

<p style="text-align: center;"><b>Colorado Academic Standards with Extended Evidence Outcomes Alternate Assessment (CoAlt) Social Studies Grade 4</b></p>	<p style="text-align: center;"><b>Approximate % of Score Points</b></p>	<p style="text-align: center;"><b>Approximate Score Points</b></p>
<b>1 History</b>	<b>22%</b>	<b>16</b>
<p><b>1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado</b></p>		
<p>I. Indicate one to three factors that affected the growth of Colorado (i.e. mining, farming, transportation, natural resources)</p>		
<p><b>2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States</b></p>		
<p>I. Identify significant artifacts related to Colorado history (e.g. cliff dwellings, covered wagons, mining tools, trains)</p>		
<b>2 Geography</b>	<b>26.5%</b>	<b>19</b>
<p><b>1. Use several types of geographic tools to answer questions about the geography of Colorado</b></p>		
<p>I. Identify features on a map of Colorado (i.e. mountains, river, plains, lakes)</p>		
<p>II. Create or illustrate features on a map of Colorado</p>		
<p><b>2. Connections within and across human and physical systems are developed</b></p>		
<p>I. Recognize that people live together in the same location (settlement)</p>		
<p>II. Identify how Colorado communities are connected (e.g. roads, railroads, airways, waterways)</p>		
<b>3 Economics</b>	<b>26.5%</b>	<b>19</b>
<p><b>1. People respond to positive and negative incentives</b></p>		
<p>I. Identify types of goods and services native to Colorado (e.g., tourism, steel, mining, agriculture, etc.)</p>		
<p><b>2. The relationship between choice and opportunity cost</b></p>		
<p>I. Demonstrate an understanding of the value of items (e.g. \$1 can buy gum not a car)</p>		
<b>4 Civics</b>	<b>25%</b>	<b>18</b>
<p><b>1. Analyze and debate multiple perspectives on an issue</b></p>		
<p>I. Identify emergency situations that will affect the members of the community (e.g. fire, flood, power outage, tornado, blizzard)</p>		
<p><b>2. The origins, structure, and functions of the Colorado government</b></p>		
<p>I. Demonstrate an understanding that there are different levels of governance (i.e. federal, state, local, school, home)</p>		
<b>TOTAL</b>	<b>100%</b>	<b>72</b>

<b>Colorado Academic Standards with Extended Evidence Outcomes Alternate Assessment (CoAlt) Social Studies Grade 7</b>	<b>Approximate % of Score Points</b>	<b>Approximate Score Points</b>
<b>1 History</b>	26%	19
<b>1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence</b>		
I. Compare information from multiple sources related a significant historical event (e.g. a diary and a movie, different points of view)		
II. Develop a question related to a significant historical event (e.g. Who helped the colonists during the American Revolution?)		
<b>2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another</b>		
I. Identify significant artifacts related to ancient civilizations of the Eastern Hemisphere (e.g. chariot, toga, Parthenon, pyramids, etc.)		
<b>2 Geography</b>	26%	19
<b>1. Use geographic tools to gather data and make geographic inferences and predictions</b>		
I. Use the cardinal points of the compass rose and directionality words, to describe a point on a map (e.g. the house is south of the park, turn left at the library)		
<b>2. Regions have different issues and perspectives</b>		
I. Determine what environmental resources influence settlement in different areas in one region in the Eastern Hemisphere (i.e. water, food, shelter)	17%	12
<b>3 Economics</b>		
<b>1. Supply and demand influence price and profit in a market economy</b>		
I. Identify examples of supply and demand within a familiar setting (e.g., needing more candy than pencils in the school store)		
II. Identify reasons an item would go on sale (e.g., end of season, overstocked, new version, etc.)		
<b>2. The distribution of resources influences economic production and individual choices (PFL)</b>		
I. Demonstrate an understanding that prices are increased by sales tax		
II. Identify three community needs or services that are paid for by taxes (e.g. roads, parks, police officers, libraries, etc.)	31%	22
<b>4 Civics</b>		
<b>1. Compare how various nations define the rights, responsibilities, and roles of citizens</b>		
I. Recognize all countries have laws		
II. Communicate the positive and negative consequences of adhering to laws/rules		
<b>2. Different forms of government and international organizations and their influence in the world community</b>		
I. Identify ways in which nations resolve their differences (e.g. war, treaties, diplomacy, embargo, etc.)	100%	72
<b>TOTAL</b>		

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<b>1 History</b>	<b>27.3%</b>	<b>30</b>
<p><b>1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</b></p>		
<p>I. Obtain information about a historical event using multiple reliable sources</p>		
<p><b>2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</b></p>		
<p>I. Create a timeline using symbols including four major events in modern world history (Industrial Revolution to present)</p>		
<p>II. Explore different movements and groups that influenced world history</p>		
<p>III. Create a timeline using symbols including four major events in United States history (Industrial Revolution to present)</p>		
<p><b>3. The significance of ideas as powerful forces throughout history</b></p>		
<p>I. Explore historical ideas as related to religion, social movements, and civil rights</p>		
<b>2 Geography</b>	<b>27.3%</b>	<b>30</b>
<p><b>1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</b></p>		
<p>I. Create a simple graph based on geographical data (e.g., population, geographical features, etc.)</p>		
<p><b>2. Explain and interpret geographic variables that influence the interactions of people, places and environments</b></p>		
<p>I. Identify regional differences in lifestyle in parts of the United States due to geographic differences</p>		
<p><b>3. The interconnected nature of the world, its people and places</b></p>		
<p>I. Describe ways groups of people are the same and different across regions of the world</p>		
<b>3 Economics</b>	<b>27.3%</b>	<b>30</b>
<p><b>1. Productive resources – natural, human, capital – are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources</b></p>		
<p>I. Explain what happens when there is not enough of a good or service</p>		
<p><b>2. Economic policies affect markets</b></p>		
<p>I. Explore embargos, tariffs and subsidies</p>		
<p><b>3. Government and competition affect markets</b></p>		
<p>I. Identify competition in the local economic market (e.g., cars, groceries, apartments, etc)</p>		
<p><b>4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)</b></p>		
<p>I. Develop a simple monthly budget</p>		
<p><b>5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)</b></p>		
<p>I. Identify ways to save money</p>		
<p><b>6. The components of personal credit to manage credit and debt (PFL)</b></p>		

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<p>I. Demonstrate an understanding of personal responsibility related to debt</p>		
<p><b>7. Identify, develop, and evaluate risk-management strategies (PFL)</b></p>		
<p>I. Explore types and purposes of insurance</p>		
<p><b>4 Civics</b></p>	18%	20
<p><b>1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies</b></p>		
<p>I. Compare information from multiple sources related to a current event (local, state or national)</p>		
<p>II. Engage in activities as a responsible public citizen</p>		
<p><b>2. Purposes of and limitations on the foundations, structures and functions of government</b></p>		
<p>I. Identify personal rights and responsibilities of self and others</p>		
<p>II. Identify the responsibilities of the three branches of government (i.e. judicial = interprets, legislative = makes, executive = enforces)</p>		
<p><b>3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government</b></p>		
<p>I. Identify ways individuals can influence public policy</p>		
<p>II. Identify the multiple perspectives of a current public issue</p>		
<p><b>TOTAL</b></p>	<b>100%</b>	<b>110</b>