in 5th grade history GLE 2 EOb: *Identify and describe the contributions of significant individuals and groups of Indigenous Peoples, enslaved individuals, and European colonists through the American Revolution. For example: Crispus Attucks, Sybil Luddington, Benjamin Banneker, Thomas Jefferson, and Patrick Henry.*

5th grade history GLE 2 EOd: *Analyze important political, social, economic, and military developments leading to and during the American Revolution.*

8th grade history GLE 1: *Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.*

8th grade history GLE 2: *Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.*

8th grade history GLE 2 EOa: *“Determine and explain the historical context of key people and events from the Revolutionary War Era-through Reconstruction including the examination of different perspectives. For example: grievances from the colonists against the British Parliament, the Constitutional Convention, the role of abolitionists, contributions and grievances from Indigenous Peoples and*



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	<p><i>African Americans, and the causes and effects of the Civil War.”</i></p> <p>8th grade history GLE2 EOE: <i>“Analyze the cause and effect relationships of major conflicts from the origins of the American Revolution through Reconstruction.”</i></p>
<p>Regarding the Social Studies particularly in the 8th grade level, I agree with the following comments:</p> <ol style="list-style-type: none"> 1. Throughout the revision document, numerous references are made to specific social groups in America. Examples of those references include LGBTQ, African American, Hispanics, Asian Americans etc. Throughout the document other social groups in America are ignored and left out of the standards. Examples of the excluded groups include German Americans, Italian Americans, Canadian Americans, French Americans, Jewish Americans, Danish Americans, Norwegian Americans, Russian Americans, Indian Americans, etc. I believe this was done intentionally to exclude certain social groups and amplify current political privilege of other groups. This is completely inappropriate and has no place in academic standards for our school students. Every group of citizens in American is entitled to and deserves equal recognition under the law. The appropriate way to state and identify groups equitably is to simply say “social groups” in the place of any discriminatory list. Please take out any discriminatory lists of social groups.” 	<p>To ensure consistency, the applicable listings of groups to multiple and diverse perspectives have been adjusted throughout the document. For example: <i>How have primary documents from multiple diverse perspectives influenced people, events, and ideas in U.S. history?</i></p>
<ol style="list-style-type: none"> 1. Throughout the revisions there is a conscious effort made to replace the word “understand” with “evaluate”. There can be no evaluation without first understanding. The word “understand” should be left in all places it presently occurs. This may force students to make judgements of other social groups prior to understanding and thereby create social division. 	<p>The term understand was replaced with evaluate in the following Prepared Graduate Statement (PGS):</p> <p>Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.</p> <p>Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.</p>



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	<p>The term evaluate is a higher level skill and the PGS is what we want high school students to demonstrate upon graduation.</p> <p>Verbs such as “identify,” “explain,” “understand,” etc. are in the Grade Level Expectations and Evidence Outcomes. The depth of knowledge increases throughout the scope of K-12.</p>
<p>1. There is a purging of the word “citizen/citizens” in the revisions. This is unacceptable. It is easy to see this is being done to teach kids that anybody has a say in how our government is run, which is not true. Only citizens can vote and that is the law. Somebody preparing those revisions is actively trying to diminish the value of citizenship and Patriotism in the United States of America.</p>	<p>The committee discussed the importance of knowing what rights and responsibilities are reserved to citizens only (i.e., voting, jury duty), and included that term where it was applicable. However, the committee removed the term “citizen” when it applied to all people living in the United States (i.e., the Bill of Rights).</p> <p>For example:</p> <ul style="list-style-type: none"> High School Civics GLE 2 Inquiry Question #11: Why should U.S. citizens people in the U.S. be informed of issues related to foreign governments? High School Civics GLE 2 Inquiry Question #13: What are U.S. citizens the rights and responsibilities of people in the United States?
<p>1. References to “boundaries” have been removed as well. This is an attempt to remove recognition of geographic borders and the blending of nations. Borders are a key tenet of geography. Do not remove those references from the academic standards.</p>	<p>The following is where the term “boundaries” can be found in the standards:</p> <p>1st grade geography Nature and Skills #4: <i>“Geographic thinkers understand that boundaries and the need for boundaries affect everyday life. For example: boundary lines determine who owns a piece of property.”</i></p> <p>8th grade geography GLE 1 EOa: <i>Interpret primary and secondary geographic sources to analyze a historic issue. For example: using both historical and contemporary maps to understand the changes in American boundaries.</i></p>



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	<p>High school geography GLE 3 EOd. <i>“Analyze how culture, and cooperation and conflict influence both the division and unification of Earth. For example: international agreements, political patterns, national boundaries, and how cultural differences and conflict over land may lead to genocide.”</i></p>
<p>1. The continual and exhausting attempts to include various historically marginalized groups should be eliminated. It's such a trite and ineffective attempt to be inclusive. By trying to list every group, you will inevitably leave a group out and you have done exactly that (such as ignoring women). Better to refrain from lists of groups.</p> <p>The State Board and Commissioner state: ALL MEANS ALL However, they don't list all of the students individually or in subgroups.</p>	<p>In many cases, the listing of historically marginalized groups was eliminated; however, the committee worked to ensure that the inclusion of the various groups applied specifically to the Evidence Outcomes or Inquiry Questions.</p> <p>The committee made every effort to include "multiple and diverse perspectives" to be inclusive and eliminate the listing of all of these groups.</p>
<p>Sixth Grade, History Lines 19-21. (page 72) <i>"Gather, organize, synthesize, and critique information to determine if it is sufficient to answer historical questions from multiple perspectives. For example: Indigenous People, Latinos, African Americans, Asian Americans; LGBTQ+ and religious minorities."</i> Include only the first sentence. Also, students need to have the background necessary to understand the first sentence. K-4 must be very challenging in order to incorporate the background necessary.</p>	<p>The committee removed the list of subgroups from the Evidence Outcome.</p>
<p>Lines 5-6. (page 73) <i>"How do we include the voices of marginalized groups such as African Americans, Indigenous Peoples, and Latinos in our understanding of history in the Western Hemisphere?"</i> Who's opinion shapes the answer? Has the background been established?</p>	<p>This is an example of the kind of question a teacher may ask the students; therefore, it would be the students' opinions that shape the answer.</p>
<p>Lines 32-24. (page 73) <i>"Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times. For example: The</i></p>	<p>The Evidence Outcome has been changed to: <i>"Explain how people, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted</i></p>



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<p><i>“Great Dying” of Indigenous Peoples in the Americas and its consequences; anti-colonial and nationalist movements; and rapid deforestation in the Amazon.”</i></p> <p>The assumption is that the background knowledge of a sixth grader is sufficient to tackle this complex problem. Inappropriate for 6th grade, especially if proficiency hasn’t been reached in reading.</p>	<p><i>modern times. For example: the “Great Dying” of Indigenous Peoples in the Americas and its consequences; rapid deforestation of the Amazon; anti-colonial and nationalist movements, the Columbian Exchange, and revolutions in energy.”</i></p>
<p><u>Sixth Grade, Civics</u> Lines 30-33. (page 80) <i>“Identify historical examples illustrating how people from diverse backgrounds such as African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities in the Western Hemisphere perceived, reacted to, and influenced perceived and reacted to various national and international policies and issues global issues.”</i> See above regarding American Patriotism.</p>	<p>The focus of 6th grade are the regions of the Western Hemisphere: Canada, North America, and Central and South America.</p>
<p><u>Sixth Grade, Civics</u> Lines 14-15. (page 81) <i>“Participate in social or community activities.”</i> This might be interpreted as activism on the part of the teacher requiring student participation. Parental involvement?</p>	<p>The envisioned activities are those such as trash clean up or volunteering at a soup kitchen.</p>
<p><u>Sixth Grade, Civics</u> Lines 22-24. (page 81) <i>“What are some of the barriers that prevent communities such as African American, Latino, Indigenous peoples, Asian American, LGBTQ, and religious minorities from being “contributing” citizens?”</i> The assumption here is that they don’t have the opportunity to be «contributing citizens». Since some are, this should not be a standard.</p>	<p>The committee removed this question.</p>
<p><u>Sixth Grade, Civics</u> Line 25. (page 81) <i>“What is the myth of the “model minority” and how is it harmful to minority groups?”</i> Define “myth of the model minority”. Sixth graders may not know the definition inferred in this document. Teachers may not know this</p>	<p>The committee removed this question.</p>



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<p>terminology. This is an opportunity for indoctrination and should be left out.</p>	
<p><u>Sixth Grade, Civics</u> Lines 28-30. (page 82) <i>"Investigate the historical, social, and cultural influences of minorities on civil governments of the U.S. and Colorado, North and South America, and the Caribbean. For example: Indigenous Peoples, African Americans, Latinos, Asian Americans, LGBTQ+, and religious minorities."</i> Include all groups or eliminate the examples.</p>	<p>The committee removed the "for example" and revised the Evidence Outcome to read: <i>"Investigate the historical, social, and cultural influences of minorities on civil governments of the United States, and the rest of the Western Hemisphere."</i></p>
<p><u>Seventh Grade, Geography</u> Lines 21-23. (page 91) <i>"Geographic thinkers study cultural, ethnic and religious groups, including marginalized populations, in order to explain how they view a region and evaluate the use of resources in a region to predict and propose future uses."</i></p>	<p>The committee removed "including marginalized populations" from the statement.</p>
<p><u>Eighth Grade, History</u> Lines 13-15. (page 99) <i>"Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives. For example: African Americans, Asian Americans, Latinos, Indigenous Peoples, and religious minorities' perspectives."</i></p>	<p>The committee removed the "for example." The Evidence Outcome now reads: <i>"Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple diverse perspectives."</i></p>
<p><u>Eighth Grade, History</u> There is no scope, sequence nor timeline between grades. Some mention "women" as an alienated group, some leave off LGBTQ or LGBTQ+ and others don't parse out the groups. (Middle School) There is great inconsistency, and clarity within the document.</p>	<p>In many cases, the listing of historically marginalized groups was eliminated; however the committee worked to ensure that the inclusion of the various groups applied specifically to the Evidence Outcomes or Inquiry Questions.</p> <p>The committee made every effort to include "multiple and diverse perspectives" to be inclusive and eliminate the listing of all of these groups.</p>

High School History

<p><u>HS History</u> Lines 15-17. (page 112) <i>"Gather and analyze historical information to address questions"</i></p>	<p>This Evidence Outcome is not only representing underrepresented groups, it is simply mentioning</p>
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<p>from a range of primary and secondary sources containing a variety of perspectives, including perspectives of historically underrepresented groups."</p> <p>Allow the student to select the ways, don't lead him/her down the path of indoctrination by stating "underrepresented" only. This is not inclusive.</p>	<p>that these groups should also be represented. These are the groups that historically have often been left out of the conversation and the document is asking that they are also included and represented.</p> <p>The Evidence Outcome was revised to read: <i>"Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives. For example: perspectives of historically underrepresented groups."</i></p>
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High School Geography

<p>Line 12. (page 119) <i>"Why is "where" important? Rephrase and directly relate to geography.</i></p> <p>Lines 12-15. (page 120) <i>"Research and interpret multiple viewpoints from diverse groups including but not limited to African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities, on issues that shape policies and programs for resource use and sustainability. For example: immigration, resource distribution, and universal human rights."</i></p> <p>Remove list of groups.</p>	<p>The question has been reworded to read: <i>Why is the concept of "where" important in the study of geography?</i></p> <p>The committee has removed the list.</p>
<p>Lines 20-23. (page 120) <i>"Apply geographic knowledge and skills to implement sophisticated, appropriate, and workable ideas to address complex geographic interactions among diverse groups of Americans such as African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities using interdisciplinary perspectives independently or with others."</i></p>	<p>The inclusion of "of Americans" would not align with the scope of this standard because in High School the focus is on World Geography.</p> <p>The Colorado Essential Skill was revised to read: <i>"Apply geographic knowledge and skills to implement sophisticated, appropriate, and workable ideas to address complex geographic interactions among multiple diverse groups using interdisciplinary perspectives independently or with others."</i></p>

High School Economics

<p>Lines 7. (page 126) <i>"Explore the role of government in dealing with economic crises. For example: Rationing, scapegoating, including</i></p>	<p>The committee removed the entire Evidence Outcome.</p>
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<p><i>the incremental dehumanization of minority groups, and mitigating conflict over resources."</i></p>	
<p>Line 18. (page 129) <i>"What role does economics play in genocide?"</i> Poorly written question. Should say, <i>"What role does economics play in genocide, if any? Give specific examples."</i></p>	<p>The committee recommends rewording the question to <i>"What role can economics play in genocide?"</i></p>

High School Civics

<p>Lines 24-26. (page 130) <i>"Engage in advocacy at the appropriate level of government for both individual and group rights. For example: African American, Latino, Asian American, Indigenous Peoples, LGBTQ, and religious minorities."</i> What does this mean? Define "appropriate".</p>	<p>The committee recommends revision to make the word "appropriate" more specific to indicate that it refers to the local, state, and national levels of government. The Evidence Outcome now reads: <i>"Engage as active community members with local, state, tribal, or federal levels of government on policy issues or for individual or group rights."</i></p> <p>The Merriam-Webster definition of "appropriate": Especially suitable or compatible.</p>
<p>Lines 33-37. (page 130) <i>"Use interpersonal skills to establish and maintain healthy and supportive relationships to learn from and work with individuals and groups from diverse backgrounds, including African American, Latino, Indigenous peoples, Asian American, LGBTQ, and religious minorities, in order to understand or impact a policy." .</i></p>	<p>The committee removed the list of groups from this statement.</p>