



## Summary of Draft Revision Recommendations for Social Studies November 10, 2021

During the past three legislative sessions, several bills involving social studies standards were passed to be addressed during the current standards review and revision process:

- House Bill 19-1192 (H.B. 19-1192): Teaching of History, Culture, and Civil Government
- House Bill 21-1200 (H.B. 21-1200): Concerning Financial Literacy Standards for Public Schools
- House Bill 20-1336 (H.B. 20-1336): Holocaust and Genocide Studies in Public Schools revisions
- Senate Bill 21-067 (S.B. 21-067): Strengthening Civics Education in Colorado
- House Bill 21-1103 (H.B. 21-1103): Media Literacy Standards

Three of the statutes (H.B. 19-1192, H.B. 20-1336, and H.B. 21-1103) direct the State Board of Education to consider recommendations developed by specific commissions, working groups, or committees. The Social Studies Standards Revision Committee (the committee) reviewed all of these reports and recommendations as it formulated the revision recommendations for state board consideration. In addition to the recommendations from the different committees, the committee reviewed public feedback, the requirements of H.B. 21-1200 and S.B. 21-067 as well as a review of the current social studies standards documented in a benchmarking report commissioned by CDE in 2021.

This document summarizes the recommended revisions of the committee.

### All Grades

- Throughout the document the committee recommends general revisions to create stronger alignment and clarity of skill progression within and across grade levels.
- For consistency, the committee recommends adding verbs to all Grade Level Expectation statements.
- To increase rigor, the committee recommends revising two Prepared Graduate Statements from using the verb “Understand” and to “Apply” or “Evaluate.”
  - History 1
    - Current: Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
    - Revised: Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.
  - Economics 5
    - Current: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.
    - Revised: Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.
    - The committee recommends revising this term to “Evaluate”
- The committee is suggesting inclusion of more examples throughout the standards based on



recommendations in the benchmark report which stated that Colorado's social studies standards were too vague.

- The committee recommends that personal financial literacy standards be removed from economics and made into its own standard for the following reasons:
  - Economics and personal financial literacy are different instructional areas. Combining the standards has caused confusion and lack of clarity for instructors, students, parents, and district instructional leaders.
  - The change can support teachers fully addressing each of the personal financial literacy standards.
  - The change provides school districts with more flexibility to determine where the personal financial literacy standards can best be taught and/or addressed, such as through a specific course, or embedded into a social studies class.

#### **Preschool through 5<sup>th</sup> Grade**

- The proposed preschool revisions represent a moderate change compared to the 2018 Colorado Academic Standards. The committee asserts that proposed revisions improve alignment with proposed revisions in kindergarten.
- Kindergarten - 2<sup>nd</sup> Grade
  - Evidence Outcomes have been revised to address recommendations in the benchmarking report to promote critical thinking, inquiry, and consideration of multiple perspectives. In addition, revisions were made to address coherence among standards, and to improve clarity, specificity, and rigor.
  - History and civic evidence outcomes were adjusted to align with recommendations from the H.B. 19-1192 Commission.
- Third Grade
  - Minimal changes were made to the 3rd grade social studies standards; the changes reflect clarifying language to better define the purpose of the Expected Outcomes. The standards provide a solid foundation for relevant utilization in later grades.
- Fourth Grade
  - Changes to the 4<sup>th</sup> grade social studies standards include clarification of language to align to the recommendations of the H.B. 19-1192 Commission, as well as the inclusion of recommendations to meet the requirements of S.B. 21-067.
  - The committee is proposing additional examples in the history Evidence Outcomes to clarify topics for teachers.
- Fifth Grade
  - The committee is proposing changes in history Evidence Outcomes to incorporate recommendations made by the H.B. 19-1192 Commission. Because the focus of 5th grade is early U.S. history, content recommendations pertaining to key figures in history were included.
  - Proposed changes in civics focused on the recommendations to meet the requirements of S.B.



21-067, including the historical significance of the Declaration of Independence, the three branches of government, and how they interact.

### 6<sup>th</sup> - 8<sup>th</sup> Grades

- With the 2018 revisions, the foci of both the 6th and 7th grade social studies standards shifted to a regional lens (Western and Eastern Hemisphere respectively). To support teachers to include all of Western Hemisphere in 6th grade, the committee is proposing to specifically name regions in the Grade Level Expectations (including North America, South America, Central America, Greenland, and the Islands of the Caribbean).
- Most of the proposed changes in these grades were based on the recommendations of the H.B. 19-1192 Commission and S.B. 21-067.

### High School

#### History

- The committee recommends significant revisions to High School Grade Level Expectation 2 based on recommendations from the H.B. 19-1192 Commission. The groups outlined in the legislation have been added as well as specific examples to provide guidance for teachers.
- The committee also recommends adjustments to High School Grade Level Expectation 3 addition of Holocaust and genocide studies standards adopted by the state board in June, 2021. The Holocaust and genocide standards adopted by the board are in purple font and suggested adjustments by the committee are in red font.

#### Geography and Economics

- Minor revisions to the High School geography and economics standards are being proposed to elevate the practices of the disciplines, as well as apply recommendations from the relevant committees.

#### Civics

- The committee is recommending revisions to align with requirements from S.B. 21-067. Specific vocabulary used in the law was incorporated into Evidence Outcomes and Inquiry Questions.
- Language from the H.B. 19-1192 legislation was included to provide clarity, specificity, and multiple perspectives.

#### Personal Financial Literacy

- The committee is recommending revisions to the Grade Level Expectations to provide clarification and specificity regarding the main concepts of personal financial literacy (i.e., financial planning, incoming and earning, budgeting, investing, and risk management).
- The committee recommends additional Evidence Outcomes to address the requirements of H.B. 21-1200.