



COLORADO
Department of Education

Student Learning Division

MEMO

TO: State Board of Education

FROM: Floyd Cobb, Ph.D., Associate Commissioner, Student Learning Division

RE: Social Studies Standards Revision - Full Document

DATE: November 10, 2022

Below please find details to support the action item regarding the social studies standards review and revision process presentation at the November State Board of Education meeting.

At the June 2022 State Board of Education meeting, the board agreed with the recommendation to have a narrow monthly focus on recommended revisions to the social studies standards that were required by supplemental legislation prior to the board taking a final vote. During this presentation, CDE staff will present the final recommended revisions to the social studies standards including amendments from members of the State Board of Education.

The information provided for board consideration includes:

- A copy of the presentation
- A clean copy of the recommended revisions to the social studies standards as amended
- A red-lined copy of the recommended revisions to the social studies standards as amended
- Amendments to the recommended revisions of the social studies standards as amended
- American Birthright standards as a proposed amendment from Board Member Scheffel

For additional information to include supporting documentation, please go to BoardDocs.



**State Board Member Proposed Amendments
Social Studies Standards Full Document as Amended:
November 2022 Meeting**

Amendment Number	Board Member	Grade Level	Grade Level Expectation Number	Proposed Amendment	Red lined version Page #
1	McClellan	High School	SS.HS.1.3	<p>From: Paragraph a</p> <p>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; the Holocaust perpetrated by the German Nazi Party (National Socialist German Worker’s Party) and its collaborators; Cambodian Genocide; the Union of Soviet Socialist Republics murder of Ukrainian nationals; 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; and the current genocide of the Uyghurs.</p> <p>To this replacement for paragraph a:</p> <p>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; the Holocaust perpetrated by the fascist German Nazi Party (National Socialist German Worker’s Party) and its collaborators; Cambodian Genocide; the Union of Soviet Socialist Republics murder of Ukrainian nationals; 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; and the current genocide of the Uyghurs.</p>	123-124 Lines 31-3



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2	McClellan	High School	SS.HS.1.3	<p>From: Paragraph a</p> <p>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; the Holocaust perpetrated by the fascist German Nazi Party and its collaborators; Cambodian Genocide; the Union of Soviet Socialist Republics murder of Ukrainian nationals; 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; and the current genocide of the Uyghurs.</p> <p>Note: “fascist” included if it was approved in prior motion.</p> <p>To this replacement for paragraph a:</p> <p>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 and 21st century genocides such as the Armenian Genocide; the Holocaust perpetrated by the fascist German Nazi Party (National Socialist German Workers Party) and its collaborators; Cambodian Genocide; the Union of Soviet Socialist Republics murder of Ukrainian nationals; 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; and the current genocide of the Uyghurs; as well as genocides that have taken place in Rwanda, Darfur and Bosnia.</p>	123-124 Lines 31-3



Amendment Number	Board Member	Grade Level	Grade Level Expectation Number	Proposed Amendment	Red lined version Page #
3	Rankin	Preschool	LDE Code: SS.P.4.1	<p>From:</p> <p>Teach basic emotions directly and indirectly throughout the day. Including but not limited to: daily feelings or emotions, student check-in chart, teachers talking about their own emotions, etc.</p> <p>To:</p> <p>Teach basic emotions directly and indirectly throughout the day. Including but not limited to For example: daily feelings or emotions, student check-in chart, teachers talking about their own emotions, etc.</p>	5 Lines 2-4
4	Rankin	4th	GLE Code: SS.4.1.1	<p>From:</p> <p>c. 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”</p> <p>To:</p> <p>c. 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 For example: historic tribes of Colorado, the Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders”</p>	49 Lines 16-20
5	Rankin	4th	GLE Code: SS.4.1.1	<p>From:</p> <p>Identify and describe how political and cultural groups have affected the development of the region. 19 Including but not limited to: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers.</p> <p>To:</p> <p>Identify and describe how political and cultural groups have affected the development of the region. Including but not limited to For example: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers.</p>	49 Lines 21-23



Amendment Number	Board Member	Grade Level	Grade Level Expectation Number	Proposed Amendment	Red lined version Page #
6	Rankin	4th	GLE Code: SS.4.1.2	<p>From: Explain the relationship between major events in Colorado history and events in United States history during the same era. Including but not limited to Colorado statehood, the Ludlow and Sand Creek Massacres, creation of national parks in Colorado, the Great Depression, the Dust Bowl, Amaché, Chicano movement, and busing in Denver.</p> <p>To: Explain the relationship between major events in Colorado history and events in United States history during the same era. Including but not limited to For example: Colorado statehood, the Ludlow and Sand 3 Creek Massacres, creation of national parks in Colorado, the Great Depression, the Dust Bowl, Amaché, Chicano movement, and busing in Denver.</p>	51 Lines 4-7
7	Rankin	4th	GLE Code: SS.4.4.1	<p>From: Discuss how various individuals and groups influence the way an issue affecting the state is viewed 20 and resolved. Including but not limited to the contributions of African Americans, Latinos, Japanese 21 Americans, Indigenous Peoples, LGBTQ, and religious groups.</p> <p>To: Discuss how various individuals and groups influence the way an issue affecting the state is viewed 20 and resolved. Including but not limited to For example: the contributions of African Americans, Latinos, Japanese 21 Americans, Indigenous Peoples, LGBTQ, and religious groups.</p>	56 Lines 35-38



Amendment Number	Board Member	Grade Level	Grade Level Expectation Number	Proposed Amendment	Red lined version Page #
8	Rankin	5th	SS.5.4.2	<p>From:</p> <p>a. 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.</p> <p>To:</p> <p>a. Explain the foundational documents and significance of the events that led to the establishment of the United States government. Including but not limited to: For example the Philadelphia Convention, the Declaration of Independence, the Articles of Confederation, the Iroquois Confederacy, the Constitution, and the Bill of Rights.</p>	70 Lines 14-18
9	Rankin	5	GLE Code: SS.6.1.1	<p>From:</p> <p>1. Historical thinkers evaluate historical sources including limited but not to visual, oral, and written for purpose, audience, point of view, context, reliability, and authenticity.</p> <p>To:</p> <p>1. Historical thinkers evaluate historical sources including but not limited For example: visual, oral, and written for purpose, audience, point of view, context, reliability, and authenticity.</p>	74 Lines 15-16



Amendment Number	Board Member	Grade Level	Grade Level Expectation Number	Proposed Amendment	Red lined version Page #
10	Rankin	8	SS.8.1.2	<p>From:</p> <p>Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise both in Colorado and across the nation. Including but not limited to the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre.</p> <p>To:</p> <p>Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise both in Colorado and across the nation. Including but not limited to: For example the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre.</p>	105 Lines 24-27
11	Rankin	8	GLE Code: SS.8.4.1	<p>From:</p> <p>Analyze primary sources supporting democratic freedoms and the founding of our government and explain how they provide for both continuity and change. Including but not limited to: the Declaration of Independence, the Constitution, Bill of Rights, and the Declaration of Sentiments.</p> <p>To:</p> <p>Analyze primary sources supporting democratic freedoms and the founding of our government and explain how they provide for both continuity and change. Including but not limited to: For example the Declaration of Independence, the Constitution, Bill of Rights, and the Declaration of Sentiments.</p>	113 Lines 25-28



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12	Rankin	8	GLE Code: SS.8.4.2	<p>From:</p> <p>b. Explain the role and importance of the Constitution and the strength of amendments made during this time period. Including but not limited to: the Bill of Rights, and the 13th, 14th, and 15th Amendments.</p> <p>To:</p> <p>b. Explain the role and importance of the Constitution and the strength of amendments made during this time period. Including but not limited to: For example the Bill of Rights, and the 13th, 14th, and 15th Amendments.</p>	115 Lines 12-15
13	Rankin	HS	GLE Code: SS.HS.1.2	<p>From:</p> <p>Analyze continuity and change over the course of United States history. Including but not limited to: The expansion and limitations of rights, the balance between liberty and security, shifts in internationalist and isolationist policies, debates over the role of government, and the impacts of expansionist policies</p> <p>To:</p> <p>Analyze continuity and change over the course of United States history. Including but not limited to: For example the expansion and limitations of rights, the balance between liberty and security, shifts in internationalist and isolationist policies, debates over the role of government, and the impacts of expansionist policies</p>	120 Lines 15-18



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14	Rankin	HS	GLE Code: SS.HS.1.2	<p>From:</p> <p>Describe and analyze the historical development and impact of the arts and literature on the culture of the United States. Including but not limited to: the writings of the Muckrakers, political cartoons, Americana, the Harlem Renaissance, the Lost Generation, Jazz, Rock and Roll, protest songs and American literature.</p> <p>To:</p> <p>Describe and analyze the historical development and impact of the arts and literature on the culture of the United States. Including but not limited to: For example the writings of the Muckrakers, political cartoons, Americana, the Harlem Renaissance, the Lost Generation, Jazz, Rock and Roll, protest songs and American literature.</p>	121 Lines 19-22
15	Rankin	HS	GLE Code: SS.HS.1.2	<p>From:</p> <p>Examine and evaluate how the United States was involved in and responded to international events over the course of history. Including but not limited to: the World Wars, the Holocaust, the Nuremburg trials, Cold War policies, Berlin Airlift, Korean War, Vietnam War, and the genocides in Bosnia and Darfur.</p> <p>To:</p> <p>Examine and evaluate how the United States was involved in and responded to international events over the course of history. Including but not limited to: For example the World Wars, the Holocaust, the Nuremburg trials, Cold War policies, Berlin Airlift, Korean War, Vietnam War, and the genocides in Bosnia and Darfur.</p>	121 Lines 23-26



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16	Rankin	HS	GLE Code: SS.HS.1.3	<p>From:</p> <p>Evaluate the historical development and impact of philosophical and political movements and belief systems. Including but not limited to: the Enlightenment, humanism, communism, socialism, and the development and expansion of Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism, and Taoism.</p> <p>To:</p> <p>Evaluate the historical development and impact of philosophical and political movements and belief systems. Including but not limited to: For example the Enlightenment, humanism, communism, socialism, and the development and expansion of Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism, and Taoism.</p>	124 Lines 21-25
17	Rankin	HS	GLE Code: SS.HS.2.3	<p>From:</p> <p>Examine geographic concepts through the lens of multiple diverse perspectives from various regions of the world and with consideration for indigenous, dominant, and marginalized populations. Including but not limited to: Indigenous Peoples in Colorado, Christians in the Middle East, the Uyghurs in China, and tribal groups in Afghanistan.</p> <p>To:</p> <p>Examine geographic concepts through the lens of multiple diverse perspectives from various regions of the world and with consideration for indigenous, dominant, and marginalized populations. Including but not limited to: For example Indigenous Peoples in Colorado, Christians in the Middle East, the Uyghurs in China, and tribal groups in Afghanistan.</p>	129 Lines 32-35



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18	Rankin	HS	GLE Code: SS.HS.3.1	<p>From: Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments. Including but not limited to: cost vs. benefits, thinking at the margin, incentives matter, trade makes people better off, and future consequences count.</p> <p>To: Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments. Including but not limited to: For example cost vs. benefits, thinking at the margin, incentives matter, trade makes people better off, and future consequences count.</p>	131 Lines 24-27
19	Rankin	HS	GLE Code: SS.HS.3.3	<p>From: Describe how economic indicators provide various perspectives of the health of the economy and vary with the business cycle. Including but not limited to: Gross Domestic Product (GDP), inflation, unemployment, and other non-traditional indicators.</p> <p>To: Describe how economic indicators provide various perspectives of the health of the economy and vary with the business cycle. Including but not limited to: For example Gross Domestic Product (GDP), inflation, unemployment, and other non-traditional indicators.</p>	135 Lines 16-19



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20	Rankin	HS	GLE Code: SS.HS.4.2	<p>From:</p> <p>Describe the role and development of the founding documents of Colorado and the United States from their inception to modern day. Including but not limited-to: the Great Law of Peace, the Declaration of Independence, the Constitutions of the United States and Colorado, the Federalist Papers, and the Bill of Rights.</p> <p>To:</p> <p>Describe the role and development of the founding documents of Colorado and the United States from their inception to modern day. Including but not limited to: For example the Great Law of Peace, the Declaration of Independence, the Constitutions of the United States and Colorado, the Federalist Papers, and the Bill of Rights.</p>	142 Lines 8-12



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21	Rankin	HS	GLE Code: SS.HS.4.2	<p>From:</p> <p>Understand the structure of the American judicial system, the process of judicial appointments and key court decisions, in both Colorado and the United States, that affect the system of checks and balances and interactions of the local, state, tribal, and federal systems. Including but not limited to: significant Colorado court decisions such as Francisco Maestas et al. v. George H. Shone (1914), U.S. Term Limits, Inc. v. Thornton (1995), Romer v. Evans (1996), Colorado Union of Taxpayers Found. v. City of Aspen (2018) et al.; and landmark U.S. Supreme Court Cases such as Korematsu v. United States (1944), Tinker v. Des Moines Independent Community School District (1969).</p> <p>To:</p> <p>Understand the structure of the American judicial system, the process of judicial appointments and key court decisions, in both Colorado and the United States, that affect the system of checks and balances and interactions of the local, state, tribal, and federal systems. Including but not limited to: For example significant Colorado court decisions such as Francisco Maestas et al. v. George H. Shone (1914), U.S. Term Limits, Inc. v. Thornton (1995), Romer v. Evans (1996), Colorado Union of Taxpayers Found. v. City of Aspen (2018) et al.; and landmark U.S. Supreme Court Cases such as Korematsu v. United States (1944), Tinker v. Des Moines Independent Community School District (1969).</p>	142 Lines 15-23



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22	Rankin	HS	GLE Code: SS.HS.4.2	<p>From: Civic-minded individuals understand the importance of the founding documents of the United States, including but not limited to the Constitution of the United States, the Bill of Rights, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers.</p> <p>To: Civic-minded individuals understand the importance of the founding documents of the United States, including but not limited to For example: the Constitution of the United States, the Bill of Rights, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers.</p>	144 Lines 14-16
23	Rankin	HS	GLE Code: SS.HS.4.2	<p>From: Compare different sources of personal income and compensation. Including but not limited to: earned income, profit income, interest income, dividend income, rental income, capital gains, and royalties.</p> <p>To: Compare different sources of personal income and compensation. Including but not limited to: For example earned income, profit income, interest income, dividend income, rental income, capital gains, and royalties.</p>	149 Lines 17-19



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24	Rankin	HS	GLE Code: SS.HS.5.3	<p>From:</p> <p>a. Analyze how inflation and cost of living impact consumer purchasing and saving power.</p> <p>b. Summarize factors to consider when selecting borrowing options. Including but not limited to: For example costs, relevance, payoffs, opportunity costs, trade-offs, and comparison of different types of loans and interest rates</p> <p>To:</p> <p>a. Analyze how inflation and cost of living impact consumer purchasing and saving power.</p> <p>b. Summarize factors to consider when selecting borrowing options. Including but not limited to: For example costs, relevance, payoffs, opportunity costs, trade-offs, and comparison of different types of loans and interest rates</p>	151 Lines 7-10
25	Scheffel	K-HS as appropriate	TBD	American Birthright Standards	TBD



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26	Schroeder	HS	HS.1.3	<p>From:</p> <p>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; the Holocaust perpetrated by the German Nazi Party (National Socialist German Worker’s Party) and its collaborators; Cambodian Genocide; the Union of Soviet Socialist Republic’s murder of Ukrainian nationals; 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; and the current genocide of the Uyghurs.</p> <p>To:</p> <p>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, 19th and 20th century genocides such as the Armenian Genocide; the Holocaust perpetrated by the German Nazi Party (National Socialist German Worker’s Party) and its collaborators; the Sand Creek Massacre; Cambodian Genocide; the Union of Soviet Socialist Republic’s murder of Ukrainian nationals; 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; and the current genocide of the Uyghurs.</p>	123-124 Lines 31-3

