



Holocaust & Genocide Studies Standards
with SBE Amendments - Final

June 16, 2021



2020 Colorado Academic Standards - Social Studies

NOTE: Required text is in red.

Sixth Grade, Standard 1. History

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- b. Determine and explain the historical context of key people, events, **cause and effect relationships**, and ideas over time including the examination of different perspectives from people involved. For example: Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.

Academic Context and Connections

Nature and Skills of History:

1. Historical thinkers study the people, places, ideas, and events in the Western Hemisphere to construct the story of history from multiple perspectives.

Sixth Grade, Standard 2. Geography

Grade Level Expectation:

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

Academic Context and Connections

Colorado Essential Skills:

3. Plan and evaluate complex solutions to global challenges, within the Western Hemisphere, which are appropriate to their contexts using multiple disciplinary perspectives, such as **ethnic**, cultural, historical, and scientific. (Civic Interpersonal Skills: Global/Cultural Awareness)

Sixth Grade, Standard 2. Geography

Grade Level Expectation:

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

Academic Context and Connections

Colorado Essential Skills:

2. Plan and evaluate complex solutions to global challenges within the Western Hemisphere which are appropriate to their contexts using multiple disciplinary perspectives such as cultural, **ethnic**, historical, and scientific. (Civic Interpersonal Skills: Global/Cultural Awareness)

Nature and Skills of Geography:

2. Geographic thinkers study how human and physical systems vary and interact to make better choices, decisions, and predictions. For example: resource distribution, trade, and **conflict and cooperation** among diverse peoples based on geographic features and environmental changes which affect business decisions.
4. Geographic thinkers use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers, capitals, and establishing outposts and security systems like forts and **walls; including how these decisions impact peoples, cultures, and governments.**

Sixth Grade, Standard 4. Civics

Grade Level Expectation:

1. Analyze the relationships of different nations in the Western Hemisphere.

Academic Context and Connections

Colorado Essential Skills

2. Analyze **how a specific problem can manifest itself at local, regional, and global levels, and** how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)
3. 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, **ethnic**, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness).

Sixth Grade, Standard 4. Civics

Grade Level Expectation:

2. Systems of government in the Western Hemisphere.

Colorado Essential Skills:

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, **ethnic**, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Seventh Grade, Standard 1. History

Grade Level Expectation:

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

Nature and Skills of History:

2. Historical thinkers construct the story of the past by interpreting events from multiple points of view and various perspectives.

Seventh Grade, Standard 1. History

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.

Evidence Outcomes

Students Can:

- c. Describe the interactions 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, East/West contact, settlement patterns, the historical roots of current issues; **including acts of violence towards groups of people.**

Seventh Grade, Standard 2. Geography

Grade Level Expectation:

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

Academic Context and Connections

Colorado Essential Skills:

2. Plan and evaluate complex solutions to global challenges using multiple disciplinary perspectives such as cultural, **ethnic**, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Nature and Skills of Geography:

1. Geographic thinkers study cultural, **ethnic, and religious groups**, in order to explain how they view a region and evaluate the use of resources in a region to predict and propose future use.

Seventh Grade, Standard 4. Civics

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- c. Give examples illustrating the interactions between nations and their citizens. For example: Apartheid, human rights violations, **genocide**, and the one-child policy of China.

Academic Context and Connections

Inquiry Questions:

3. How can laws, governments, peacekeeping organizations, and citizens work to identify instances of **genocide**, and work to prevent and eliminate them in the future?

Seventh Grade, Standard 4. Civics

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.

Academic Context and Connections

Inquiry Questions:

1. What are fundamental human rights **and how are they protected?**
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Eighth Grade, Standard 1. History

Grade Level Expectation:

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

Academic Context and Connections

Inquiry Questions:

4. How was North American settlement perceived by settlers, governments, and Indigenous Peoples, and how did this affect cultural change, oppression, and survival throughout the continent?

Eighth Grade, Standard 2. Geography

Grade Level Expectation:

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

Inquiry Questions:

5. How has the environment influenced human activities?

Nature and Skills of Geography:

4. Geographic thinkers respond to historical and spatial literature, **including diverse narratives**, to understand issues from a spatial perspective.

Eighth Grade, Standard 2. Geography

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Analyze how economic, political, **ethnic**, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict.

Academic Context and Connections

Inquiry Questions:

2. How has conflict over land resources influenced human migration **and affected the cultures and ethnic groups of North America?**

Eighth Grade, Standard 3. Economics

Grade Level Expectation:

1. Economic freedom, including free trade, was important for economic growth in early American History.

Inquiry Questions:

4. How does where and how you purchase products affect **cultural**, social, economic, and environmental conditions?

Nature and Skills of Economics:

5. Economic thinkers understand that economic actions have both direct and indirect effects on ethnic, religious, and cultural groups who may not have a voice in decision-making.

Eighth Grade, Standard 4. Civics

Grade Level Expectation:

1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.

Evidence Outcomes

Students Can:

- b. Provide a written analysis of the changing definition of citizenship and give examples of the expansion or restriction of rights.
- e. Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally which may also have impact locally and globally.

Inquiry Questions:

4. How has the development of the American government had an impact on the rights of underrepresented, vulnerable, and targeted groups of people?
5. How has civic participation for underrepresented, vulnerable, and targeted groups of people changed over time?

Eighth Grade, Standard 4. Civics

Grade Level Expectation:

2. The purpose and place of rule of law in a constitutional system.

Evidence Outcomes

Students Can:

- e. Discuss the tensions among individual rights, state law, tribal law, national law, and international law.

High School, Standard 1. History

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.

Evidence Outcomes

Students Can:

- c. **Provide a written analysis of** the complexity of events throughout United States history. For example: the Civil Rights Movement, migration, immigration and displacement, **Japanese American incarceration**, mass media, landmark Supreme Court cases, and the War on Terror.
- f. Evaluate the historical development and impact of political thought, theory, and actions. For example: **institutional racism, legislated racism**, the development of political parties, **women's** suffrage, reform, activist groups, and social movements.
- h. Analyze ideas critical to the understanding of American history. For example: populism, progressivism, isolationism, imperialism, **racism, extremism, nationalism**, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

High School, Standard 1. History

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.

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 Cold War; independence movements/decolonization and 20th century genocides such as **the Armenian Genocide (ethno-religious, national); the Holocaust conducted by the National Socialist German Workers Party (ethno-religious, political, racial, national, economic), Cambodian Genocide (political, economic); the Union of Soviet Socialist Republics murder of Ukrainian nationals (political, ethnic, national, economic); genocides conducted by the Communist Party of China (CPC) against its political opponents during the Totalization Period, Collectivization, the Great Leap Forward, the Cultural Revolution, and Mao's Famine (political, national); and the current genocide of the Uyghurs (ethno-religious, political).**
- b. Investigate causes and effects of significant events throughout world history. For example: the Renaissance; the Protestant Reformation; the Industrial Revolution; the French, Russian, and Chinese Revolutions; the World Wars; genocides **such as Rwanda (ethnic, political) and Darfur (ethno-religious, political, economic); and the Arab Spring movement.**

Inquiry Questions:

1. **What role has censorship and media control played in modern genocides?**

High School, Standard 3. Economics

Grade Level Expectation:

2. Economic systems, market structures, competition, and government policies affect market outcomes.

Evidence Outcomes

Students Can:

- f. Explore the role of government in dealing with economic crises. For example: rationing, scapegoating, and mitigating conflict over resources.

High School, Standard 3. Economics

Grade Level Expectation:

4. Globalization and international trade affect the allocation of goods, services, and resources.

Academic Context and Connections

Inquiry Questions:

6. What role does economics play in genocide?

High School, Standard 4. Civics

Grade Level Expectation:

2. Purposes, roles and limitations of the structures and functions of government.

Academic Context and Connections

Inquiry Questions:

11. How has the U.S. government responded to genocides, beginning with the Armenian Genocide in the early 20th century?
12. Why has the U.S. government's response to genocide and other acts of widespread violence varied so widely?
13. What is the role of failed states and authoritarian regimes in genocide and other acts of widespread violence?