

Reporting Category	<p style="text-align: center;">Colorado Academic Standards Summative Assessment Framework - FINAL Social Studies High School</p> <p style="text-align: center;"><i>(Topics explicitly identified in the standards are legitimate content for the assessment in addition to the standards' concept and skills.)</i></p>	% of Score Points	Points
1	History	28%	23
	<p>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</p> <p>a. Evaluate a historical source for point of view and historical context (DOK 2-3)</p> <p>b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)</p> <p>c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-3)</p> <p>d. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts (DOK 2-3)</p> <p>2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time <i>World history (both East and West including modern world history):</i></p> <p>a. Evaluate continuity and change over the course of world history (DOK 1-3)</p> <p>b. Investigate causes and effects of significant events in world history (DOK 1-2)</p> <p>c. Analyze the complexity of events in world history (DOK 2-3)</p> <p>d. Examine and evaluate issues of unity and diversity in world history (DOK 1-3)</p> <p><i>United States history (Reconstruction to the present):</i></p> <p>e. Analyze continuity and change in eras over the course of United States history (DOK 2-3)</p> <p>f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War (DOK 1-2)</p> <p>g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement (DOK 2-3)</p> <p>h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion (DOK 1-3)</p> <p>3. The significance of ideas as powerful forces throughout history <i>World history (both East and West, to include but not be limited to modern world history):</i></p> <p>a. Discuss the historical development and impact of major world religions and philosophies. Topics to include but not limited to the Enlightenment and modern changes in Christianity, Islam, Judaism, Buddhism and Hinduism (DOK 1-3)</p> <p>b. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution (DOK 1-3)</p> <p>c. Evaluate the historical development and impact of political thought, theory and actions (DOK 1-3)</p> <p>d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government (DOK 1-3)</p> <p>e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism (DOK 1-3)</p> <p>f. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States (DOK 1-3)</p>		

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2	Geography	26%	21
	<p>1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</p> <p>a. Gather data, make inferences and draw conclusions from maps and other visual representations (DOK 1-3)</p> <p>b. Create and interpret various graphs, tables, charts, and thematic maps (DOK 1-3)</p> <p>c. Analyze and present information using a variety of geographic tools and geographic findings in graphs, tables, charts, and thematic maps (DOK 1-3)</p> <p>d. Locate physical and human features and evaluate their implications for society (DOK 1-3)</p> <p>2. Explain and interpret geographic variables that influence the interactions of people, places and environments</p> <p>a. Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards (DOK 1-3)</p> <p>b. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment (DOK 1-3)</p> <p>c. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others (DOK 1-2)</p> <p>d. Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use (DOK 1-3)</p> <p>e. Explain how information and changing perceptions and values of places and environment influence personal actions (DOK 1-3)</p> <p>f. Define sustainability and explain how an individual's actions may influence sustainability (DOK 1-2)</p> <p>3. The interconnected nature of the world, its people and places</p> <p>a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups (DOK 1-2)</p> <p>b. Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources (DOK 1-2)</p> <p>c. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions (DOK 1-2)</p> <p>d. Analyze how cooperation and conflict influence the division and control of Earth (DOK 1-2)</p> <p>e. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities (DOK 1-3)</p> <p>f. Make predictions and draw conclusions about the global impact of cultural diffusion (DOK 1-3)</p>		

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3	Economics	22%	18
	<p>1. Productive resources – natural, human, capital – are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources</p> <p>a. Analyze the relationships between economic goals and the allocation of scarce resources (DOK 2-3)</p> <p>b. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs (DOK 1-2)</p> <p>c. Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits (DOK 1-2)</p> <p>d. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services (DOK 1-2)</p> <p>2. Economic policies affect markets</p> <p>a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve (DOK 1-2)</p> <p>f. Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy (DOK 2-3)</p> <p>4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)</p> <p>a. Develop a financial plan including a budget based on short- and long- term goals (DOK 1-3)</p> <p>b. Analyze financial information for accuracy, relevance, and steps for identity protection (DOK 2-3)</p> <p>c. Describe factors affecting take-home pay (DOK 1)</p> <p>6. The components of personal credit to manage credit and debt (PFL)</p> <p>a. Analyze various lending sources, services, and financial institutions (DOK 1-2)</p> <p>b. Investigate legal and personal responsibilities affecting lenders and borrowers (DOK 1-3)</p> <p>c. Make connections between building and maintaining a credit history and its impact on lifestyle (DOK 1-3)</p> <p>7. Identify, develop, and evaluate risk-management strategies (PFL)</p> <p>a. Differentiate between types of insurance (DOK 1-2)</p> <p>b. Explain the function and purpose of insurance (DOK 1)</p>		

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4	Civics	23%	19
	<p>1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies</p> <p>b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3)</p> <p>c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (DOK 1-2)</p> <p>e. Critique various media sources for accuracy and perspective (DOK 2-3)</p> <hr/> <p>2. Purposes of and limitations on the foundations, structures and functions of government</p> <p>a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2)</p> <p>b. Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2).</p> <p>c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3)</p> <p>d. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3)</p> <p>e. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK 1-3)</p> <p>f. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (DOK 2-3)</p> <hr/> <p>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</p> <p>b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies (DOK 2-3)</p> <p>c. Explain how to monitor and influence public policy (DOK 1-2)</p> <p>d. Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)</p> <p>e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK 1-3)</p>		
	TOTAL	100%	81

Notes:

Each standard may be assessed with various item types

Each standard will be assessed with items representing all DOK levels