



# Colorado Academic Standards

## Social Studies

### Committee Responses to Feedback from Board Member Escárcega

Grade Level, Content Area Comment or Recommendation	Committee Response
<p>First Grade, Civics Pg 23 line 36 – add in Juneteenth as a major civic holiday as recommended by the 1192 commission. This is a national holiday that has great significance and is celebrated widely in this state.</p>	<p>Juneteenth is included in 1<sup>st</sup> grade Civics GLE 2 EOd. <i>“Explain the significance of major civic holidays. For example: Veterans Day, Martin Luther King Day, Independence Day, Presidents’ Day, Memorial Day, Juneteenth, Labor Day, Indigenous Peoples Day, and César Chávez Day.”</i></p>
<p>Second Grade, History Pg 27 line 11 – it appears to be an omission of a word – ‘Compare people of various cultures influence neighborhoods and communities over time’</p>	<p>The committee fixed the omission and the Evidence Outcome now reads: <i>“Describe how people of various cultures influence neighborhoods and communities over time.”</i></p>
<p>Fourth Grade, History Pg 49 line 5 – just wanted to comment how excellent the work is that the committee has done. This inquiry question reflects a prompt for critical thinking by having students analyze history from multiple perspectives.</p>	<p>The committee appreciates your comments.</p>
<p>Fifth Grade, Civics Pg 67 line 37 – add in E from the bottom of the 1192 recommendations report page 41 or could you provide rationale for its absence.</p>	<p>The committee did not include the citizenship attainment process mentioned in the 1192 Commission recommendations as it does not align to the time period for 5th grade, which is early U.S. History.</p>
<p>Fifth Grade, Civics The 1192 commission recommended the topic of civil disobedience be included. Is it included? If not, is it included elsewhere in the standards?</p>	<p>The concept of civil disobedience is introduced in high school civics GLE1. IQ.3 which reads: <i>“What strategies can people use most effectively to influence public policy? For example: running for public office, lobbying, civil disobedience, and peaceful protests.”</i></p>
<p>Fifth Grade, Civics Pg 69 line 10 – the 1192 commission recommended including ‘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’. Can you comment on why this was not included?</p>	<p>The 1192 Commission recommendation was split and added into four different items across 5th and 8th grades:</p> <p>5th grade History GLE 2 EOa. <i>“Explain interactions among various groups such as Indigenous Peoples, enslaved individuals (both Indigenous and African), and European colonists. For example: the cultural genocide of Indigenous Peoples, chattel slavery of</i></p>

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	<p><i>Africans, the League of the Iroquois, Spanish missions, and trade networks.</i>"</p> <p>5th grade History GLE 2 EOC. <i>"Describe the political, social, and economic reasons for the settlement of the European and American colonies and how it affected Indigenous Peoples and enslaved Africans."</i></p> <p>8th grade Economics GLE 1 Inquiry Question #8: <i>"How did regional interests impact political leaders' positions on slavery and economic policy?"</i></p> <p>8th grade History GLE 2 Inquiry Question #5: <i>"What role did economics play in the establishment and perpetuation of the enslavement of peoples from the 17th century onward?"</i></p>
<p>Fifth Grade, Civics Pg 69 line 22 – the 1192 commission recommended 'including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious minorities' be added to the essential skill that starts with 'Identify and explain multiple perspectives when exploring the events leading to the creation of the United States government and the principles of American democracy. Can you comment on why this was not included?</p>	<p>The list was left out because the subgroups listed in the 1192 Commission report are not relevant to this particular essential skill.</p> <p>However, there is a reference to treaties modeled after Indigenous examples in 5th grade Civics GLE 2 EOs. <i>"Explain the foundational documents and significance of the events that led to the establishment of the United States government. Including but not limited to: the Philadelphia Convention, the Declaration of Independence, the Articles of Confederation, the Iroquois Confederacy, the Constitution, and the Bill of Rights."</i></p>
<p>Eighth Grade, Civics Pg 107 line 27 – the committee left out the line from the 1192 committee 'For example: Women, Indigenous Peoples, African Americans, the LGBTQ community, and the people in the unsettled territories. Can you comment on why this was not included?</p>	<p>This Evidence Outcome was changed completely to read: <i>"Compare how the leadership of various individuals has influenced the United States government and politics."</i></p>
<p>High School, History Page 115 line 19 versus page 65 line 4 under inquiry questions of the 1192 commission report – The 1192 commission twice recommended adding in the topic of 'Who is included and excluded in the clause, "All men are created equal", which is written in the Declaration of Independence.' Can you comment why this was not included?</p>	<p>The committee thought it was a better fit in 8th grade and is reflected in the following two inquiry questions:</p> <p>8th grade History GLE 2 Inquiry Question #6: <i>"How did the application of the rights found in the Declaration of Independence change over time?"</i></p> <p>8th grade Civics GLE 2 Inquiry Question #10: <i>"Who is included and who is excluded in the clause, "All men are created equal," which is written in the Declaration</i></p>

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	<i>of Independence?" How true was this clause at the time it was written?</i>
<p>High School, Civics  Page 135 line 38 – The following was removed from the standards – ‘Apply a fundamental understanding of the ethical/legal issues in my contexts including the access and use for information. For example: campaign finance laws, and Freedom of Information Act.’ Can you comment on the rationale for removal?</p>	<p>It was removed as an Essential Skill because it is in GLE 3 EOc.: <i>“Analyze the impact of state and federal policies on campaigns and elections. For example: PACs, campaign finance, gerrymandering/redistricting, state and federal voting laws and regulations, Colorado’s voting laws and the Federal Election Commission.”</i></p>