

SOCIAL STUDIES ONLINE FEEDBACK



In preparation for the 2018 review and revision of the Colorado Academic Standards, the Colorado Department of Education invited the public to submit comments and suggestions through an online feedback system that was open from October 2016 through April 2017. Below are the comments and suggestions that were submitted for Social Studies which have been lightly edited to remove any commenters' personally identifiable information. Each feedback item is prefaced with either **Revise**, **Remove**, **Move**, or **Comment**. Only those parts of the standards (Prepared Graduate Competencies, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGCs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

Prepared Graduate Competencies

PGC: Develop an understanding of how people view, construct, and interpret history

Remove: Again, the broad, vague language of the history standards make them useless, as there is no consistency covered because teachers are not covering anywhere near the same curriculum.

Revise: "Develop an understanding of how people" vs "Use the tools and habits of mind of a historian to construct and interpret.."

Remove: While misinterpretations of history may be sometimes necessary to teach, they are not usually necessary

Comment: With the SAT focusing on AP Historical Thinking Skills, shouldn't we be including those in our standards? Especially since they are being tested...

Revise: I looked at high school standard which talks about major religions of the world but is missing "Sikh's" from the listed religions. That is Standard 3B of history.

Revise: Ensure that the student has identified a number of different analytical frameworks to develop an understanding of how people view, construct, and interpret history. Such frameworks can include: economic framework, cultural framework, balance of power framework, religious affiliation framework, racial heritage framework, Use different framework Need to define what you mean by by interpreting history. One can analysis cultures in terms of their adherence to the six dimensions of morality. From a moral foundations perspective cultures differ in honesty.

<http://www.nature.com/nature/journal/v531/n7595/full/nature17160.html> Moral values have an evolutionary basis. <http://www.nytimes.com/2012/03/25/books/review/the-righteous-mind-by-jonathan-haidt.html> To have a fully scientific approach to moral values and culture, the student would need to discuss moral values along six dimensions. <http://moralfoundations.org/> Need to define what you mean by differences between cultures. One can analysis cultures in terms of their adherence to the six dimensions of morality. From a moral foundations perspective cultures differ in honesty.

<http://www.nature.com/nature/journal/v531/n7595/full/nature17160.html> Moral values have an evolutionary basis. <http://www.nytimes.com/2012/03/25/books/review/the-righteous-mind-by-jonathan-haidt.html> To have a fully scientific approach to moral values and culture, the student would need to discuss moral values along six dimensions. <http://moralfoundations.org/>

PGC: Analyze key historical periods and patterns of change over time within and across nations and cultures

Remove: This standard is so very broad and hodge-podge, that it could be written "teach anything!" The amount of historical time periods and massive geographic areas makes this so vague, that the standard and curriculum to fit it becomes overwhelming. 7th grade social studies is so broad that it really neglects to establish any clear direction.

Revise: Change and CONTINUITY over time. This is an important historical thinking skill and aligns to the AP curriculum.

Comment: I'm a graduate of Colorado public schools K-12 and the daughter and grand-daughter of public school educators. I want to urge the board to do whatever they can to encourage teachers to diversify the historical figures covered in social studies lessons - namely, Coloradans who are women and people of color, whose contributions have traditionally been over-looked. I think this effort would be most effective in elementary and middle schools. I was inspired to write in after learning the story of brave Clara Brown, a former slave and one of the first African-Americans out west. She was an accomplished businesswoman who spent her life searching for the husband and children torn from her by the slave trade. A woman to admire and teach our children about. Thanks so much!

Revise: • I have been in Colorado since 2006 and have worked for University of Colorado Boulder and Janus Capital Group before my current job. • I am a Sikh and have a 6 year old son and a 10 year old daughter who face bullying in school due to their appearance. As a Sikh we don't cut hair and the boys cover their hair with a patka (fabric) or tie a turban. Girls also don't cut hair and thus have long hair. Both my kids but especially my boy who gets bullied in his school on his appearance (Adams 12 School District). Kids call him names and also call him a terrorist, he is not sure why he is being called a terrorist, and he is only in Kindergarten. My husband and I understand that it's due to the ignorance around our Community and our Culture that has caused these kind of negative thoughts and feelings in adults, youth and our younger generation. • We would encourage you to simply add a comma and the word 'Sikhism' next to the other large world religions already listed. Sikhism is the name of the 5th largest organized religion in the world. A faith of with over 28 million followers worldwide. • Sikhism is monotheistic religion that originated in Punjab, in Northern India during the 15th Century. Our religion's core tenants include believing in the equality of all beings regardless of race, ethnicity, religion, gender, or class; earning an honest living through hard work, and providing selfless service to benefit all of humanity • Sikhs have a distinct appearance, 99% of turban wearers in the United States are Sikh and our children often wear patka, which is a traditional head covering. • Although Sikhs have a rich history in the United States stretching over 125 years and Colorado stretching over 40 years, we face two primary challenges o Disproportional Bullying for our Youth in schools and o Hate crimes stretching from verbal harassment to loss of life • We believe that both of those challenges can be solved with one solution: education • Ignorance breeds animosity, and one of the best ways to keep our community safe is to educate teachers and students about the Sikh tradition. • Adding Sikhism to education curriculum will expand today's youth's perspectives of different cultures.

Revise: Ensure that when the student analyzes key historical periods and patterns of change over time within and across nations and cultures that the material does not give a politically correct description of the culture or the historical periods. The culture must be accurately presented in its ideas and practices without omission which would mislead the analysis. These resources would help accurately and correctly describe the teachings of Islam both in the past and today. They accurately portray current practices.
<http://www.hoover.org/events/arab-fall-how-muslim-brotherhood-won-and-lost-egypt-891-days> Saudi Arabia Curriculum of Intolerance 2008 These textbooks are currently used around the world by Muslims.
https://www.hudson.org/content/researchattachments/attachment/656/saudi_textbooks_final.pdf
<http://www.barnesandnoble.com/w/knowning-the-enemy-mary-habeck/1101898103?ean=9781400149094#productInfoTabs> Gives both the standard teachings of Islam and the Jihadist teachings This pattern of warfare favored by groups as diverse as the Bering Straits Eskimo and Mae Enga of New Guinea. There are universals as to how primitive tribes live and fight around the world and through the centuries. This would include Native Americans. In a typical primitive tribe, one tribe would surround a village before dawn. The men would thrust spears through the tent to kill the men. All

the men of the village would be killed after being tortured and mutilated. In North America, the Native Indians tended to fight to the death to avoid the torture. The women would be raped, They would make slaves of the women and children they wanted to keep and kill the rest. Primitive tribes lost 0.5 percent of their population per year to warfare. If the United States suffered such losses each year, it would translate into 1.5 million deaths per year or the equivalent to five hundred 9/11's per year. Prestate warriors are, in the words of John Keegan, "cruel to the weak and cowardly in the face of the brave." This pattern of behavior is documented world wide in Invisible Armies see pages 39 - 40.

<http://www.nytimes.com/2013/01/27/books/review/invisible-armies-by-max-boot.html> Also it is documented in Male, Female: The Evolution of Human Sex Differences, Second Edition by David C. Geary. See Chapter 7 choosing mates. This pattern of behavior is described in Empire of the Summer Moon <http://www.nytimes.com/2010/06/11/books/review/excerpt-empire-of-the-summer-moon.html> Phil Sheridan memoirs describe the same pattern of behavior in the Plains Tribes after the US Civil War. <http://pattonhq.com/militaryworks/sheridan.html>

PGC: Develop spatial understanding, perspectives, and personal connections to the world

Revise: remove personal connections

Revise: I would like to see more specific expectations, etc. at each grade level for what geographic skills should be mastered.

Comment: Our Nation is entrenched in an enduring crisis. This crisis has a history that is as long as human history. Yet, it appears today that the general public, regardless of level of education achieved, is ignorant and is in need of formal education to understand this crisis. I base this statement on that these issues, to my knowledge, are not currently comprehensively studied in our public high schools and public colleges. The issues I refer to are human prejudice (of all sorts) and the misconceptions regarding, so called, race. Our education system should be vigorously addressing both of these issues. Prejudice is addressed in the United States Constitution (our freedoms are to be free from prejudice), every state constitution (of course this was not always true), and numerous laws that exist at both levels of government, for example, civil right laws. Let us not forget that prejudice was a primary reason for this country to experience a civil war. These important aforementioned documents reject prejudice yet prejudice exists and affects, directly or indirectly, every citizen of the entire country. The dark side of prejudice is in our newspapers on a daily basis across the country and across the world. Prejudice should be recognized as a national crisis and our education system should react to it as such. In 1962, as a teenager, I fortunately read *The Nature of Prejudice* by Gordon Allport (published in 1954/1979). This book is recognized as a classic, enduring publication on the subject. I realized years ago, and still to this day, that it is the most influential book that I ever read. I am now 70 years old. Recently I read a directly related and equally insightful book titled - *On the Nature of Prejudice Fifty Years after Allport* (2005). These publications, and of course others also, illustrate that a substantial amount of research and knowledge is available to address this subject. But it's questionable if the citizens and especially the young people of this country are informed and educated on such an important and relevant issue. Ignorance and the use and misuse of the term race have a strong role in this crisis. In 1942 Ashley Montague (1905 - 1999) published his most famous book, *Man's Most Dangerous Myth: The Fallacy of Race*. In 1950 the United Nations Educational, Scientific, and Cultural Organization (UNESCO) issued a statement on race. The statement declared that there was no scientific basis or justification for racial bias. Furthermore, in 1998 the American Anthropological Association (AAA) issued a statement that illustrates how little had changed since 1950. The AAA statement hardly differed in substance from the early UNESCO statements. The focus of the critique of "claims of racial differentiation remained on intragroup variability—differences within the group as opposed to between the group and any group it borders." Today, perhaps forever, race is most commonly confused with cultures, ethnicity and religions. Given the above, and the fact that science has firmly established that stereotyping and categorization as normal and inevitable by products of how people think, I strongly request that you give full consideration to doing what you can to establish a requirement, or if that is not possible promote, the essential idea every public high school and public university require (promote) every student to take a class on the nature of prejudice including the history and meaning of race and it's use and misuse. These issues are on the forefront of our

daily lives and it should be in the forefront of our education system. They rank right up there with reading, writing, and arithmetic.

Revise: The student will ensure that the student does not use papers which had an invalid methodology or which had been retracted when developing spatial understanding, perspectives, and personal connections to the world From National Academy of Science, A growing body of evidence indicates that substantial percentages of published results in some fields are not reproducible, the report says, noting that this is a complex phenomenon and much remains to be learned. While a certain level of irreproducibility due to unknown variables or errors is a normal part of research, data falsification and detrimental research practices -- such as inappropriate use of statistics or after-the-fact fitting of hypotheses to previously collected data -- apparently also play a role. In addition, new forms of detrimental research practices are appearing, such as predatory journals that do little or no editorial review or quality control of papers while charging authors substantial fees. And the number of retractions of journal articles has increased, with a significant percentage of those retractions due to research misconduct. The report cautions, however, that this increase does not necessarily indicate that the incidence of misconduct is increasing, as more-vigilant scrutiny by the community may be a contributing factor.

[http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NAEM+News+and+Publications&utm_campaign=15d988f9b6-](http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NAEM+News+and+Publications&utm_campaign=15d988f9b6-NAP_mail_new_2017.04.17&utm_medium=email&utm_term=0_96101de015-15d988f9b6-104332205&goal=0_96101de015-15d988f9b6-104332205&mc_cid=15d988f9b6&mc_eid=0f163c1e89)

[NAP_mail_new_2017.04.17&utm_medium=email&utm_term=0_96101de015-15d988f9b6-](http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NAEM+News+and+Publications&utm_campaign=15d988f9b6-NAP_mail_new_2017.04.17&utm_medium=email&utm_term=0_96101de015-15d988f9b6-104332205&goal=0_96101de015-15d988f9b6-104332205&mc_cid=15d988f9b6&mc_eid=0f163c1e89)

[104332205&goal=0_96101de015-15d988f9b6-104332205&mc_cid=15d988f9b6&mc_eid=0f163c1e89](http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NAEM+News+and+Publications&utm_campaign=15d988f9b6-NAP_mail_new_2017.04.17&utm_medium=email&utm_term=0_96101de015-15d988f9b6-104332205&goal=0_96101de015-15d988f9b6-104332205&mc_cid=15d988f9b6&mc_eid=0f163c1e89)

http://physics.nyu.edu/sokal/franklin_review_BtH.pdf Compounding Error: The Afterlife of Bad Science Authors Authors and affiliations Jaime A. Teixeira da SilvaEmail author Judit Dobránszki Judit Dobránszki, Institutes for Agricultural Research and Educational Farm of the University of Debrecen The failure to discover and correct errors in published scientific papers “poses significant risks for authors, editors, journals, and publishers” as well as for the wider academic pool and the public, and weakens reader and peer confidence in the credibility of scientists and their research. When errors in the published scientific literature are discovered they must be reported, and corrections made “quickly and completely,” urge Jaime A. Teixeira da Silva and Judit Dobránszki, who lay out the case for strengthening post-publication peer review.

https://www.nas.org/articles/spring_2017_academic_questions

<http://link.springer.com/article/10.1007%2Fs12129-017-9621-0> Article: Highly cited retracted papers ABSTRACT: We examine the number of citations in 10 highly cited retracted papers, and compare their current pre- and post-citation values. We offer some possible explanations for the continued citation of these retracted papers, and point out some of the risks that may be involved for the communities that continue to cite them. In general, retracted papers should not be cited, but often there is fault with unclear publisher web-sites, the existence of pirate web-sites or sites that display copies of the unretracted version of the paper, or even the insistent citation of a retracted paper because the results remain valid, or because the authors (most likely) refuse to accept the retracted status of that paper, or continue to believe that the core findings of the study remain valid. Article · Mar 2017 · Scientometrics

https://www.researchgate.net/profile/Judit_Dobranszki

PGC: Examine places and regions and the connections among them

Revise: Analyze connections in the world

Revise: no revision necessary

Revise: I think this standard is crucial but the language could say "examine places and regions and the connections/inter-dependency between them"

Comment: Is this too generic?

Revise: I would like to request the CDE to add the topic of 'Sikhism' to the Social Studies curriculum. As a student who practices Sikhism, I feel like my religion is quite underrepresented in textbooks, as I have only seen a very short paragraph, consisting of 2-3 sentences, which briefly explained Sikhism as a subset of Hinduism-which it is not- in my AP World History textbook, Traditions and Encounters. It would be much appreciated if this was added to the curriculum, so more students can learn about this religion that is practiced by approximately 27 million people worldwide.

Revise: This is a request to add 'SIKHISM' to the curriculum, when students are learning about the subcontinent of India, they may learn about another religion, which is practiced by approximately 27 million people worldwide. This would also help the CDE realize its vision of having all children becoming educated and productive citizens in Colorado

PGC: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Comment: As students attempt to gain mastery of the social sciences Economics becomes quite an issue.

Remove: PFL should be moved to math

Revise: Are not all resources scarce in the global sense? I would advocate for looking at how ALL resources are allocated and what that does to societies, etc.

Revise: Make sure grade-level expectations, etc. actually relate to that grade-level content so they can be taught within a rationale context.

Revise: There are few resources available to teach this well.

Comment: What about the currently developing scenario of a "post-scarcity" society? Automation and computing combined with general advances in technology are completely disrupting the conventional model of trade and commerce, how are we preparing our kids to handle the ramifications of a world without many jobs and how will wealth circulate? Where is the forward looking competency in Social Studies?

Revise: The student will not be required to participate in service projects where the student must provide unpaid services to progressive organizations, the Democrat party, the Green party, etc. when The student will not be required to participate in service projects where the student must provide unpaid services to progressive organizations, the Democrat party, the Green party, etc. when The student will not be required to participate in service projects where the student must provide unpaid services to progressive organizations, the Democrat party, the Green party, etc. when understanding the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy MAKING CITIZENS: HOW AMERICAN UNIVERSITIES TEACH CIVICS WITH CASE STUDIES OF THE UNIVERSITY OF COLORADO, BOULDER; COLORADO STATE UNIVERSITY; UNIVERSITY OF NORTHERN COLORADO; AND THE UNIVERSITY OF WYOMING The New Civics hopes to accomplish this by teaching students that a good citizen is a radical activist, and it puts political activism at the center of everything that students do in college, including academic study, extra-curricular pursuits, and off-campus ventures. New Civics builds on "service-learning," which is an effort to divert students from the classroom to vocational training as community activists. By rebranding itself as "civic engagement," service earning succeeded in capturing nearly all the funding that formerly supported the old civics. In practice this means that instead of teaching college students the foundations of law, liberty, and self-government, colleges teach students how to organize protests, occupy buildings, and stage demonstrations . These are indeed forms of "civic engagement," but they are far from being a genuine substitute for learning how to be a full participant in our republic
https://www.nas.org/images/documents/NAS_makingCitizens_executiveSummary.pdf

PGC: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Remove: This may better fit in math.

Revise: Teachers have struggled in determining how to make clear connections to the PFL standards in a year long course that is packed with history, geography, civics, and economic standards. Learning experiences have become more of an isolated learning experience that provides little if any connection and is very surface level. Fourth grade is the one grade level that is aligned appropriately to make strong connections.

Remove: I struggle with the overlap of these standards with Math. I understand their purpose but it is a struggle to embed these in content as they are usually so personal (savings accounts, etc.). They don't make sense in the greater scope of k-12 Social Studies.

Comment: ... the State's Division of Housing. An analysis/report we had done last year, showed Black and Hispanic mortgage applicants making between 60 – 75k a year were denied at about twice the rate as non-Hispanic applicants in Colorado. <https://drive.google.com/file/d/0B-vz6H4k4SESby1rWWxzbU9mN2c/view> In talking with housing counselors, they report folks are ruining their credit in their 20s. I am not sure the time/place to start this conversation, so I submitting this comment. I am curious what curriculum exists around "life finances". Is there something already being provided in the last-mandatory-math-class about banking, credit, saving, and what is necessary to buy a home? Does this belong in social studies or math or both. I am not an educator, so I am interested in hearing what might work best to address this challenge. Thank you for your consideration.

Revise: The PFLs are mostly out of context for the other grade-level contents, so it often doesn't make sense why we are doing a particular PFL standards at a certain grade level. Also, I feel many of the concepts taught in middle school would make more sense being taught in high school when students are closer to actually needing/using that information

Remove: This should be removed from Social Studies and pushed into business It is find to require students to take a personal finance class. But this is not the world of Social Studies.

Revise: While this standard is sound in its intent, it lacks specificity and ease of implementation that is also lacking from the standards more broadly. Consider revising to employ a skill higher on blooms taxonomy, such as Apply knowledge about the economy to make informed personal financial decisions.

Revise: The PFL seems unrelated in 7th grade content. It seems forced and unconnected.

Comment: Some of the content in middle school isn't age appropriate. For example, discussing property taxes with 7th graders or home mortgages in 8th grade doesn't have any immediate connection with our students.

Revise: Students will understand that economic / finance reasoning is often based on models not true theories. All models are wrong to some degree. Some models are useful in certain circumstances to make sound financial decisions. Too often, the models used in economics use the syntax of physics but are bad models of reality. <http://rick.bookstaber.com/2010/08/physics-envy-in-finance.html>
<http://press.princeton.edu/titles/8429.html> Complex Adaptive Systems. Too often, economist seek to mimic physics. In the 1800's South Pacific tribes saw colonial administrator receive goods from ships which were kept mainly by the European colonists. During World War II, the South Pacific tribes saw planes fly in and drop off goods. After World War II, the Cargo Cults emerge, where the tribes built airfields and control tower to lure the planes to give them the goods. Page and Miller believe too much of modern economic theory is like the Cargo Cults. It is based in misplaced hopes and misinterpretations of events. When running simulations which let stark models with few rules play out unexpected complexity emerges. Also, equilibrium solutions are less likely than one would believe from the standard economic models.

PGC: Analyze and practice rights, roles, and responsibilities of citizens

Revise: In 7th grade, finding non-biased, current materials or curriculum of modern day forms of government, and DEFINITELY the role of a citizen in these forms of government has proven to be futile. While in theory, these standards sound great and valuable, in action, the ability to provide this content at an appropriate level with non-biased materials make this standard ineffective. Also, the wording of what makes a "good government" is in itself biased. Who defines "good government"?

Revise: I like the PGC, but find issues at specific grade levels that are wonky. 5th grade under this PGC, but in the evidence outcome "d" states to define the criteria and process for becoming a citizen at DOK 1. this is better suited for high school when the students can really dig into all the nuances of citizenship and how it has changed over time. It just doesn't fit.

Revise: I would not specifically suggest to adjust this item as much as I would suggest finding ways to trim what we are asking across all of the standards to allow for more experiences in this area. Next to the PFL standards, this standard become more neglected in the high grade levels due to the performance based nature.

Revise: I understand the point here - getting kids to be involved in society. But the language feels very preachy and propaganda-ish.

Revise: The student will need to understand how to analyze and practice rights, roles, and responsibilities of citizens have changed over time. They will compare those roles, responsibilities, and rights to provide a context for understanding each era in American history. Page 508 gives the duties of citizenship as understood in the early 1900's which was a braver and more manly time. Also, it was a time when men were expected to train themselves to support the civil government.

<https://books.google.com/books?id=B63IRdDTqrkC&printsec=frontcover&dq=A+Compendium+of+everyday+wants+minter&hl=en&sa=X&ved=0ahUKEwi85sL9gMPTAhVHjFQKHYYvaDmUQ6AEIjAA#v=onepage&q=A%20Compendium%20of%20everyday%20wants%20minter&f=false>

PGC: Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Revise: In 7th grade, finding non-biased, current materials or curriculum of modern day forms of government, and DEFINITELY the role of a citizen in these forms of government has proven to be futile. While in theory, these standards sound great and valuable, in action, the ability to provide this content at an appropriate level with non-biased materials make this standard ineffective. Also, the wording of what makes a "good government" is in itself biased. Who defines "good government"?

Revise: Especially emphasizing American history since this is the country we live in.

Revise: Ensure that the student does not think in a restricted framework to analyze origins, structure, and functions of governments and their impacts on societies and citizens. The principles adopted by Americans in developing the US Constitution derived their view from the Tudors time in England. England had too many old laws from the Middle Ages and needed a government which could change those laws through Parliament which could act without regard to the minority. America sought to escape the oppression of the majority with separation of powers. <https://www.foreignaffairs.com/reviews/capsule-review/1997-09-01/political-order-changing-societies> People who have lived for centuries under a representative government with the rule of law where property rights are protected can enter into profitable economic relations with strangers. In societies where people have lived for centuries under oppression, the social capital and trust is limited to ones family and clan. Rigid honesty and fair dealings are demanded in dealing between family members. All outsiders are viewed as prey with no regard for fair dealings or honesty.

https://www.nytimes.com/2014/04/20/books/review/the-tyranny-of-experts-by-william-easterly.html?_r=1 Why Government Fails So Often - And How It Can Do Better. It emphasizes dysfunction among the branches of the American government and emphasizes the lack of knowledge at the national level to deal effectively with local problems. https://www.washingtonpost.com/news/monkey-cage/wp/2014/05/29/why-does-government-fail-so-often/?utm_term=.543f93f601df What Washington Gets Wrong: The Unelected Officials Who Actually Run the Government and Their Misconceptions about the American People It talks about the disdain felt by the unelected officials towards ordinary Americans. The unelected official believe the Americans are to be instructed and ruled by the unelected officials rather than as a steward answering to the wishes of the American people.

<http://releases.jhu.edu/2016/09/28/when-washington-doesnt-get-america/> Parkinson's Law: The report of the Royal Commission on the Civil Service was published on Thursday afternoon. Time has not permitted any comment in this week's issue of The Economist on the contents of the Report. But the startling discovery enunciated by a correspondent in the following article is certainly relevant to what should have been in it. Nov 19th 1955 The validity of this recently discovered law must rest mainly on statistical proofs, which will follow. Of more interest to the general reader is the explanation of the factors that underlie the general tendency to which this law gives definition. Omitting technicalities (which are numerous) we may distinguish, at the outset, two motive forces. They can be represented for the present purpose by two almost axiomatic statements, thus: Related items Guru: C. Northcote Parkinson Jul 10th 2009 Factor I.—An official wants to multiply subordinates, not rivals; and Factor II.—Officials make work for each other.

<http://www.economist.com/node/14116121> Parkinson's Law Quantified: Three Investigations on Bureaucratic Inefficiency Peter Klimek, Rudolf Hanel, Stefan Thurner Complex Systems Research Group; HNO;

Medical University of Vienna; Wahringer G urtel 18-20; A-1090; Austria Santa Fe Institute; 1399 Hyde Park Road; Santa Fe; NM 87501; USA * thurner@univie.ac.at Abstract. We formulate three famous, descriptive essays of C.N. Parkinson on bureaucratic inefficiency in a quantifiable and dynamical socio-physical framework. In the first model we show how the use of recent opinion formation models for small groups can be used to understand Parkinson's observation that decision making bodies such as cabinets or boards become highly inefficient once their size exceeds a critical 'Coefficient of Inefficiency', typically around 20. A second observation of Parkinson –which is sometimes referred to as Parkinson's Law – is that the growth of bureaucratic or administrative bodies usually goes hand in hand with a drastic decrease of its overall efficiency. In our second model we view a bureaucratic body as a system of a flow of workers, which enter, become promoted to various internal levels within the system over time, and leave the system after having served for a certain time. Promotion usually is associated with an increase of subordinates. Within the proposed model it becomes possible to work out the phase diagram under which conditions bureaucratic growth can be confined. In our last model we assign individual efficiency curves to workers throughout their life in administration, and compute the optimum time to send them to old age pension, in order to ensure a maximum of efficiency within the body – in Parkinson's words we compute the 'Pension Point'.

Social Studies High School

Standard: 1. History

GLE: 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

(PGC Feedback) Revise: Could this GLE make reference to developing students' ability to use the historical inquiry methods? Why wait until high school to mention historical inquiry in the standards? Students can be developing these skills at a younger age, and it would help to make explicit reference to this.

(PGC Feedback) Revise: This should be expanded to include students engaging in the skills of a historian.

Move: I think using the historical method of inquiry should be the GLE rather than the HS Standard.

Comment: In general these skills are very important and more likely to be mastered by students in a broad context, because they are skills. When trying to develop a test over Social Sciences it becomes very difficult to ascertain if students achieved mastery due to the broad topic range. These skills also develop critical reading, a 21st century skill that can be used not matter what a student goes on to do.

Revise: As a student who as been educated in Saint Vrain Valley School District, it was very difficult as a student to explain to other students my ethic identity and religious beliefs - when students were exposed to alternative views and opinions, especially in the realm of different religions, on an educational platform they are much more receptive towards various points of view. Educating students on the beliefs of others will make them more accepting towards people who are different from them. Additionally, it will allow children with an appropriate platform to ask questions of their peers and have a discussion with them. The more we expose children to different points of view the better we prepare them for higher education and the real world, where they will be exposed to different viewpoints and different practices they do not understand - by adding Sikhism to the curriculum, we will be giving them the tools to be better global citizens.

Revise: To educate students about Sikhism. If the students are aware of each other's beliefs they will respect about the feelings and traditions of fellow students. It will prevent discrimination, bulling and hatred. Therefore, educating one will have positive results.

Revise: Sikhism is the fifth largest religion in the world, and practicers of the faith are spread far and wide. When we expose children to various faiths and religions in an educational platform we are giving them the tools and resources to be able to better understand differences and be accepting of people's differences. By educating our children about Sikhism we will be able to reduce the amount of boys and girls that are bullied because of their articles of faith and open up a dialogue that will serve our children for the rest of their lives.

Revise: my son goes to York International School in Mapleton District. I would like to bring it to your attention that we have had lot of bullying instances in school due to which I would like to propose to add Sikhism to the Colorado Standards in Social Studies History curriculum to create awareness around Sikh faith and belief. I would like my son to carry the values of our religion and not feel pressure by the peers just because of them being ignorant around the Community Faith. Appreciate your attention. Thanks.

Revise: we have lot of religions in world but I prefer Sikhism the BEST ONE to live a life in a better way. Sikhism teach us how live better in life. How to behave to others. To live in limitations. To help others if anyone is needy with money with good advise and something else. I think SIKHISM is best one to raise kids according to that. I also wants to spread this religion in the world so everyone follow practices to improve yourself and others too. If we follow practices then we realize this is the best one religion. Thanks

Revise: I think studies regarding Sikhism should be including in the curriculum. One of the main reason is the racist attacks against Sikh individual are all cases of mistaken identity. People think Sikh individual with turban are Muslims, therefore it is imperative people know the difference. Violence against anyone regarding religion, or race should be condemned at all levels.

Revise: Sikhism is not a new religion but but very less people knows about it, so it would be really very helpful to include in the study.

Revise: If we teach kids about what Sikhism is then we can explain to them that everyone has different practices and perspectives and that is okay. When we teach kids that different perspectives are different and how to have open discussions then we can reduce bullying and teach each other to be more accepting.

Revise: I believe that Sikhism and other religions should be added into the Colorado school curriculum. As a former student of the Colorado public school system, current resident and taxpayer, and future parent, I am deeply concerned by the lack of diversity in instruction regarding religious and cultural diversity in the United States and the world. Understanding little-discussed faiths such as Sikhism, the Baha'i Faith, and others is an integral part of understanding the development of the USA and how we as a nation distinguished ourselves as a beacon of diversity and incorporated philosophies from across the globe. For example, our curriculum is remiss in not teaching the influences the Baha'i Faith and its leader Baha'u'llah had on FDR, even inspiring the idea for the famous Fireside Chats. Equally important influences can be seen in the landmark patriotism and fight for citizenship in the story of Bhagat Singh Thind, who was one of the first Sikhs to fight in the US Military in addition to an illustrious career as an American professor, despite having his citizenship revoked twice. Or Narinder Singh Kapany, the father of fiber optics who revolutionized technology right here in the states. These faiths and these people have shaped our nation, and it is of the utmost importance that children learn about these contributions in order to better understand their nation, the world, and their peers.

Evidence Outcome: Evaluate a historical source for point of view and historical context

Revise: Include a statement of evaluating sources to determine the credibility of the source.

Revise: In the era of false news, should we add "validity"

Evidence Outcome: 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

Revise: The standards are missing the first step of inquiry, developing questions. The standards should elevate the students ability to generate authentic questions and supporting questions.

Revise: We should add Sikhism because it is a large part of American history as Sikhs have contributed a lot to the United States. They are also a subject to hate crime and informing people could aid in lessening hate crime in the United States against Sikhs.

Revise: As a parent, I feel it is very important to add sikhism to the standards for history. It helps create diversity and open-mindedness. Bullying will be less common and it will educate the children.

Revise: As a parent, I feel the urgency to add sikhism to the standards, to help create open-mindedness and diverse studies in schools. My children face bullying everyday and it will be less prevalent if sikhism was added.

Revise: As a parent, we feel the urgency too add sikhism to the history syllabus because it helps create open-mindedness and educate students on different cultures. Bullying has gone up ever since 911 and it is important that people due to misidentify Sikhs.

Revise: As a parent, I noticed that Sikh students are heavily bullied and it is very important to educate the children on sikhism.

Revise: As a parent, we would like to educate the students about the Sikh religion so that children are aware of different cultures and develop open-mindedness.

Revise: As a Sikh parent who's had kids in school we feel that it is important to be informed of the Sikh race and to make clear that we are not who you think we are.

Evidence Outcome: Construct and defend a written historical argument using relevant primary and secondary sources as evidence

Move: Switch Evidence outcome C and D to provide a visual of progression of skill development to lead up to constructing and communicating a historical argument.

Evidence Outcome: Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts

Revise: Include a statement of evaluating sources to determine the credibility of the source.

Nature Of:

Revise: Add the importance of historical thinkers as generators of authentic, investigative, argumentative questions.

GLE: 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time

(PGC Feedback) Revise: To ensure that students learn different modes of thinking when analyzing key historical periods and patterns of change over time within and across nations and cultures they will use the four different thinking styles as part of their analytical framework. There are four different ways of thinking. There are different perspectives, interpretations, heuristics, and predictions. The historical perspective is too narrow. Perspectives could include a nations grand strategy, economics, technology, culture, moral values, ease of communications, isolation, geography, etc.

<http://www.nytimes.com/2008/01/08/science/08conv.html>

Revise: Please add a verb to this standard.

Revise: Include verbs in the statement to provide clarification to educators of the expectation of this GLE. For example: Communicate the importance that the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time plays in developing understanding of eras, ideas, individuals, and groups.

Revise: This needs a verb

Revise: The history segment should not implicitly or explicitly endorse the political philosophy of Republicans, Democrats, Socialists, Libertarians, Communists, Green Party, etc. Identity diversity, race, sex, and national origin, is not the same as cognitive diversity. While correlated identity diversity does not necessarily convey any benefits. Diversity is mainly of a benefit for problem solving and prediction. At other times and in different situations specialization is more effective. <http://www.barnesandnoble.com/w/difference-scott-e-page/1100625677#productInfoTabs> Also, the student should learn about emergent trends which surprise people and nations. The students should understand scaling laws as they apply to cities, nations, and metropolitan areas. <http://www.barnesandnoble.com/w/a-crude-look-at-the-whole-john-h-miller/1121924566> The new computing powers have shown that the social connections between people can work for good or for evil. This work examines both how plagues spread and what statistical patterns explain the movement of criminals and seagulls.

Revise: As the fifth largest religion in the world, I believe Sikhism should be taught to high school students so they gain awareness of different religions. The lack of knowledge in today's society regarding the teach-

ings and values of Sikhism has led to many people fearing this religion. The only way to combat the hate crimes and violence that has targeted Sikh people is to have the religion taught to our children in school. By teaching our kids we will eliminate the fear and awareness around Sikhism will rise while misguided hate crimes will decrease.

Evidence Outcome: World history (both East and West including modern world history):

Revise: Should the emphasis be on modern world history?

Remove: This is more of a title than an evidence outcome. How would you measure this outcome in a classroom?

Revise: What cognitive demand is associated with this EO?

Revise: This is much too vague and needs to specify what parts of history should be taught or focused on

Revise: Reword as evidence outcome

Evidence Outcome: Evaluate continuity and change over the course of world history

Revise: This outcome is so broad. It would be helpful to have some specific topics.

Revise: Wondering why the EOs ask students to evaluate continuity and change in world history, and analyze it in US History? Can we use the same verb for both?

Revise: Again this is too vague and could include almost anything in history. What should students know or have knowledge of?

Revise: The student can recognize that groups and nations can succeed or fail based on many factors. Cultural groups can maintain cultural traits over many generations or even centuries even when moving to different countries which can lead to financial success or failure where the cultural traits are in agreement or disagreement with the economic circumstances. Students will recognize that different generational cohorts moving from one homogenous society can differ in succeeding generations in some important characteristics when evaluating continuity and change over the course of world history. The student will evaluate and explain why the Japanese who immigrated to the United States of America were patriotic and volunteered to serve in the US armed forces during World War II. The student will explain why the Japanese who immigrated to Brazil had as a group those who were treasonous and disloyal to the state of Brazil and were supporting the ambitions of the Imperial Japanese Emperor. See page 134 of *Migrations and Culture: A World View* by Thomas Sowell. While the Japanese in Brazil were amazingly successful economically compared to those who had emigrated to Brazil previously, they kept themselves isolated from the larger society. "In Brazil, more than 50,000 Japanese belonged to a pro-Japanese organization whose activities included sabotage and terrorism against members of the Japanese community who were considered to be collaborators in the war effort against Japan. The utter isolation of some Japanese communities in Brazil made it possible for pro-Japan fanatics to maintain that Japan had won the war, even after its surrender in 1945. Sixteen Japanese Brazilian leaders who asserted that Japan had lost the war were assassinated, the last being killed as late as 1947. So convinced were many Japanese of Japan's victory that more than 2,000 of them journeyed to the port of Santos to meet a nonexistent Japanese naval force supposedly sent to take them back to their "victorious" homeland." See Page 134 of *Migrations and Culture: A World View* by Thomas Sowell <https://www.commentarymagazine.com/articles/migrations-and-cultures-by-thomas-sowell/> The high IQ of the Japanese immigrants explains their success economically. It does not explain their failures to understand the dysfunction of the policies of imperial Japan. <https://www.wsj.com/articles/to-fight-poverty-raise-iq-scores-1450396683> <https://www.wsj.com/articles/hive-mind-from-beekeeping-to-economics-1450810487>

Evidence Outcome: Investigate causes and effects of significant events in world history

Revise: It would be nice to have examples of significant events in World History like you included for American History.

Revise: What are some examples of "significant events"?

Revise: Again, this is so broad. It would be helpful to have specific regions mentioned.

Revise: How many events? How many causes and effects? Too vague

Evidence Outcome: Analyze the complexity of events in world history

Revise: What exactly does complexity of events mean?

Evidence Outcome: Examine and evaluate issues of unity and diversity in world history

Revise: This could really use suggested topics.

Revise: Needs examples and detail

Evidence Outcome: United States history (Reconstruction to the present):

Remove: This is more of a title than an evidence outcome. How would you measure this outcome in a classroom?

Revise: What cognitive demand is associated with this EO?

Revise: Why are there specifics for US History but not world History?

Revise: Is it necessary to include language on the topic of Reconstruction as a beginning point? This language presupposes a chronological approach to US History and limits creativity and innovative approaches. It should be reconsidered for high school and 8th grade.

Revise: reword as evidence outcome

Revise: In DECISIVE BATTLES OF THE U.S.A. By J.F.C. Fuller, J.F.C. Fuller points out that General Sherman committed war crimes with his burning of farms, destroying of food, and the indiscipline of his troops. No Western Army had destroyed noncombatants like that since the Thirty Year War in the early 1600's. This created enormous rancor which lasted for generations. This trail of destruction created by Sherman would affect US policy in subsequent wars with destruction of Moro's in the Philippines, and the mass bombings of World War II. <https://www.wsj.com/articles/book-review-shermans-ghosts-by-matthew-carr-1427487556>

Evidence Outcome: Analyze continuity and change in eras over the course of United States history

Revise: There has been liberal elites who believed it was their job to instruct and rule the masses. They had a great disgust for ordinary people which are attitudes which have existed for over a century. As it turned out they were often incompetent to foresee events or understand the unintended consequences of their proposals. <https://www.firstthings.com/web-exclusives/2014/03/revolt-against-the-revolting-masses>

Evidence Outcome: Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War

Comment: The standards seem to suggest that ancient civilizations are taught at the middle school level, and more current history, from the renaissance forward, is taught at the high school level. But because that is not stated directly, my district struggles with that and we have a lot of overlap between the middle schools and high schools in more modern history, with large gaps in ancient civilizations and the entire middle ages not taught at all. It would be nice to see that clarified in the standards so there are no questions or "gray areas" regarding who teaches what. Thank you.

Comment: To have such a general statement about US History is very difficult for students to obtain mastery. As what is taught in this area is very broad. When students are tested over this material it pretty much opens the gambit of History to be tested over. When I develop my lessons I may feel the Progressive Movement is the most important part of history, another teacher may feel it imperative to teach history focusing on the development of Civil Rights. Both may be correct but their students may be at a disadvantage when tested.

Revise: The student should understand how politicians for motives only of winning elections will hinder sound policies when Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War and the financial crisis of 2008. The framework for the financial crisis of 2008 and 2009 involved well connected Democrats protecting Fannie Mae and Freddie Mac. Both used the Community Reinvestment Act to extend mortgage loans to unqualified buyers as a means of affirmative action. <http://www.nytimes.com/2011/05/29/books/review/book-review->

reckless-endangerment-by-gretchen-morgenson-and-joshua-rosner.html Recommended by the former President of the Federal Reserve Bank of Dallas.
<http://www.nytimes.com/2009/02/15/books/review/Nocera-t.html> The student should understand how those in policy making positions often lack the insights to develop sound policies when Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War and the financial crisis of 2008. The standard high school text book is wrong. There were a number of compounding factor which lead to the Great Depression. England had policies after World War I which helped major cities but harmed rural areas. Germany made bad investments when funds were available to them. Among others, the Federal Reserve System failed to extend credit with the market meltdown. Also, this shows that FDR was clueless about sound policies to shorten the Great Depression.

Evidence Outcome: Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement

Revise: What is specifically meant by complexity? That events have many intertwining causes and effects? That there are multiple competing viewpoints on the causes and effects? Do I get to interpret what you mean by complexity?

Revise: The student will ensure when analyzing the complexity of events in United States history that proper methodologies and data gathering are employed to avoid drawing the wrong conclusions from the observed data. Topics to include but not limited to the suffrage movement and the Civil Rights Movement. In Preferential Policies: An International Perspective, Professor Thomas Sowell on page 137 explains an invalid method of analysis where the researcher compares salaries of whites and minorities and assigns all the differences to race which would suggest discrimination. In contrast the same data can tell a completely different story the more the data is disaggregated and the more variables are held constant and might show reverse discrimination. <http://www.barnesandnoble.com/w/preferential-policies-thomas-sowell/1114492476?ean=9780688085995> In A Mathematician Reads the Newspaper, John Allen Paoulos on page 59 in the section titled "Company Charged With Ethnic Basis in Hiring: Test Disparities Need Not Imply Racism" explains peoples misunderstanding of how the Normal Curve works. As a consequence the attribute racism when effectively it is not at work. You can have two groups with one group a higher scoring group and the other group a lower scoring group. The difference is the means of the two groups is slight. However, he concludes, "Small differences in the mean lead to large differences in the extremes." In other words, if the higher scoring group has a skill that is important for promotion, then on the right tail of the distribution the higher scoring group will have many more members than the lower scoring group. If people of equal high skills are promoted then the number from the higher scoring group will be greater than the number from the lower scoring group. This make sense since the right tail of the lower scoring group distribution has fewer or many fewer members of equal skill at the cutoff level. Out of ignorance for how the Normal Curve works, people will falsely accuse a company of racism.
<http://www.barnesandnoble.com/w/a-mathematician-reads-the-newspaper-john-allen-paulos/1000285396#productInfoTabs>

Evidence Outcome: 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

Revise: Is it necessary to include language on the topic of Reconstruction as a beginning point? This language presupposes a chronological approach to US History and limits creativity and innovative approaches. It should be reconsidered for high school and 8th grade.

Relevance and Application:

Revise: The student will recognize that too often public institutions like public schools too often focus on a narrow range of issues without considering other evidence when they ask the student to analyze the complex interrelationship between the past and the present is evident when solving issues over time. For example, human interaction with the environment has been a critical issue throughout history and continues to be a factor in pollution, climate change, and resource management. See The Signal and the Noise by Nate Silver page 333 Climate models have consistently predicted global warming but the predictions have

consistently missed predicting the realized temperatures found on the sensors where not manipulated by government agencies. Models of global warming failed to take into account the effects of sulfur dioxide on cooling the planet. "Since about 2000, however, sulfur emissions have increased again, largely as a result of increased industrial activity in China, which has little environmental regulation and a lot of dirty coal-fired power plants. Although the negative contribution of sulfur emissions on global warming is not strong as the positive contribution from carbon -- otherwise those global cooling theories might have been proved true! -- this may have provided for some brake on warming."

<http://www.nytimes.com/2012/11/04/books/review/the-signal-and-the-noise-by-nate-silver.html>

Revise: Political agenda: 2. "For example, human interaction with the environment has been a critical issue throughout history and continues to be a factor in pollution, climate change, and resource management." The usage of climate change as fact is not accurate. It is important to discuss theories and hypotheses as guesses, not as facts.

GLE: 3. The significance of ideas as powerful forces throughout history

(PGC Feedback) Remove: How is this different from the previous standard? It seems much too similar to me.

Revise: Please add a verb to this standard.

Revise: Include verbs in the statement to provide clarification to educators of the expectation of this GLE. For example: Evaluate the significance of ideas as powerful forces throughout history

Revise: This standard is much too vague and the wording is very weak. It does not really make sense. Do students actually have to know anything?

Revise: Add verb (s)

Evidence Outcome: World history (both East and West; to include but not be limited to modern world history):

Remove: This is more of a title than an evidence outcome. How would you measure this outcome in a classroom?

Revise: Students can... World History??? This again is too broad, vague and needs work

Revise: a. There is no verb included in this state standard.

Evidence Outcome: 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

Revise: Add "Sikhism" next to the other world religions. Sikhism is the 5th largest organized religion in the world with 28 million followers worldwide. Sikhs (followers of Sikhism) have a rich history in both the United States and Colorado. more information: <https://en.wikipedia.org/wiki/Sikhism>
https://en.wikipedia.org/wiki/Sikhism_in_the_United_States

Revise: Sikhism is the fifth largest organized religion in the world and unfortunately underrepresented. Due to Sikhism being underrepresented students in schools are mis-identified and further bullied being called terrorists, told to go back to our country and other racist remarks. I was one of those students post 9/11. I've graduated from CU Boulder and have been working in the biotech/pharma field. After six years I am getting the opportunity to represent my religion and help further educate the youth of Colorado. We urge the Board of Education to add "Sikhism" along with other religions in this section of the standards. I truly believe this would be a great step forward for not only Sikhs around the world but all Coloradans and Americans.

Revise: • I have been in Colorado since 2006 and have worked for University of Colorado Boulder and Janus Capital Group before my current job. • I am a Sikh and have a 6 year old son and a 10 year old daughter who face bullying in school due to their appearance. As a Sikh we don't cut hair and the boys cover their hair with a patka (fabric) or tie a turban. Girls also don't cut hair and thus have long hair. Both my kids but especially my boy who gets bullied in his school on his appearance (Adams 12 School District). Kids call him names and also call him a terrorist, he is not sure why he is being called a terrorist, and he is only in Kinder-

garten. My husband and I understand that it's due to the ignorance around our Community and our Culture that has caused these kind of negative thoughts and feelings in adults, youth and our younger generation. • We would encourage you to simply add a comma and the word 'Sikhism' next to the other large world religions already listed. Sikhism is the name of the 5th largest organized religion in the world. A faith of with over 28 million followers worldwide. • Sikhism is monotheistic religion that originated in Punjab, in Northern India during the 15th Century. Our religion's core tenants include believing in the equality of all beings regardless of race, ethnicity, religion, gender, or class; earning an honest living through hard work, and providing selfless service to benefit all of humanity • Sikhs have a distinct appearance, 99% of turban wearers in the United States are Sikh and our children often wear patka, which is a traditional head covering. • Although Sikhs have a rich history in the United States stretching over 125 years and Colorado stretching over 40 years, we face two primary challenges o Disproportional Bullying for our Youth in schools and o Hate crimes stretching from verbal harassment to loss of life • We believe that both of those challenges can be solved with one solution: education • Ignorance breeds animosity, and one of the best ways to keep our community safe is to educate teachers and students about the Sikh tradition. • Adding Sikhism to education curriculum will expand today's youth's perspectives of different cultures.

Revise: As a member of the Sikh Community, I suggest "Sikh" be added to standard 2B to coincide with the other five religions. Adding Sikhism and acknowledging us will not only fight against the bullying and hate towards the people of the religion, but educate students and parents on the difference between muslims and sikhs. Daily, we are confused for muslims because of the traditional beards and turbans, when many don't realize the drastic difference between both. Acknowledging sikhs is very important as it is not only the world's 5th largest religion, but sikhs play a huge role in the United States and Colorado growing economy. We ask you as a community to further our requests to 2B and simply add Sikhism.

Revise: "Sikh," should be added to 3B as the origin of this religion is was the result of things happening right now in the world. In 1699, Guru Gobind Singh Ji started this faith to fight for oppressed when people were physically tortured, mentally harassed and financially asked to pay a tax known as "Jizya tax" if they did not follow Islam. He fought wars to protect weak, vulnerable and helpless individuals against these atrocities. All this is totally similar to ISIS genocide of minorities and turbulence in middle east. Children today should know that this fifth largest religion came to existence to save humanity and that is what US is doing by sending troops to deliver justice . We as adults have a moral responsibility to teach young ones that at any given time world is threatened by barbaric ,inhuman acts of selfish individuals some one has to fight against them to restore peace. Service to the mankind totally in line with UN and Red Cross of modern world is the biggest advocacy of this fifth largest religion to be placed along the other religions of the world.

Revise: Modern day Islam seeks world domination and does not accept that Muslims can have Jews and Christians as friends. These are the standard teachings for grades K - 12 in textbooks supplied by Saudi Arabia and used around the world.

https://www.hudson.org/content/researchattachments/attachment/656/saudi_textbooks_final.pdf This gives a comparison and contrast between the standard teachings of Islam and jihadists. Even under the standard teachings of Islam, they do not support many of the Amendments in Bill of Rights. They are in direct conflict with the Geneva Conventions on War. Page 119 states that the phrase "opening the nation for Islam" is understood under the traditional meaning of Islam that any nation which blocks Muslim missionaries by not allowing the people of that nation to be exposed to Islam is a legitimate target for attacks.

<http://www.barnesandnoble.com/w/knowning-the-enemy-mary-habeck/1101898103?ean=9781400149094#productInfoTabs> Much of the success of Islam came with conquest. As long as the Ottoman Empire could expand through conquest it had land, money, slaves, and other riches for the empire. It didn't create a self sustaining economy. Once the Ottoman Empire was defeated at the Siege of Vienna it began to decline because it was not self sustaining. Most successful Muslim majority nations depend on mineral or oil extraction to have a prosperous country. Muslims still have not solved the problem of creating self sustaining economy not dependent on mineral or oil production.

<http://www.barnesandnoble.com/w/destiny-disrupted-tamim-ansary/1018158877?ean=9780786741502#productInfoTabs>

Comment: Please Add "Sikhism" next to the 5 religions you already have listed because: 1) We are an active part of the Global, US and Colorado communities. 2) This is urgent because we believe that education can combat bullying and hate crimes that followers of our religion face on an daily basis due to the aftermath of the 9/11 attacks, and the increase in terrorism over the past few years.

Revise: As a Sikh parent who's had three students in Brighton 27J and Adams 12 I find a urgency to add Sikhism along with other religions to the standards of History for High School students in Colorado. Both of my daughters attended Prairie View High School post 9/11 and were victims of name-calling and racist remarks. As a parent it is hard to bear watching your children get picked on for their identity, especially, when its because others don't have the proper education on it. We were able to get someone from Sikh Coalition, a non-profit organization, to come in and give the Prairie View student body a presentation on Sikhism. That made a huge change for my daughters. The bullies apologized and they were never picked on again. I'm here to reiterate the importance of education and point out the huge impact it can have on issues such as racism. Together we can change high school bullying/racism and further educate the youth of Colorado. Thank you for taking the time and reading my consideration.

Revise: Good morning, I am a Sikh parent who has had three children in both Brighton 27J and Adams 12 now graduated/attending CU Boulder. Today my request to you is to please add Sikhism along with other religions in the Colorado Standards for High School students studying History. As a turban wearing Sikh post 9/11 I was harassed many times but it does not compare to watching my children get picked on due to their identity. There was an incident at Brighton High School with my oldest daughter her freshmen year. I went to go pick her up after school and watched as two high schoolers followed her and called her 'terrorist' after seeing me in the car. That was frustrating because they didn't know anything about my family or my religion and even more because she was getting picked on because of the way I looked. We belong to a peaceful religion that teaches us the importance of equality and above all respecting all other religions. Our turbans tell the story of courage and bravery in India during the Mogul empire. These two facts amongst many others is not common knowledge for many Coloradans and Americans but we would like to change that. After my daughters kept getting picked on my wife and I took the initiative to educate the student body. After students learned about Sikhism my daughters were never harassed again. Education has a tremendous amount of impact especially on our youth. If we could change the prospective of Sikhs in Colorado we can change the racism against them too, that is the power of education. Together we can revise the standards and help guide the youth of Colorado towards a better educated future. Thank you for your consideration.

Revise: As a parent with a young elementary school student and another student preparing to attend school I urge Board of Education members to add Sikhism to the history standards along with other religions.

Revise: I am a 5th grader in Hulstrom K-8 and I would like to be taught about Sikhism and other religions in school. It would make it easier for me to share who I am with my friends and classmates. Thank you.

Revise: I am in the 7th grade and I am 11 years old. I think in high school we should learn about Sikhism because Sikhism is one of the most misunderstood religions in the world. Even though it is only about 500 years old it is the fifth largest religion in the world. More people should know what is a Sikh and what they do.

Revise: I am 10 years old and also in 5th grade. I think in high school we should have Sikhism as a standard because it can help children and even parents to learn about this religion and also make them stop thinking that we are Muslims. That is a little bit why I think Sikhism should be added as a standard in high school.

Revise: As a grandmother with students attending school in Colorado I urge Colorado Board of Education members to add Sikhism to History standards in high school. I would like my grandchildren along with other's grandchildren to be able to learn about our religion along with other religions. It will help make the youth of Colorado better and brighter, thank you.

Revise: I do not like how people are disgraced everywhere.

Revise: With children attending elementary school in Cherry Creek I strongly urge to include Sikhism in Colorado Academic Standards. Sikhism being the fifth largest religion in the world we find it necessary to add it

to the history standards for high school. My children would like to identify with their religion as much as any other child and I would like for us to work together and make that possible. Thank you.

Revise: Including Sikhism in Colorado Academic Standards is justified to provide comprehensive introduction to world religions because Sikhism is the world's 5th largest religion (ahead of Buddhism) and thus evidently qualifies as one of the major religions of the world. There are 6 million Sikhs in the United States, and a significantly large number of Sikhs (based on Colorado's share of US population) are living in Colorado. Therefore, I believe that including Sikhism in Colorado's Academic Standards is not only justified, it is vitally essential to provide a comprehensive education to Colorado's grade level students.

Revise: With two children currently in Hulstrom I find the urgency to add Sikhism to high school standards in Colorado. One of children wears a Patka (head garment worn by young Sikh boys) and gets picked on at school. If students were educated about Sikhism they would not be partaking in bullying my son. We are a peaceful religion that above all teaches us to respect all other religions. Please take our plead into consideration, thanks.

Revise: I'm in 5th grade and i would like to learn more about Sikhism when I go to high school because I would like to learn more about my religion, and teach others too.

Revise: With two children attending school in Brighton 27J I request to add Sikhism to academic standards throughout Colorado. Both of my sons wear Patkas (head garment worn by young Sikh boys) and are constantly harassed by classmates and called names regularly like 'terrorist.' Our religion is peaceful and promotes all other religions by asking us to always respect one another and treat everyone equally. It would be tremendously helpful if children were taught about Sikhism in schools. This would definitely decrease the amount of hate my children have to bear on a daily basis. Please take the time to take our request into consideration. Together we can make the youth of Colorado smarter and brighter, thank you.

Revise: Sikhism is one of the growing religions in the community and it was be great to have this as a part of routine history education in high school.

Revise: I want more religions to be incorporated into high school classrooms including Sikhism.

Revise: It is crucial that all people be aware of other people's faith and culture, so that we may understand each other and respect each other. Ignorance creates misunderstanding, which can create great pain to many. Through the knowledge of other people's faith we will see that our values are very similar to the values that all people have.

Revise: I would like my Kids as well as other communities to know more about Sikhism.

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Revise: I would like my Kids as well as other communities to know more about Sikhism.

Revise: I would like my Kids as well as other communities to know more about Sikhism.

Revise: Sikhism is the 6th largest religion in the world. it teaches us love for humanity, help the needy, respect and equal right for women.

Revise: please add Sikhism in the studies. Sikhism is the 6th largest religion in the world, teaches us love for humanity, help the needy, respect fr human and provide equal rights for women.

Revise: As a resident of Colorado, I believe our children should be given the opportunity to learn other cultures as well as history of other religions. Most people are confusing Sikhism with Islam. I am a Sikh woman and a strong believer that all religions are different ways of reaching one God which our children need to learn, which will help them grow up to be better people to support different communities and make their world a better place for humans.

Comment: Political agenda: There are no "modern changes" to the Bible, Quoran, Torah, etc.

Revise: As a Sikh in CO, USA I would like to educate the residents and the new generation to know what Sikhism is all about. It's a peaceful religion promoting spiritual living while working hard for a living and

sharing the earnings with the needy. This will help mitigate any senseless and irresponsible criminal attacks against visible Sikhs.

Comment: Should include Sikhism religion in Colorado State Board education Curriculum from grade one to high school students because more than half million Sikhs are living in USA and most of all doing well and their kids are just like your kids. Due to miss identification they are facing so many types of bullying, discrimination and hate crime every day and that go unreported therefore unrecognized. If kids been taught about Sikhism from very beginning they will catch everything very easily and these kids are tomorrow's future. If we build there base strong. They will not do these kind of incidents. This is a great honor getting opportunity to explain personal views.

Evidence Outcome: Evaluate the historical development and impact of political thought, theory and actions

Revise: The student should examine various political thoughts, philosophical viewpoints when evaluating the historical development and impact of political thought, theory and actions. The student should remain aware of the limits of knowledge and data which supports reasoning and avoid reasoning where it is impossible to gain sufficient data to reconstruct events or to support or falsify hypothesis. God, Hayek and the Conceit of Reason by JONATHAN NEUMANN January/February 2014 By civilisation, Hayek meant the "extended order of human cooperation", also known ("misleadingly") as capitalism. This order, and, more specifically, the traditional morality upon which it rested, Hayek claimed, has been enabled by something other than human instinct and other than reason. The fatal conceit itself, he explained, is excessive faith in reason, based on an erroneous and dangerous notion that we can construct what in fact we must inherit or learn. This conceit is fatal because it results in the collapse of society and the return to savage instinct. Rather, morality lies between instinct and reason, and "learning how to behave is more the source than the result of insight, reason, and understanding". To clarify, Hayek induces from these definitions several related presuppositions on the part of the critics of traditional morality: that it is unreasonable to follow what one cannot justify scientifically or prove observationally; that it is unreasonable to follow what one does not understand; that it is unreasonable to follow a particular course unless its purpose is fully specified in advance; and that it is unreasonable to do anything unless its effects are not only fully known in advance, but also fully observable and — as far as utilitarianism is concerned — seen to be beneficial. When morality is founded on reason, moreover, it follows that what is unreasonable also becomes morally dubious. The problems with these approaches, Hayek explains, are that they show no awareness that there might be limitations to our knowledge or reason in certain areas; they do not consider that part of science's task is to discover those limits; and they show no curiosity about how the extended order actually came into being, how it is maintained, and what might be the consequences of undermining or destroying those traditions which did create and do maintain it. The connection between constructivist rationalism (the construction of morality from scratch) and socialist thought, Hayek argues, is that they both flow from conceiving order as arrangement and control on the basis of accumulation of all the facts. But, as Hayek earlier showed in his landmark 1945 essay, "The Use of Knowledge in Society", the extended order could not be such an order, for accumulation of all the requisite facts is simply impossible. Now he asserts that, similarly, the practices of traditional morality not only do not, but cannot, meet the requirements or criteria demanded by scientism. Hence they are necessarily "unreasonable" and "unscientific". Hayek insists, though, that this is not "news", for David Hume (1711-76) observed centuries ago that "the rules of morality are not the conclusions of our reason". <http://standpointmag.co.uk/node/5372/full> Hayek gives the main arguments for the free-market case and presents his manifesto on the "errors of socialism." Hayek argues that socialism has, from its origins, been mistaken on factual, and even on logical, grounds and that its repeated failures in the many different practical applications of socialist ideas that this century has witnessed were the direct outcome of these errors. He labels as the "fatal conceit" the idea that "man is able to shape the world around him according to his wishes." "The achievement of The Fatal Conceit is that it freshly shows why socialism must be refuted rather than merely dismissed—then refutes it again."—David R. Henderson, Fortune. <http://www.press.uchicago.edu/ucp/books/book/chicago/F/bo3643985.html>

Evidence Outcome: 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

Revise: The student should understand that various governmental institutions exist and the structure of the government, the powers of government at each level, the information available to policy makers and the public can help or distort the choices made by public officials and the public. The student will recognize when public choices are adversely affected by ill informed actions of governmental bodies when analyzing 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 Why Government Fails So Often, and How It Can Do Better The US Court systems are most ill suited to solve any important problem in America through lack of knowledge and lack of expertise. See page 169 "At the bottom of the information chain are judges, who typically know little or nothing about policy considerations, technical concepts, and political values that underlie the legal texts they review. As lawyer-generalist, they are untrained in such matters. They instead rely almost entirely on their common sense, their inexperienced law clerks, and especially the tendentious briefs that opportunistic lawyers on each side submit, briefs that are often designed to conceal information damaging to their client's cause rather than call attention to it. This ignorance by federal judges is especially worrisome because they increasingly use preemption and federal common law doctrines to shape legal and political domains that were always governed by state law and informed by states' in-depth expertise and experience. Examples are domestic relations, intergenerational wealth transfers, insurance, torts, to name just a few. This account of information flow to policy makers bears a disturbingly close resemblance to the theoretical predictions made by Hayek and Wolf about the poor fit between the complexity of social facts and the simplistic, distorted information that officials in Washington rely upon for their decisions and propagate to the public. The classic example of this problem is the official poverty index, devised back in 1963 for a different purpose and one that all experts agree, regardless of their differing views on other issues, overstates the poverty rate substantially, which misinforms the public and distorts policy choices." https://www.washingtonpost.com/news/monkey-cage/wp/2014/05/29/why-does-government-fail-so-often/?utm_term=.4a88b36e84cc
<http://www.press.uchicago.edu/ucp/books/book/chicago/R/bo4138549.html> The Road to Serfdom First Inaugural Address of Abraham Lincoln MONDAY, MARCH 4, 1861 "I do not forget the position assumed by some that constitutional questions are to be decided by the Supreme Court, nor do I deny that such decisions must be binding in any case upon the parties to a suit as to the object of that suit, while they are also entitled to very high respect and consideration in all parallel cases by all other departments of the Government. And while it is obviously possible that such decision may be erroneous in any given case, still the evil effect following it, being limited to that particular case, with the chance that it may be overruled and never become a precedent for other cases, can better be borne than could the evils of a different practice. At the same time, the candid citizen must confess that if the policy of the Government upon vital questions affecting the whole people is to be irrevocably fixed by decisions of the Supreme Court, the instant they are made in ordinary litigation between parties in personal actions the people will have ceased to be their own rulers, having to that extent practically resigned their Government into the hands of that eminent tribunal. Nor is there in this view any assault upon the court or the judges. It is a duty from which they may not shrink to decide cases properly brought before them, and it is no fault of theirs if others seek to turn their decisions to political purposes." http://avalon.law.yale.edu/19th_century/lincoln1.asp

Revise: The difference between being an individualistic society vice a collectivist society and why the United States is an individualistic society should be discussed.

Evidence Outcome: 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

Revise: The student will use the relevant expertise and appropriate analytical frameworks to 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 Too often general historians fail to understand, and lack the subject matter expertise to focus on the core issues of areas such as national defense, grand strategy, and the conduct of war. Also often they

are telling a story without being a systematic and rational thinker about the subject. America has been like a kid with a trust fund who never had to work or make hard decisions. With two oceans protecting America, America has often lacked the hard knowledge of a constant need to defend oneself and often neglects foreign affairs in a lazy and feckless manner. Too often America and its leaders have been capricious and inconsistent in their approach to foreign affairs and national defense. Quite often after wars, politicians and the public reduce the armed forces to a parlous state. There are eight themes in America's approach to war making and foreign policy. Having a grand strategy is not one. Too often the public and politicians focus more on machines and tactics without regard to our long term interest and a consistent effort. The eight themes are listed here. <http://www.barnesandnoble.com/w/the-making-of-strategy-williamson-murray/1110949025#productInfoTabs> Too often, politicians like LBJ conduct foreign policy based solely on domestic political considerations. LBJ lied to the American people and relied on a flawed theory of war to fight in Vietnam. See page 174 Legal theory is no basis for designing a war winning strategy in during the Vietnam War. "William Bundy's, Forrestal's and McNaughton's education and experience in the law reinforced the analysts' assumptions. In English common law, lawyers and judges must view human behavior through the lens of the "average reasonable man." That theory underlay predictions of how Hanoi would respond to limited airstrikes." <http://www.barnesandnoble.com/w/dereliction-of-duty-h-r-mcmaster/1100054993>

Evidence Outcome: Describe and analyze the historical development and impact of the arts and literature on the culture of the United States

Revise: During the Dishonest 1930's the Communists had wide influence on the arts. Members of the art and literary communities were supposed to incorporate some Communist teachings in a disguised form in their work. As Diana Trilling notes every paid Communist Party Member of the American Communist Party was an agent of influence for the Soviet Union. At the time of the Soviet Nazi Pact, the Communist Party members and their influence helped thwart efforts to rearm.

<http://www.barnesandnoble.com/w/beginning-of-the-journey-diana-trilling/1112006947#productInfoTabs> Among the arts and letters community were people connected with covert Soviet agents. These included W. H. Auden and Christopher Isherwood. Auden and Isherwood were interviewed by the FBI as they sought to unravel the mystery of the Cambridge Three spy ring. A close friend of Anthony Blunt at Cambridge was Michael Redgraves. <https://www.amazon.co.uk/d/Books/Mask-Treachery-John-Costello/0688044832> We had the publisher of The New Republic who was a Soviet spy. Michael Straight was a speech writer for FDR and dined with him. <http://www.nytimes.com/2004/01/05/nyregion/michael-straight-who-wrote-of-connection-to-spy-ring-is-dead-at-87.html>

Inquiry Questions:

Revise: A lot of these are much too subjective and don't require much knowledge to answer.

Relevance and Application:

Revise: Provide the analytical framework to describe innovation and exchange of ideas. Several conditions must exist for innovation. First, you must have a large enough population for someone to come up with an idea. Next, you have to have a culture where ideas can be expressed and tried. Third, you need the capability for ideas to be shared and combined. Ideas are generated and emerge. North and South America had too few people to generate ideas and lack of communication with other parts of the world thus the lack of technological progress. Also explain why top down development as practiced by the World Bank and IMF does not work in practice. https://www.nytimes.com/2014/04/20/books/review/the-tyranny-of-experts-by-william-easterly.html?_r=0 The United States of America realized after the War of 1812, that the original 13 colonies had too little strategic depth to survive against a sustained attack by a major power. The Battle of New Orleans showed that control of the Mississippi and the Ohio rivers would control the East Coast and threaten the United States of America. The only strategy which made sense to protect the United States of America was to extend until it controlled the entire land mass.

<https://www.stratfor.com/analysis/geopolitics-united-states-part-1-inevitable-empire>

[http://www.sunrisewm.com/documents/The Geopolitics of the United States, Part 2, American Identity and the Threats of Tomorrow.pdf](http://www.sunrisewm.com/documents/The%20Geopolitics%20of%20the%20United%20States,%20Part%202,%20American%20Identity%20and%20the%20Threats%20of%20Tomorrow.pdf) Part of the reason for the Spanish American War is that Cuba is a natural block on sea traffic from New Orleans. This could bottle up American trade.

Standard: 2. Geography

GLE: 1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions

(PGC Feedback) Remove: Political agenda: "[P]ersonal connections to the world" are not a part of geography. Geography is knowing the names of countries, mountain ranges, rivers, seas, oceans, etc. Stick to the facts, do not push a globalist agenda.

Revise: Would like to see an elevation of 21st century skills and tools. GIS and GPS - are prevalent in so much of daily life now and many students don't know the background, benefits, and problems with these technologies. Collaboration - how can people collaborate to inform one another? Communication - how can sharing information in a geographic manner help to inform an audience?

Comment: With the variety of topics to be tested in the Social Sciences, it becomes easier to master these skills within the history classes. They should be worded in that context.

Remove: Political agenda This description sounds like a policy-making requirement, rather than a geography requirement. Geography is the knowledge of the names of countries, mountain ranges, regions, seas, oceans, rivers, etc.

Evidence Outcome: Locate physical and human features and evaluate their implications for society

Remove: Political agenda This is a policymaking requirement, not a factually-based geography requirement.

GLE: 2. Explain and interpret geographic variables that influence the interactions of people, places and environments

Evidence Outcome: 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

Revise: Natural hazards is a huge overlap in science. Maybe some other suggested topics like refugees, climate change in reference to resources (which is also science, I know), etc.

Inquiry Questions:

Comment: Add inquiry question: What are the factors that may lead an individual or country to make decision to reduce human impacts on climate?

Revise: Add inquiry question: What are the factors that may lead an individual or country to make decision to reduce human impacts on global climate?

Revise: Add inquiry question: What are the factors that may lead an individual or country to make decision to reduce human impacts on climate?

GLE: 3. The interconnected nature of the world, its people and places

Revise: Please add a verb to this standard.

Revise: This is more of a title than a GLE. How is this performed and measured in the classroom? A verb is needed to make it actionable. Evaluate the interconnected nature of the world, its people, and places to communicate the impacts on societies.

Revise: Reword with verb

Evidence Outcome: Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups

Comment: Excellent!

Inquiry Questions:

Comment: Add inquiry question: What are the factors that may lead an individual or country to make decision to reduce human impacts on climate?

Revise: Add inquiry questionS: What are the factors that may lead an individual or country to make decision to reduce human impacts on global climate? How can one country's decisions about the environment af-

fect quality of life in another country? How can our decisions about the environment where we live affect our health and quality of life?

Revise: Add inquiry question: What are the factors that may lead an individual or country to make decision to reduce human impacts on climate?

Standard: 3. Economics

GLE: 1. Productive resources -natural, human, capital- are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources

(PGC Feedback) Revise: This overarching description of what prepared graduates should know suggests an understanding of what a market system is and how it works. Yet 2/3 of the economics GLEs and a majority of Evidence Outcomes deal with government and government oversight and not markets. The preponderance of requirements center on intervention and not on the fundamentals of markets. The emphasis is on the wrong syllable.

(PGC Feedback) Remove: Political agenda To "[u]nderstand the allocation of scarce resources in societies" is a Keynesian concept and creates a zero-sum game outlook on economics. Austrian economics, Chicago school of economics, and economic theories developed by Hayek should be discussed. Let the students critically think to decide which theory they think is a better indicator of real world economics.

Revise: Please rephrase so that it states what students will do to demonstrate understanding of this concept.

Revise: This is more of a statement than a GLE. How is this performed and measured in the classroom? A verb is needed to make it actionable. Analyze how individuals, businesses, governments, and societies make choices to allocate productive resources -natural, human, capital- that are scarce.

Revise: add verb (s)

Revise: 1. I recommend removing "societies" in this statement and perhaps add "non-profits" (or some similar broadening term). Seems that individuals, businesses, non-profit organizations and governments pretty much covers everyone ... I'm not sure what "societies" even means. Individuals make decisions, societies don't. 2. This GLE is about "scarcity, which requires choice, and choice has cost." This is essentially covering "the economic way of thinking." This might also be a good place to bring in a few more "economic way of thinking" skills (although they could also be included in GLE 2 and/or 3 below. (a) People respond to incentives by weighing cost vs. benefit.

Comment: Solid GLE with great content that is important to our students.

Remove: Political agenda "Productive resources -natural, human, capital- are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources" are Keynesian concepts and creates a zero-sum game outlook on economics. Austrian economics, Chicago school of economics, and economic theories developed by Hayek should be discussed. Let the students critically think to decide which theory they think is a better indicator of real world economics.

Evidence Outcome: Analyze the relationships between economic goals and the allocation of scarce resources

Revise: Secondary teachers of economics are astonished that there is no mention of supply and demand in the high school economics standards. S & D is one of the most fundamental concepts of economics and is the backbone of a market economy. Furthermore, the relationship between S & D underlies the forces behind the allocation of resources in a market economy, which is precisely what this Grade Level Expectation addresses. Therefore, I strongly urge the powers that be to include something about S & D as an evidence outcome here. Something as simple as: The student can explain the laws of supply and demand and how these forces allocate scarce resources in a market economy.

Comment: I don't really know how a teacher will interpret what this EO really means.

Revise: The student will separate out the ideas on income inequality from the ideas of what is an equitable or fair distribution of rewards based on ones productivity when analyzing the relationships between economic goals and the allocation of scarce resources Inequality Isn't the Real Issue: Research suggests that people care most about fair chances, not the distribution of wealth By Christina Starmans, Mark Sheskin and Paul Bloom April 28, 2017 9:14 a.m. ET <https://www.wsj.com/articles/inequality-isnt-the-real-issue-1493385246> Children Discard a Resource to Avoid Inequity Article (PDF Available) in Journal of Experimental Psychology General 141(2):382-95 · Alex Shaw University of Chicago Kristina R Olson Abstract Elucidating how inequity aversion (a tendency to dislike and correct unequal outcomes) functions as one develops is important to understanding more complex fairness considerations in adulthood. Although previous research has demonstrated that adults and children reduce inequity, it is unclear if people are actually responding negatively to inequity or if people dislike others getting more than them (motivated by social comparison) and like to share maximal resources, especially with those who have few resources (motivated by social welfare preferences). In order to evaluate if children are truly averse to inequity, we had 3- to 8-year-old children distribute resources to 3rd parties and found that 6- to 8-year-old children would rather throw a resource in the trash than distribute unequally, suggesting that concerns with equity can trump concerns with maximal sharing. We also demonstrated that children's reactions were not based on wanting to avoid upsetting the recipients or based on a preference for visual symmetry and that children will even throw away a resource that could have gone to themselves in order to avoid inequity. These results demonstrate the existence of inequity aversion in children, provide a new method for studying inequity aversion specifically, and suggest the need for new models to explain why inequity aversion may have evolved. Discover the world's research

https://www.researchgate.net/publication/51720705_Children_Discard_a_Resource_to_Avoid_Inequity

Remove: Political agenda "Scarce resources" is a Keynesian concept and creates a zero-sum game outlook on economics. Austrian economics, Chicago school of economics, and economic theories developed by Hayek should be discussed. Let the students critically think to decide which theory they think is a better indicator of real world economics.

Evidence Outcome: Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs

Revise: I think I'd remove "societies" in this statement and add non-profits (or some similar broadening term). Seems that individuals, businesses, non-profit organizations and governments pretty much covers everyone ... I'm not sure what "societies" even means. Individuals make decisions, societies don't.

Evidence Outcome: Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits

Comment: Great ... important that high school students are exposed to the concept of "marginalism." I strongly recommend that this wording be kept in the standard.

Revise: The student will realize in trying to understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits are subject to significant problems with flaws in thinking and a failure to properly understand randomness in life, business, markets, and global trade. People can be lucky and think that they are smart and successful. They are fooled by randomness. We may listen to such people thinking them as having real insights. "Let us use the Monte Carlo generator introduced earlier and construct a population of 10,000 fictional investment managers (the generator is not terribly necessary since we can use a coin, or even do plain algebra, but is considerably more illustrative -- and fun). Assume that they each have a perfectly fair game; each one has a 50% probability of making \$10,000 at the end of the year, and a 50% probability of losing \$10,000. Let us introduce an additional restriction; once a manager has a single bad year, he is thrown out of the sample, good-bye and have a nice life. Thus, we will operate like the legendary speculator George Soros who was said to tell his managers gathered in the room: "Half of you guys will be out by next year" (with an Eastern European accent). Like Soros, we have extremely high standards; we are only looking for managers with an unblemished record. We have no patience for low performers. The Monte Carlo generator will toss a coin; heads and the manager will make \$10,000 over the year, tails and he loses \$10,000. We run it for the first year. At the end of the year, we can expect 5,000 managers to be up \$10,000 each and 5,000 to be down

\$10,000. Now we run the game a second year. Again, we can expect 2,500 managers to be up two years in a row; another year, 1,250; a fourth one, 625, a fifth, 313. We have now, simply a fair game, 313 managers who made money for five years in a row. Out of pure luck. Fooled by Randomness by Nassim Nicholas Taleb
See page 154 <https://www.fool.com/investing/value/2007/05/31/foolish-book-review-fooled-by-randomness.aspx>

Evidence Outcome: Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services

Revise: This is a values based evidence outcome and has a hidden connotation that entrepreneurs are a separate and more important factor of production than land, labor, and capital. This should be revised to be less values laden.

Inquiry Questions:

Revise: Question 4 is again very values driven. Societal problems can be solved through economic reasoning, not always through entrepreneurship. Consider revising to be more inclusive of the important role all parts of a solution play.

Revise: 1. Remove "societal" and replace with "government." I don't think "societies" make decisions, but individuals within government do. 4. ??? This is beyond tough! The way it's worded suggests that there is a correct answer here. Perhaps change to, "How might entrepreneurial ideas help alleviate some problems resulting from scarcity?" (I don't think you "solve" the scarcity issue ... it's still there, but you can better deal with the issues/problems it causes.)

Relevance and Application:

Revise: 1. Application 3: delete the end parenthesis. 2. "Natural resources ARE scarce ..." Do not say, "can be" scarce ... because they are scarce ... if we want > we have, then the $P > 0$, implying that it is scarce. 3. NOTE: I have only had time to read and comment upon the GLEs and EOs. I've made comments here below the EO level with this GLE, but my lack of comments in other GLEs throughout the document is not meant to suggest that I reviewed these items.

Revise: In statement #1: replace blood diamonds with development of alternative forms of energy

Revise: In Relevance and Application statement #1: I suggest replacing "blood diamonds" with "development of alternative forms of energy" since it better relates to the "fossil fuels" mentioned earlier in the text

Revise: In Relevance and Application statement #1: replace blood diamonds with development of alternative forms of energy

Revise: 4. The student will understand that many situations in businesses are not susceptible to lab experiments. Businesses must take risks without having a validated formal framework when considering marginal thinking allows for good economic decisions to be made by individuals, businesses, and governments. See pages 60 - 61. While two groups may have means close to each other, a small absolute advantage in performance between the two groups turns into an insurmountable advantage overall where the better performer will most always win out. In a winner take all market one firm succeeds and the other firm exits that market. It may be the case that diversity provides no benefit when excellence at a task takes technical skills. Thus, firm Book Review: 'Left Brain, Right Stuff,' by Phil Rosenzweig Economics professors might accuse a CEO of excessive risk-taking. But in the real world, some industries truly are winner-take-all. By David A. Shaywitz Jan. 27, 2014 7:07 p.m. ET Decades of elegantly constructed experiments have helped us to understand just how we think and decide—quite imperfectly, it would appear. We are convinced that we know more, control more and make better predictions that we have any right to believe.
<https://www.wsj.com/articles/book-review-8216left-brain-right-stuff8217-by-phil-rosenzweig-1390860241?tesla=y>

GLE: 2. Economic policies affect markets

(PGC Feedback) Revise: The student will realize that much of modern economic analysis where the students seeks to understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy is based on well defined, limited models of static resource allocation

and fails to adequately address complexity and emergent trends when people make changes in responses to changes in practices, policies, laws, new products, new competitors, etc. See page 76 Section 5.1.1 Physics Envy: A Pseudo-Freudian Analysis During the late nineteenth century, various "cargo cult" societies emerged in the South Pacific. By the mid-twentieth century, inspired by their experiences during World War II, these societies built elaborate mock facilities, such as airstrips and control towers, in hopes of attracting deliveries of goods similar to those that colonial officials once received. Like these societies we suspect that much of economics is based on misinterpreted observations and misplaced hopes. Complex Adaptive Systems: An Introduction to Computational Models of Social Life John H. Miller & Scott E. Page <http://press.princeton.edu/titles/8429.html> It may be the case, that macro economics is the wrong model to predict the economy and fails to understand connections within the global economy. Too often, Federal Reserve decision makers were focusing on the wrong statistics and lacked the right data to have useful insights. Fed Up: An Insider's Take on Why the Federal Reserve is Bad for America <https://www.dallasnews.com/business/business/2017/02/14/bank-shot-former-dallas-staffer-danielle-dimartino-booth-tells-thetale-fed-power-gone-awry>

(PGC Feedback) Remove: Political agenda To "[u]nderstand the allocation of scarce resources in societies" is a Keynesian concept and creates a zero-sum game outlook on economics. Austrian economics, Chicago school of economics, and economic theories developed by Hayek should be discussed. Let the students critically think to decide which theory they think is a better indicator of real world economics.

Revise: Please rephrase so that it states what students will do to demonstrate understanding of this concept.

Revise: More of a statement than a GLE. How is this performed and measured in a classroom? Analyze ways economic policies affect markets.

Revise: Add Verb (s)

Comment: 1. "Economic policies" ... I suspect this should read "Government policies" rather than "Economic policies." All government policies can have impacts on markets, not just those that are "explicitly" referred to as "economic policies." For example, environmental laws affect markets; regulations of all kinds have impacts on costs and thus shift the supply curve, thus affecting markets. 2. To understand "markets" certainly requires a clear understanding of demand and supply analysis. In order to give teachers adequate guidance on what to teach, I do NOT think that merely stating "...affects markets" is sufficient. I strongly believe that some clear statement about the need to "understand how to use demand and supply analysis to grasp the way in which markets allocate scarce goods" is essential. The high school GLEs or EOs should very clearly indicate "demand and supply" somewhere so that teachers clearly understand the need to teach these important concepts to high school students. Markets are fundamental to the capitalist system in which we live and demand-supply analysis helps students understand how markets actually work. However, if GLE 3 is changed to address "micro-economy" issues, as I suggest, then I would also move the EO about understanding demand and supply to GLE 3, since D and S analysis is a micro tool appropriate for microeconomic analysis. 3. I find that GLEs 2 and 3 jump all around and do not provide a logical organization that will assist teachers in addressing these topics. However, I do think that most of the key concepts have been included in GLEs 2 and 3 (although I do recommend a couple additional concepts), but the organization seems confusing. One organizing principle for GLEs 2 and 3 to consider: (a) Set up GLE 2 so that it covers the "macroeconomic" topics/concepts: GLE 2 might then read, "Understand the business cycle in the macro-economy, government policies to stabilize the economy, and connections with the global economy." Then, the EOs could include the current EOs (a), (c), (d), and (e) ... although, some of these EOs certainly seem redundant (especially (a) and (e)). I would consider the following EOs: (1) Understand how Gross Domestic Product (GDP) provides a measure of the aggregate output of the economy, (2) Explain how inflation and unemployment vary with the business cycle, (3) Understand how fiscal policy -- tax and government spending, which is controlled by Congress and President -- is used to stabilize the economy, (4) Understand how monetary policy is used by the Federal Reserve to stabilize the economy, (5) Understand the sources of economic growth and the importance of improvements in productivity (output per hour of work).

Evidence Outcome: Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve

Revise: Include "governmental regulations" in the list of topics.

Evidence Outcome: Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies

Move: If GLE 2 addresses the "macroeconomic" issues, then I recommend moving this EO to GLE 3 (which I suggest address the "micro-economic" issues). That is, tariffs, quotas, etc. use micro-economic tools to understand and they are really "micro" in nature ... e.g., a tariff is targeted at a specific industry (say, sugar) and this is not addressing the overall economy (i.e., not a macro policy aimed at stabilizing the economy from the business cycle) but a micro policy. Demand and supply analysis is very appropriate for understanding the impact of tariffs, quotas, etc. I would therefore move this EO to GLE 3. However, in place of this EO, I would recommend adding an EO that says, "Recognize how exchange rates affect economic activity." (or some mention of exchange rates, about which all citizens should have some basic understanding)

Evidence Outcome: Identify government activities that affect the local, state, or national economy

Comment: Fiscal and monetary policy are used to impact the national economy; they may have local or state impact, but that's not the target of such policy. Policies to address state and local economies issues may best be addressed using micro-economic tools. Thus, you might consider either dropping this EO or moving it to GLE 3.

Evidence Outcome: Give examples of the role of government in a market economic system

Move: This should be evidence outcome a. All the other EOs are subsets of this fundamental premise.

Revise: Political agenda Instead of "give examples of the role of government in a market economic system," "Discuss the role of government in a market economic system."

Evidence Outcome: Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies

Revise: 1. I'd strongly consider moving this EO up to GLE 1 because people responding to incentives fits very nicely and flows logically from "scarcity, choice, cost" ... i.e., people weigh the cost against the benefit in making choices, etc. 2. "...and societies"?? Isn't it the choices made by individuals, households, businesses, governments and non-profit organizations that determine the overall societal outcomes? I'm not sure how "societies" make choices? Recommend removing "and societies" from this Evidence Outcome.

Evidence Outcome: Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy

Revise: Political agenda Instead of "that are used to stabilize the economy," "and their impact on individuals, businesses, and the economy."

Inquiry Questions:

Revise: 1. Instead of the assumption that government has a role in a market economy, discuss if government does have a role in a market economy. 5. Instead of focusing on businesses, there should be a focus on individual wealth acquisition.

GLE: 3. Government and competition affect markets

Revise: Please rephrase so that it states what students will do to demonstrate understanding of this concept.

Revise: This seems very similar to the last GLE. Needs to be differentiated more

Revise: Add verb (s)

Revise: More of a statement than a GLE. How is this performed and measured in a classroom?

Comment: Given how much important content should be addressed here, I'd suggest having four total GLEs for the economics portion of this standard, rather than three: 1. Economic Way of Thinking (see earlier GLE), 2. Macro-economy topics (see earlier GLE), 3. Micro-economy topics (see below), and 4. International

economy topics (separate out the international related topics and put them into a separate GLE to help teachers organize their thoughts (e.g., economic systems, exchange rates, comparative advantage/trade could be treated in this GLE). However, if you must stick with only three GLEs for the economics portion, then my recommendation is to consolidate all the "micro" topics under GLE 3 (and consolidate macro topics under GLE 2). So, this GLE might read something like, "Economic systems, comparative advantage and trade, market structures and competition, and government policies to affect market outcomes." (These are the overall topics that should be covered). EOs would then include: (1) Compare and contrast economic systems in terms of their ability to achieve economic goals (economists prefer to call these "broad social goals"), (2) Explain the source of comparative advantage and the implications for international trade, (3) Be able to use demand and supply analysis to explain how competitive markets efficiently allocate scarce resources, (4) Understand what happens if the government interferes with the market through price controls - price ceilings or price floors, (5) Understand the economic implications of various market structures that are not purely competitive -- -- monopolistic competition, oligopoly, and monopoly, (6) Understand the role of government in dealing with market failures in the form of monopoly power (antitrust and industry regulation), public goods, and negative/positive externalities (property rights, tax/subsidy, regulation), (7) EO (d) - since there is now a role for government, we must have a tax system to collect the revenue to pay for the government spending on defense, etc. Thus, this would be the place to bring in different types of taxes, progressive, regressive, proportional.

Evidence Outcome: Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, and monopoly

Revise: include self-interest with competition

Revise: Since the Standard addresses monopoly, etc. it should also include some requirement to address the appropriate government policy to address monopoly, etc. For example, this would be the appropriate place to discuss the Sherman Antitrust Act or other government policy.

Evidence Outcome: Compare and contrast economic systems in terms of their ability to achieve economic goals

Move: Move this Evidence Outcome from letter c to letter b. It flows more naturally and logically from EO a.

Revise: Which economic systems? Same as A?... why not combine then.

Evidence Outcome: Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, and proportional

Revise: Taxation was in the 2nd GLE

Revise: In the list, include "fair tax, and flat tax."

GLE: 4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)

(PGC Feedback) Comment: This strand of the social studies standards has been very difficult to implement with any type of consistency. Part of the problem is the length of the overall Economic portion of the standards. As of now, many implementation attempts are isolated learning experiences that are visited for brief moments to ensure "coverage." It would benefit learning experiences for all students if the PFL portion of the standards could be narrowed down so that they are more manageable.

Revise: Wondering about the language of students "applying a financial plan." How do we address issues of equity around students' varying abilities to manage their own money and income? Not all of our students are always in a place to be able to do this, how should they demonstrate mastery of this standard?

Evidence Outcome: Develop a financial plan including a budget based on short- and long- term goals

Move: Reorder the evidence outcomes here. A revised order - d, c, a, b, e flows more naturally and logically.

GLE: 5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)

(PGC Feedback) Revise: There are too many GLE's under this idea/standard. They need to be consolidated and simplified. This class is taught to freshmen at our school and many of these ideas are too complicated for them.

Remove: This should be pulled from economics and placed under a personal finance standard in the area of business. If left in Economics, all personal finance should be compacted into a single GLE so that the PF content does not overshadow the Economics content.

Evidence Outcome: Compare and contrast the variety of investments available for a diversified portfolio

Move: Reorder the evidence outcomes here. A revised order - b, d, a, c flows more naturally and logically.

Remove: Too much!

Remove: This is too advanced for high school students, and high school teachers are not qualified to teach this at a proper level. If they were, they would be working in investments, not teaching high school.

Evidence Outcome: Evaluate factors to consider when managing savings and investment accounts

Remove: This should be removed from Economics and moved to a business standard.

Evidence Outcome: Explain how economic cycles affect personal financial decisions

Remove: Again, this is too much for many students

Evidence Outcome: Describe the appropriate types of investments to achieve the objectives of liquidity, income and growth

Remove: Too much for high school and for the context of an economics classroom

Nature Of:

Remove: My students are too poor for this to even be relevant. They are living day to day to meet their needs They are hoping to attend part time community college to get ahead. This is not appropriate for most of our students when about half of our students are living in poverty.

GLE: 6. The components of personal credit to manage credit and debt(PFL)

Revise: More of a statement than a GLE. How is this performed and measured in a classroom?

Remove: This should belong in Business to be incorporated in a personal finance course or consumer family sciences. Students need to know this, but it does not belong in economics.

Evidence Outcome: Analyze various lending sources, services, and financial institutions

Move: Reorder the evidence outcomes here. A revised order - c, a, b flows more naturally and logically.

Inquiry Questions:

Revise: Political agenda 2. Should read: "How does the law protect or harm borrowers and lenders?"

GLE: 7. Identify, develop, and evaluate risk-management strategies (PFL)

Remove: Unnecessary!

Remove: This entire set of content is a two hour lesson. It does not need this much importance.

Evidence Outcome: Differentiate between types of insurance

Move: Reorder the evidence outcomes here. A revised order - b, a, c flows more naturally and logically.

Evidence Outcome: Select and evaluate strategies to mitigate risk

Revise: Select and evaluate strategies to mitigate risk (ecological, health, geopolitical, financial, etc.)

Revise: Edit to read: Select and evaluate strategies to mitigate risk (ecological, health, geopolitical, financial, etc.)

Revise: Edit to read: Select and evaluate strategies to mitigate risk (ecological, health, geopolitical, financial, etc.)

Revise: Edit evidence outcome C. to read: Select and evaluate strategies to mitigate risk (ecological, health, geopolitical, financial, etc.)

Inquiry Questions:

Revise: Add inquiry question: What risks and benefits can be discerned regarding sharing space with the natural world?

Revise: Add inquiry question: What risks and benefits can be discerned regarding sharing space with the natural world?

Revise: Add inquiry question: What risks and benefits can be discerned regarding sharing space with the natural world?

Revise: 1. To create critical thinkers, whenever benefits are discussed, detriments need to be discussed, and vice versa.

Standard: 4. Civics

GLE: 2. Purposes of and limitations on the foundations, structures and functions of government

Revise: Add Verb (s)

Revise: More of a statement than a GLE. How is this performed and measured in a classroom?

Evidence Outcome: 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

Revise: Political bias in word choice Living document versus strict constructionism. Should include the Declaration of Independence.

Revise: Political agenda: Does not take into account a strict constructionist point-of-view.

Evidence Outcome: 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

Revise: Political bias: On the other side of the same coin, how have court decisions, legislative debates, and various and diverse groups helped to destroy, deconstruct, and misinterpret the rights and ideals of the American system of government?

Revise: Political agenda Should be changed to: "Analyze how court decisions, legislative debates, and various and diverse groups have helped or hurt the preservation, development, and interpretation of rights and ideals of the American system of government"

Evidence Outcome: Evaluate the effectiveness of our justice system in protecting life, liberty, and property

Revise: Political bias: Evaluate the ineffectiveness of our justice system in protecting life, liberty, and property.

Revise: Political agenda Should be revised to state: "Evaluate the effectiveness or inefficacy of our justice system in protecting life, liberty, and property

Inquiry Questions:

Revise: 3. Inaccurate statement. We do not have a pure democracy of majority rule. We have a representative republic.

GLE: 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

Evidence Outcome: Discuss multiple perspectives on local issues and options for participating in civic life

Remove: Too similar to GLE 1

Evidence Outcome: Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies

Remove: Too similar to GLE 1

Evidence Outcome: Explain how to monitor and influence public policy

Revise: This is one of the most impactful evidence outcomes in my opinion, and I've seen great lessons and units developed based on it. Deep learning happens when students are actually applying their learning to impact policy- maybe change the verb so that are not just explain, but taking action to impact policy on a local, state, national, or international level?

Remove: Similar to GLE 1

Evidence Outcome: Compare and contrast how different systems of government function

Revise: Add specifics. Which systems?

Inquiry Questions:

Revise: Add inquiry question: How do individual/societal values vs. facts/information play a role in developing policy?

Move: Add inquiry questions: How do individual/societal values vs. facts/information play a role in developing policy? How can unsubstantiated claims and "fake news" affect national and international policy?

Revise: Add inquiry question: How do individual/societal values vs. facts/information play a role in developing policy?

Social Studies Eighth Grade

Standard: 1. History

GLE: 1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives

Revise: Would like to see the word "inquiry" explicitly called out in this standard, since it seems to allude to the inquiry process through the development of hypotheses.

Evidence Outcome: Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history

Revise: Some suggested topics or time frame would be useful.

Comment: Political agenda 1. Minority points of view being emphasized over the founding documents of our country.

GLE: 2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another

Revise: Missing verb

Revise: This is more of a statement than it is a GLE. How is this performed and measured in a classroom?

Revise: Colorado Standards should include a reference to Native American cultures in this section. It is "eurocentric" to begin discussing American History at the origins of the American Revolution. Europeans and

others did not start arriving in North America until a little more than 500 years ago. For thousands of years, the first Americans had the American continents to themselves. This rich and diverse culture must be explored to fully comprehend American History.

Evidence Outcome: Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives

Revise: Getting to after Reconstruction is too much to cover. If our focus is on skills, the scope of the History standard is too broad to do more than cover topics in U. S. history.

Evidence Outcome: Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise

Comment: This standard is incredibly broad. Is there a way you could make this more specific?

Evidence Outcome: Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction

Revise: should this say "origins" of the American Revolution?

Standard: 2. Geography

GLE: 1. Use geographic tools to analyze patterns in human and physical systems

Evidence Outcome: Interpret maps and other geographic tools as a primary source to analyze a historic issue

Revise: Such as....?

GLE: 2. Conflict and cooperation occur over space and resources

Revise: verb

Inquiry Questions:

Comment: Add inquiry question: What are the implications of living in a semi arid region? How is human population growth related to planetary sustainability? How does conflict and cooperation over space and resources positively and negatively impact the environment?

Revise: Add inquiry questions: What are the implications of living in a semi-arid region like Colorado? How is human population growth related to planetary sustainability? How does conflict and cooperation over space and resources positively and negatively impact the environment?

Revise: Add inquiry question: What are the implications of living in a semi-arid region? And How is human population growth related to planetary sustainability? And How does conflict and cooperation over space and resources positively and negatively impact the environment?

Standard: 3. Economics

GLE: 1. Economic freedom, including free trade, is important for economic growth

Revise: This is more of a statement than a GLE. How is this performed and measured in a classroom?

Comment: Given the platforms of recent presidential candidates, it becomes more and more important to stress the importance of free trade to the country's long-run economic progress. Keep this GLE without change.

Evidence Outcome: Give examples of international differences in resources, productivity, and prices that provide a basis for international trade

Revise: The four existing Evidence Outcomes do a good job of addressing trade. They say almost nothing about economic freedom, which is explicitly stated in the Grade Level Expectation. There should be an EO that says something like: The student can identify what economic freedom is and explain what role it serves in a market economy

Evidence Outcome: Describe the factors that lead to a nation having a comparative and absolute advantage in trade

Comment: Okay, my earlier comment for grade 7 about comparative advantage may be adequately addressed with this Evidence Outcome.

Evidence Outcome: Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers

Remove: This topic is better suiting and dealt with at a higher grade level.

GLE: 2. Manage personal credit and debt(PFL)

Move: Wondering about moving this standard to high school. Managing credit isn't a relevant topic for most middle schoolers as they do not encounter credit until later on.

Revise: This is more of a statement than a GLE. How is this performed and measured in a classroom? Examine and evaluate necessary steps needed to successfully manage personal credit and debt.

Standard: 4. Civics

GLE: 1. Analyze elements of continuity and change in the United States government and the role of citizens over time

Evidence Outcome: Evaluate the result of various strategies for political change over time

Revise: There should be more of a focus on the actual structure of government.

Comment: Does this mean for all of US History or just through Reconstruction?

Evidence Outcome: Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change

Revise: Although I think it is important that students understand the concepts and content contained within these documents, the documents themselves are far beyond an 8th grade reading level. Students should be exposed to them, but shouldn't be expected to read them independently. Wondering if the EO could be revised to reflect that expectation.

Evidence Outcome: Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally

Revise: Could the EO read "Examine and practice"? This standard is most powerful when students are applying their constitutional rights to voice opinion and bring about change, not just learning about them.

Revise: Historically, currently? Again, a time frame or suggestions would be useful. There is power in connecting history to the present but having some guidelines so that content isn't overlapped as much as currently happens when teachers don't have a lot of guidance or understanding of standards.

Comment: May need more clarity about how to evaluate resources, especially digital resources and social media sources.

Inquiry Questions:

Revise: The question of "what is a patriot?" allows for the standards to be considered in the perspective of the American Revolution. However, after America became a country there should be an additional question that allows for the opportunity to compare the identity of a "patriot" vs. the identity of an "American". Or something like that.

GLE: 2. The place of law in a constitutional system

Revise: Please add a verb to the standard.

Revise: This is more of a statement than a GLE. How is this performed and measured in a classroom?

Evidence Outcome: Discern various types of law

Revise: This evidence outcome is very vague and broad. More clarity is needed for teachers to design learning outcomes and measurements.

Evidence Outcome: Describe and engage in various means of conflict management

Remove: This EO is covered in earlier grades.

Comment: Needs examples

Social Studies Seventh Grade

Standard: 1. History

GLE: 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

Revise: Can the standard explicitly call out that students are engaging in historical inquiry?

Revise: the word "thesis" has been a hangup and point of contention with teachers about what that means and its purpose.

Comment: The evidence outcomes of this standard do not seem to match up well with the GLE. There seems to be a step missing in the development of seeking and evaluating multiple historical sources with different points of view. This standard needs an additional evidence outcome that builds on the students development to corroborate sources that bridges skills developed between 6th and 8th grade.

Evidence Outcome: Determine and explain the interdependence of people around the world during significant eras or events

Revise: "Determine the impact of significant eras and events on our modern society." Students need to see the connection to their world, the interdependence of

Revise: Seems to overlap too much with Evidence Outcome a in GLE 2.

GLE: 2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another

Revise: Missing verb

Revise: Please add a verb to this standard.

Revise: More of a statement than a GLE. How is this performed and measured in a classroom?

Revise: Include the Ancient World of the Western Hemisphere in sixth grade so that students recognize common patterns in social, political, and religious development to establish a foundation for 7th grade beginning with the Middle Ages of the Eastern Hemisphere and concludes with both hemispheres meeting during the Contact period of the Americas, thus setting the stage for 8th grade American History.

Evidence Outcome: Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere

Revise: Seems redundant with Evidence Outcome a for GLE 1

Evidence Outcome: Describe the foundation and development of key historical topics. Topics to include but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism

Revise: I would simplify the 2nd sentence to something like: "Topics to include ancient and Medieval civilizations of Europe, Asia and Africa."

Revise: This evidence outcome seems to suggest that 7th graders are only going to be exposed to ancient and medieval content. Where is the current connect to today? Where are some students going to see themselves in the curriculum? This seems very Eurocentric.

Revise: In my district most of us took this revision from last time to indicate that we should focus our studies on Ancient History 7th grade. When I first taught 7th grade we tried to teach some from Ancient, some in between and then some modern. Please look at the breadth though, all of the world except North and South America are included in 7th grade. It is difficult to do any justice to such a large area if we are also trying to go from beginning of time to present. I get that we relate the past to modern times, but we should have a more defined time period or a smaller area of the world. Otherwise we risk going a mile wide and an inch deep. (And don't get me wrong, I loved my Red Scarf Girl unit, but we simply cannot do a good job of digging in deep without a more narrow focus.

Inquiry Questions:

Revise: How did the movement of ideas impact societies over time?

Standard: 2. Geography

GLE: 1. Use geographic tools to gather data and make geographic inferences and predictions

Revise: I think limiting this to making inferences and predictions is too general - perhaps add something about "answer historical question" as well

Evidence Outcome: Interpret maps and other geographic tools to find patterns in human and physical systems

Revise: Would like to see an elevation of some 21st century tools (GIS, etc.)

Evidence Outcome: Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion

Revise: Not sure "environmental issues" is relevant to ancient/medieval Eastern hemisphere content; seems more current history related

Evidence Outcome: Ask and answer questions after examining geographic sources

Revise: Would like examples of what is meant by "geographic sources" - or specific skills this pertains too.

GLE: 2. Regions have different issues and perspectives

Revise: Missing a verb

Revise: Please add a verb to this standard.

Revise: More of a statement than a GLE. How is this performed and measured in a classroom?

Evidence Outcome: Classify data to construct thematic maps and make inferences

Comment: What exactly was meant by this part of the standard? Adding things to a map to make it complete or actually drawing a map? I think this is unclear for a lot of people, Using a map, using multiple maps to find an answer to a question, those are skills they can use, but DRAWING a map? When are they supposed to use the skill of drawing a map?

Evidence Outcome: Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere

Revise: Adding examples topics for ancient/medieval Eastern Hemisphere would be helpful

Comment: See my comment about the first on on this list, why would we need to draw a map? What does construct really mean?

Inquiry Questions:

Comment: Add inquiry question: How do regional values and perspectives impact the choices you make about the environment?

Revise: Add inquiry question: How do regional values and perspectives impact the choices you make about the environment where you live?

Revise: Add inquiry question: How do regional values and perspectives impact the choices you make about the environment?

Standard: 3. Economics

GLE: 1. Supply and demand influence price and profit in a market economy

(PGC Feedback) Revise: In order to better relate to the ancient/medieval Eastern Hemisphere content, this should focus on general allocation of resources, including issues of scarcity and remove "individual choice, market interaction, and public policy" and add something like "resource availability and trade patterns."

Revise: Missing a verb

Revise: Supply and demand represent a vital and complex economic concept. It's unfair to bury it in a curriculum that, for the most part in Colorado, consists of teaching about the ancient world in the Eastern Hemisphere. To give the economics its due in this context is overwhelming for many teachers. Furthermore, this is the last mention of supply and demand in the economic standards. It is totally neglected in the high school standards, an oversight that confounds all teachers of high school economics. I'm hoping there can be a re-balancing of the 7th grade GLE and EOs in economics. As is, it's simply too much for most teachers and their students to handle.

Revise: When we consider the complexities of comparing economic systems and the interdependence of those systems in 6th and 7th grade, it seems that this needs to be revised to ask students to think about that rather than just supply and demand. Supply and demand could certainly be maintained in the evidence outcomes. Perhaps it should say something about how supply and demand influence many economic systems and to need to compare that from system to system.

Revise: When the focus of the standards in 7th grade is the eastern hemisphere, and this standard only refers to market economies, there is a disconnect as there are many more types of economies in the east other than market. Teachers struggle with seeing connections when it is so heavily focused on this one type. I would recommend expanding it to include all types of economies.

Comment: This GLE could use some work to tie into the history, geography, and civics standards for this grade level. Seventh grade Students are asked to examine different cultures over time that did not have market economies. This year lends itself to conduct an extensive look at the role supply and demand has played in the influence of price, profit, and development of cultures. Additionally, it would be beneficial to have students compare and contrast this role in different economic systems to the market economy utilized in our country today. As it is currently written this becomes an isolated learning experience that provides very little connection for students to develop deep understandings. **REVISE:** More of a statement than a GLE. How is this performed and measured in a classroom?

Revise: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

Evidence Outcome: Define supply and demand

Remove: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

Evidence Outcome: Identify factors that cause changes in supply and demand

Remove: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

Evidence Outcome: Define and identify factors that impact price

Remove: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

Evidence Outcome: Identify examples to illustrate that consumers ultimately determine what is produced in a market economy

Remove: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

Evidence Outcome: Explain the function of profit in a market economy

Remove: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

Evidence Outcome: Demonstrate how supply and demand determine equilibrium price and quantity

Remove: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

Inquiry Questions:

Remove: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

Comment: Can these be made to go along with the History curriculum? We are adding more to plates here, but if we are indeed ancient then it becomes difficult to teach this. I can be done, but can we be more intentional?

Relevance and Application:

Remove: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

Nature Of:

Remove: How does this relate to the ancient/medieval Eastern Hemisphere content of 7th grade? Why do 7th graders need to know this?

GLE: 2. The distribution of resources influences economic production and individual choices (Economics and PFL)

(PGC Feedback) Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today. They are 7th graders (12 years old), some of this seems as if it would be more relevant to them in high school and once they are work-eligible

Revise: Missing a verb

Move: Please add a verb to this standard. Also, taxes could perhaps be moved to 8th grade as it could more clearly tie into the content students are learning about American government. Our teachers have found it very difficult to teach all of the content for 7th grade from the Eastern Hemisphere, AND include the PFL content of taxes, which has felt a very unnatural fit.

Revise: This doesn't align across the grade levels. All others, K-8 for 3.2 are PFL specifically, yet the distribution of resources influencing economic productions seems to be something more fit for 3.1. Then put all the elements leveraged for PFL into 3.2 and make it about the role of taxation, how it impacts spending and more information on the types of taxation on individuals.

Revise: The key economic concepts that underlie this particular Expectation are: comparative advantage, specialization and resulting gains from trade. I think this standard could better capture the economic way of thinking (and thus better develop student ability to extend their knowledge more flexibly) by focusing on the key economic concept underlying specialization and trade. Then, use the resource distribution (in the Evidence Outcomes) as a specific application of the more fundamental application of the concept of comparative advantage. In other words, the Expectation could read, "Understand how regions and nations specialize in what they can produce at the lowest cost (i.e., comparative advantage) and then trade with other countries or regions."

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today.

Evidence Outcome: Give examples that illustrate connections between resources and manufacturing

Move: Move to 3.1

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today.

Move: Doesn't seem personal enough to be an PFL EO

Evidence Outcome: Identify patterns of trade between places based on distribution of resources

Move: Move to 3.1

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today.

Move: Doesn't seem personal enough to be a PFL EO

Evidence Outcome: Compare and contrast the relative value and different uses of several types of resources

Move: Move to 3.1

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today.

Move: Doesn't seem personal enough to be a PFL EO

Evidence Outcome: Use supply and demand analysis to explain how prices allocate scarce goods in a market economy

Move: Move to 3.1

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today.

Move: Doesn't seem personal enough to be a PFL EO

Evidence Outcome: Define resources from an economic and personal finance perspective

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today.

Evidence Outcome: Explain the role of taxes in economic production and distribution of resources (PFL)

Revise: Needs to connect more to the content from 7th grade

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today

Move: Very out of context with 7th grade focus, especially since so much attention goes to ancient civilizations.

Evidence Outcome: Define the various types of taxes students will pay as adults (PFL)

Revise: Needs to connect more to the content from that grade

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today. What taxes they will pay as adults is not relevant to 7th graders - too young - should be high school.

Move: More appropriate for 8th grade with connection to Constitution.

Comment: how does this go with 7th grade? Seems a better fit for 8th grade.

Evidence Outcome: Demonstrate the impact of taxes on individual income and spending (PFL)

Revise: Needs to connect more to the content from that grade

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today. What taxes they will pay as adults is not relevant to 7th graders - too young - should be high school.

Move: More appropriate for 8th grade with connection to Constitution

Inquiry Questions:

Comment: Add inquiry question: How do economic systems also affect regional access to resources?

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today.

Revise: Add inquiry question: How do economic systems also affect regional access to resources?

Revise: Add inquiry question: How do economic systems also affect regional access to resources?

Relevance and Application:

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today.

Nature Of:

Revise: Make it more relative to the ancient/medieval Eastern Hemisphere content of 7th grade with something about comparison to today. What taxes they will pay as adults is not relevant to 7th graders - too young - should be high school.

Standard: 4. Civics**GLE: 1. Different forms of government and international organizations and their influence in the world community**

Move: Grade level mismatch

Revise: What about them? This is more of a statement than a GLE. How is this performed and measured in a classroom?

Revise: Is this meant to be applies to modern society (so not related to ancient/medieval Eastern Hemisphere content of 7th grade)? Not sure how "international organizations" and "world community" fit into the ancient/medieval Eastern Hemisphere content - either remove, or offer example topics

Revise: Again, seventh grade ancient history, then we are talking modern governments? Worked great when we taught communist China and the Russian Revolution, but today?

Evidence Outcome: Compare different forms of government in the world and how they derive their authority

Revise: I would take out "in the world" - seems to specific to modern

Evidence Outcome: Evaluate how various nations interact, resolve their differences, and cooperate

Revise: "Nations" doesn't really fit ancient/medieval Eastern Hemisphere history, too modern a concept - perhaps "societies"

Evidence Outcome: Analyze conflicts among nations including causes and consequences

Revise: "Nations" is too-modern a concept to seem applicable to ancient/medieval Eastern Hemisphere

Evidence Outcome: Describe common interests and evaluate examples of global collaboration

Revise: Is this meant to be applied to modern history or ancient/medieval as is the content of 7th grade social studies? This is confusing

Evidence Outcome: Use criteria that identify the attributes of a good government and apply to specific examples

Revise: The definition of "good government" is very value-laden in comparison to the other standards. This standard seems to presume that everyone has the same definition of good government. Can it be revised to be more value-neutral, and put the onus of defining good government onto students, which would be a higher depth of knowledge task for them?

Revise: What defines good? Or is that the purpose - for students to be able to list them? It can be confusing language.

Revise: What are the criteria to identify the attributes of a good government? Does the concept of this outcome build from one grade level to the next? How is this connection communicated through the standards?

Revise: Is this meant to be modern or ancient/medieval? Ancient/medieval example topics would be helpful.

Inquiry Questions:

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere?

Relevance and Application:

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere?

Nature Of:

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere?

GLE: 2. Compare how various nations define the rights, responsibilities, and roles of citizens

(PGC Feedback) Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere or is this related to that content?

(PGC Feedback) Revise: The EOs for the GLE are very contemporary, makes it hard to connect with 7th Grade History GLEs

Revise: Perhaps the standard could read "societies" rather than "countries"? This could help the standard to align more closely with the history standards for 7th grade.

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere or is this related to that content?

Evidence Outcome: Compare the definition of citizen in various governments

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere or is this related to that content? Example topics?

Evidence Outcome: List the responsibilities of citizens in various governments

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere or is this related to that content? Example topics?

Evidence Outcome: Define the roles of citizens in various governments

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere or is this related to that content? Example topics?

Evidence Outcome: Give national and international examples of ethics and quality in government policies and practices

Remove: This EO seems to be beyond a 7th grade developmental level. Consider removing or moving it to high school.

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere or is this related to that content? Example topics?

Evidence Outcome: Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere or is this related to that content? Example topics?

Inquiry Questions:

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere or is this related to that content? Example topics for ancient/medieval Eastern Hemisphere?

Relevance and Application:

Revise: How does this fit with the ancient/medieval Eastern Hemisphere content of 7th grade? Where within content should teachers teach this or is this supposed to be a separate, out-of-context unit? Could ancient/medieval examples be included?

Nature Of:

Revise: Modern? Are teacher expected to teach this standard out of the context of the ancient/medieval Eastern Hemisphere or is this related to that content? Example topics for ancient/medieval Eastern Hemisphere?

Social Studies Sixth Grade

Standard: 1. History**GLE: 1. Analyze and interpret historical sources to ask and research historical questions**

Revise: My feedback for all of the standards is that they include more specific details. Instead of broad statements like "Identify ways different cultures record history," list several cultures and their methods of recording history as content which students should know. This would make the standards longer, but easier to assess and and plan around. I'm from Texas and that is more like how their standards are set up, which I thought was pretty helpful.

Comment: This should be a priority but with limited sources for documents from the Western cultures the process stalls.

Evidence Outcome: Identify ways different cultures record history

Comment: Easier with Ancient Cultures of both hemispheres to analyze how different cultures record their history

Evidence Outcome: Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts

Comment: Teaching students about primary and secondary sources should be a priority. Yet by dividing Eastern and Western Hemisphere we take away the selection of primary sources as the Western Hemisphere has little that students can read or understand.

Evidence Outcome: Critique information to determine if it is sufficient to answer historical questions

Comment: Is the idea to determine in 6th grade that there is insufficient information to discuss the cultures of the Western Hemisphere?

Inquiry Questions:

Comment: Why only western hemisphere if the national standards are for both hemispheres in ancient times. Limited primary sources for Western Hemisphere to analyze, numerous for Eastern.

Relevance and Application:

Comment: Not until the coming of the Spanish do we get the differing perspectives and then the native perspective is very limited.

Nature Of:

Comment: With limited sources the student has a hard time evaluating.

GLE: 2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another

Revise: This GLE is missing a verb, which makes it very hard to assess!

Revise: Please add a verb to this standard.

Revise: More of a statement than a GLE. How is this performed and measured in a classroom?

Revise: Include the Ancient World of the Western Hemisphere so that students recognize common patterns in social, political, and religious development to establish a foundation for 7th grade beginning with the Middle Ages of the Eastern Hemisphere and concludes with both hemispheres meeting during the Contact period of the Americas, thus setting the stage for 8th grade American History.

Evidence Outcome: Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange

Revise: Many schools delve too far into Native American history. Students end up studying topics that were already covered in elementary school. I think some clarification in wording like, Latin American tribes could be helpful.

Comment: Political Agenda: The focus of the examples used are all negative towards the colonization of the Americas.

Inquiry Questions:

Comment: The globalization question is a definite needed competency.

Comment: Political agenda: 2. A religious worldview of pro-globalization and one-world government is underlying in many of the history-related standards.

Relevance and Application:

Comment: Political Agenda: 1. A religious worldview of pro-globalization and one-world government is underlying in many of the history-related standards.

Standard: 2. Geography**GLE: 1. Use geographic tools to solve problems**

Evidence Outcome: Ask multiple types of questions after examining geographic sources

Comment: The "multiple types of questions" seems to be something they will be answering more than asking.

GLE: 2. Human and physical systems vary and interact

Revise: Missing verb

Revise: More of a statement than a GLE. How is this performed and measured in a classroom?

Evidence Outcome: Analyze positive and negative interactions of human and physical systems in the Western Hemisphere

Revise: Add inquiry questions: How might the relationship between civilizations and the environment influence whether civilizations succeed or fail? How does human interaction with the environment affect our health and quality of life? How does human interaction with the environment impact the availability of resources?

Inquiry Questions:

Comment: Add inquiry question: How might the relationship between civilizations and the environment influence whether civilizations succeed or fail? How does human interaction with the environment impact the availability of resources?

Revise: Add inquiry question: How might the relationship between civilizations and the environment influence whether civilizations succeed or fail? And How does human interaction with the environment impact the availability of resources?

Standard: 3. Economics**GLE: 1. Identify and analyze different economic systems**

Evidence Outcome: Explore how different economic systems affect job and career options and the population's standards of living

Remove: The existing inquiry questions for this GLE impress me as an improvement over the existing evidence outcomes. They fit more neatly with the GLE AND are closer to how economists view economic systems. My suggestion - remove EOs b and c and replace them with the three inquiry questions (slightly revised): b) Explain how different systems address the production of goods c) Explain how scarce resources are distributed in different types of economic systems d) Explain how different economic systems control the means of production and distribution of goods and services

Evidence Outcome: Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence

Remove: See suggestion for EO b above.

GLE: 2. Saving and investing are key contributors to financial well-being (PFL)

Revise: Missing a verb

Revise: More of a statement than a GLE. How is this performed and measured in a classroom?

Revise: This is a difficult thing to connect to any of the current curriculum.

Evidence Outcome: Give examples of how saving and investing can improve financial well-being

Revise: Some explicit mention of compound interest is appropriate in any conversation about investing, especially to young people who have the time to take advantage of compounding.

Standard: 4. Civics**GLE: 1. Analyze the interconnectedness of the United States and other nations**

Revise: Does this standard have to call out the United States specifically, or could it read "compare the interconnectedness of societies and cultures in the Western Hemisphere with the rest of the world" or something similar? This would help align the 6th grade civics and history standards more closely.

Evidence Outcome: Examine changes and connections in ideas about citizenship in different times and places

Revise: Many teachers find this EO hard to support, because resources to support this concept are rare, and the resources that do exist, are global in scope, and seldom focused on the Western Hemisphere

Evidence Outcome: Describe how groups and individuals influence the government and other nations

Revise: Examples would be helpful here to provide context for what kind of thinking is expected.

Evidence Outcome: Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues

Revise: Does this EO just have to be about how Americans react to global issues? Can it refer to "people" more generally?

GLE: 2. Compare multiple systems of government

Move: This is a mismatch for the grade level. It is much too high of a difficulty level. Comparative politics is something most people don't experience until college.

Evidence Outcome: Identify how different forms of government relate to their citizens. Topics to include but limited to democracy and authoritarian government

Revise: Teachers have had difficulty teaching the social studies standards in an integrated way in 6th grade because the content of the History and Civics standards are misaligned. In the study of early civilizations in the Western hemisphere, there were no democracies, so teaching this standards has felt disjointed.

Social Studies Fifth Grade

Standard: 1. History

GLE: 1. Analyze historical sources from multiple points of view to develop an understanding of historical context

Comment: This is very appropriate for 5th graders. However, there are not many documents from different perspectives written at a 5th grade level. More access to primary source documents would be appropriate

Evidence Outcome: Identify different ways of dating historical sources to understand historical context

Move: 4th graders should do this

Evidence Outcome: Examine significant historical documents. Topics to include but not limited to the Stamp Act, the Declaration of Independence, and the Constitution

Revise: While it is important for students to have early exposure to primary sources, these particular documents are definitely above a 5th grade reading level. The Declaration, for example, has a Lexile measure of 1350, which Common Core puts in the 11th-12th grade band. What concepts do we want students to understand from the founding documents? Students should be exposed to the documents, but we shouldn't expect them to be independently examining them.

Revise: Another document could be the Mayflower Compact.

Evidence Outcome: Create timelines of eras and themes in North America from 1491 through the American Revolution

Revise: This evidence outcome is out of place as it is written. How does creating a timeline build on a student's ability to analyze historical sources from multiple points of view to develop an understanding of historical context? A connection must be made to show that students must be able to place the source within a timeline to properly contextualize the source. As of now it reads that students should make timelines just for the sake of making timelines.

Inquiry Questions:

Revise: 3. Instead of, "How might history be different without the Declaration of Independence?": "Why is the Declaration of Independence important to the American republic?"

Relevance and Application:

Comment: If we want to represent multiple perspectives, we should include pov from women, from immigrant groups and slaves as well as the British and patriots.

Nature Of:

Comment: More documents that are from various perspectives about the key historical events within the fifth grade curriculum would serve to enrich the discussion about the figures or the perspectives that are often missing from the historical framework. Finding these resources at a fifth grade reading level is challenging.

GLE: 2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

Revise: Please add a verb to this standard.

Revise: More of a statement than a GLE. How is this performed and measured in a classroom?

Revise: 5th graders need more access to history that isn't 600 years in the past. For example, studying Civil Rights gives them reason and an access point to go back and study the Constitution. Immigration gives them a link to their past. Western Expansion allows them to build background information from their study of Colorado History. 5th graders should understand how their government works and how it was founded, but they are still in elementary school and need to focus on the "story" of history.

Evidence Outcome: Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans

Revise: Wondering about the use of 1491. Some elementary teachers unfamiliar with historical terminology have expressed confusion about how far back to go in history.

Revise: Distinctions need to be made between the level and lens of understanding students will develop around the Columbian Exchange between 5th grade and 6th grade. A note can be provided in each grade level standards so teachers can clearly see how their work either prepares for future learning or builds on previous learning.

Revise: Both 5th and 6th grade focus on exploration of the Americas by Europeans. These should be more aligned. What's done in 5th doesn't seem to be built upon in 6th. 6th tends to be a repeat with additions of more explorers and regions of the Western Hemisphere.

Revise: Please put the Civil War back into the 5th grade curriculum! This was pivotal in our country's history.

Comment: Political agenda: Instead of focusing on interactions between the explorers/colonists and different ethnic groups, the focus should be on the bigger picture of the Age of Exploration and the Age of Enlightenment.

Evidence Outcome: Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution

Revise: Distinctions need to be made between the level and lens of understanding students will develop around Native American groups between 5th grade and 6th grade. A note can be provided in each grade level standards so teachers can clearly see how their work either prepares for future learning or builds on previous learning.

Revise: Differentiate which early American are focused on in 5th and which are focused on in 6th.

Relevance and Application:

Revise: Political agenda: 1. Rights of citizens do not evolve. It is clearly defined in our founding documents of the Declaration of Independence and the U.S. Constitution that the only inalienable rights are life, liberty, and property/pursuit of happiness. Civil liberties, as separate from inalienable rights, should be discussed.

Nature Of:

Comment: 3. Multiple perspectives, but not to weigh one perspective over another.

Standard: 2. Geography**GLE: 1. Use various geographic tools and sources to answer questions about the geography of the United States**

Evidence Outcome: Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location

Move: This seems to fit more with the third grade regional studies.

Evidence Outcome: Locate resources in the United States and describe the influence of access on the development of local and regional communities

Revise: This standard is challenging to relate to the historical aspects of the curriculum due to the time frame. Since fifth graders are only exposed to exploration through the American Revolution, the east coast is where they spend the majority of their mapping experience, therefore the local and regional aspects of the discussion are limited.

Inquiry Questions:

Comment: Having and/ or lacking the technology to explore these maps can make it difficult to cover this standard in full.

GLE: 2. Causes and consequences of movement

Revise: Please add a verb to this standard.

Revise: What about them? This is more of a statement than a GLE. How is it performed and measured in classrooms?

Standard: 3. Economics**GLE: 1. Government and market structures influence financial institutions**

Revise: Please add a verb to this standard.

Revise: This is more of a statement than a GLE. How is it performed and measured in classrooms?

Evidence Outcome: Identify governmental activities that affect financial institutions and the economy at the local, state, and national level

Revise: This evidence outcome makes sense IF the evidence outcomes from the fifth grade Grade Level Expectation #2 are dealt with first. One has to understand what banking is before exploring the governmental regulations over banks. To do otherwise would be like describing the game of football to a neophyte by beginning with the penalties.

Inquiry Questions:

Revise: Revise inquiry question #2 from "In a market economy, who has the most power?" to "In a market economy, who decides what will be produced, how it will be produced and for whom it will be produced?" Rationale - it's not really about power, per se. That's a political scientist or sociologist talking. In answering the revised question, students will get closer to the essence of evidence outcome #1, "Define a capitalist, market economy."

GLE: 2. Use of financial institutions to manage personal finances (PFL)

Revise: Please add a verb to this standard.

Revise: This is more of a statement than a GLE. How is it performed and measured in classrooms?

Standard: 4. Civics**GLE: 1. The foundations of citizenship in the United States**

Revise: Please add a verb to this standard.

Revise: This is more of a statement than a GLE. How is it performed and measured in classrooms?

Evidence Outcome: Define the criteria and process for becoming a citizen

Move: This seems quite random within the scope of the 5th grade as written. I suggest that we clarify more about what kids need to know and understand in the context of 5th grade. Then move this to a deeper level of understanding including all of the nuances of citizenship in high school. At that point, students could really dig into the changes over time in citizenship as well as all of the different things that affect citizenship.

Comment: Add Evidence Outcome: Give examples of the responsibilities and rights of individuals and governments with regards to the environment (e.g. clean water, clean air, access to food)

Revise: I think it is more fitting in this standard, in relation to the historical time period that fifth graders are exposed to, would serve for students to more accurately understand their rights as citizens and what determines whether they are a citizens or not.

Nature Of:

Revise: This standard seems extremely vague. What are the documents that students are expected to analyze? What are they investigating? Are there sources or examples that could be listed to clarify expectations?

GLE: 2. The origins, structure, and functions of the United States government

Revise: This is more of a statement than a GLE. How is it performed and measured in classrooms?

Evidence Outcome: Explain the historical foundation and the events that led to the formation of the United States constitutional government. Topics to include but not limited to the colonial experience, the Declaration of Independence, and the Articles of Confederation

Revise: Seems to be more of an historical EO than a civics EO. What big ideas about how government operations should students understand in relation to the Colonial Experience, Dec of Ind, and the Articles? Needs stronger link to GLE

Evidence Outcome: Explain the origins, structure, and functions of the three branches of the United States government and the relationships among them

Revise: Wondering if there is a reason to not specifically state "checks and balances" here?

Social Studies Fourth Grade

Standard: 1. History**GLE: 1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado**

Evidence Outcome: Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history

Revise: 4th graders have not had any U.S. history and this is a very complex task. You might say "Students explore major eras in U.S. and world history and suggest connections." The key is students should not be expected to know the events and eras in U.S. history. Since this grade is assessed in social studies, the state assessment is designed with the assumption that students will know events and eras in U.S. history.

Evidence Outcome: Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships

Revise: "Identify cause and effect relationships that exist within primary sources related to Colorado history."

Evidence Outcome: Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado

Revise: "Identify cause and effect relationships when examining primary and secondary sources that communicate examples of human interaction among people and cultures that have lived in or migrated to Colorado."

Evidence Outcome: Identify and describe how major political and cultural groups have affected the development of the region

Revise: Please specify possible political or cultural groups for the 4th grade level

Revise: Should be mandated that districts teach about the indigenous people (Utes) in the state and how there are two Ute tribes with sovereign and government status.

Remove: If you establish a clear focus on cause and effect, then this EO might be subsumed in a previous evidence outcome. Consider this, "What other types of situations would we want to expose students to in Colorado's history? Can students identify cause and effect relationships within that context?"

Inquiry Questions:

Revise: Keep questions focused on the two ideas present in EOs: chronology, cause and effect. If you refer to an idea within the questions, that should also be referred to explicitly in the EO.

Relevance and Application:

Revise: Show both sides, negative and positive: clashes AND cohabitation of Native Americans with pioneers

Nature Of:

Comment: Stay focused on these being connected to the EO. Everything should have a tight connection on this page so that everything is a clear entry point into the Evidence Outcomes. I suggest identifying all Evidence Outcomes first and then writing everything else on this page asking yourselves, "Does this help a teacher to better interpret and stay focused on the evidence outcomes?"

GLE: 2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States

Revise: Add a verb.

Revise: This is more of a statement than a GLE. How is it performed and measured in classrooms?

Revise: get rid of the relationship to eras in U.S. history. Elevate the use of gathering evidence from primary and secondary sources as the foundation for interpreting historical events, eras, and developments. (Side note, the evidence outcomes have nothing about themes which is why I removed that word from the PGC level).

Evidence Outcome: Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time

Revise: It has been hard to describe the relationship between Colorado history and US history when students don't receive US history until 5th grade. Can this part be removed?

Revise: The very last statement that includes, "and the changes in Colorado over time" is difficult to construct meaning. Is the student analyzing the relationships between the US and Colorado to develop an understanding of the changes Colorado has experienced over time? This needs a little more clarification to help teachers understand what it will look like when students are able to perform this expectation.

Revise: Analyze and use evidence from primary and secondary sources to describe significant eras in Colorado history. Eras to include: (include eras up to modern day otherwise teachers get stuck in the past).

Evidence Outcome: Describe interactions among people and cultures that have lived in Colorado

Revise: Analyze and use evidence from primary and secondary sources to describe examples of cooperation and conflict from interactions between people and cultures in Colorado's history.

Evidence Outcome: Describe the development of the political structure in Colorado history. Topics to include but not limited to an understanding of the Colorado Constitution and the relationship between state and national government

Remove: ICK! I think this belongs in civics. At the same time, this assumes that students understand what is needed for a territory to become a state. This EO sounds like a big picture statement but it feels so nuanced that it doesn't match the cognition of a 4th grader.

Evidence Outcome: Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes

Revise: Analyze and use primary and secondary sources to describe examples of technology in different places and eras. (Technology is defined as an innovation that makes a task easier or more effective than it was before.) This could also connect to common core and state, "Analyze and use primary and secondary sources to describe examples of technology in different times and places using problem and solution relationships."

Inquiry Questions:

Comment: i suggest writing all of the evidence outcomes first and then writing the questions to help teachers interpret the evidence outcomes.

Relevance and Application:

Comment: i suggest writing all of the evidence outcomes first and then writing the questions to help teachers interpret the evidence outcomes.

Nature Of:

Comment: I suggest writing all of the evidence outcomes first and then writing the questions to help teachers interpret the evidence outcomes.

Standard: 2. Geography

GLE: 2. Connections within and across human and physical systems are developed

Revise: Yes they are, now what? This is more of a statement than a GLE. How is this performed and measured in classrooms?

Inquiry Questions:

Comment: Add inquiry questions: How does settlement impact water availability? How does the availability of water impact settlement?

Revise: Add inquiry questions: How does settlement impact water availability? How does the availability of water impact settlement?

Revise: Add inquiry questions: How does settlement impact water availability? How does the availability of water impact settlement?

Standard: 3. Economics

GLE: 1. People respond to positive and negative incentives

(PGC Feedback) **Comment:** The economic standards for fourth grade provide the clearest connections to the history, geography, and civic standards. It would be helpful if this relationship was used as a model for the other grade levels.

Revise: This is more of a statement than a GLE. How is this performed and measured in classrooms?

Evidence Outcome: Explain how the productive resources - natural, human, and capital- of Colorado have influenced the types of goods produced and services provided

Move: Make evidence outcome "c" evidence outcome "d" and insert as EO c the following: "Explain how the productive resources - natural, human, capital - are used to produce goods and services." Rationale: Before students can make the historical connections, they have to know what the concepts are to begin with.

GLE: 2. The relationship between choice and opportunity cost (PFL)

Revise: This is more of a title than a GLE. How is this performed and measured in classrooms?

Evidence Outcome: Analyze methods of limiting financial risk (PFL)

Comment: Add an evidence Outcome: "Give an example of choice and opportunity cost and positive and negative incentives as it relates to the environment or to sustainability."

Revise: Add an evidence Outcome: "Give an example of choice and opportunity cost and positive and negative incentives as it relates to the environment or to sustainability."

Comment: Add an evidence Outcome: "Give an example of choice and opportunity cost and positive and negative incentives as it relates to the environment or to sustainability."

Standard: 4. Civics**GLE: 1. Analyze and debate multiple perspectives on an issue**

Evidence Outcome: Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved

Comment: Add Evidence Outcome: Give examples of the responsibilities and rights of individuals and governments with regards to the environment (e.g. clean water, clean air, access to food)

GLE: 2. The origins, structure, and functions of the Colorado government

Revise: Please add a verb to this standard.

Revise: This is more of a statement than a GLE. How is this performed and measured in classrooms?

Evidence Outcome: Explain the origins, structure, and functions of the three branches of the state government and the relationships among them

Move: More appropriate for 5th or 8th grade

Evidence Outcome: Identify and explain the services state government provides and how those services are funded

Revise: Is "how those services are funded" referring to taxes? If so, that is a 7th grade EO. Can we remove that?

Evidence Outcome: Describe how the decisions of the state government affect local government and interact with federal law

Revise: Only focus on local and state connections, The federal connection can be better addressed in 5th and 8th grade.

Social Studies Third Grade

Standard: 1. History**GLE: 1. Use a variety of sources to distinguish historical fact from fiction**

Relevance and Application:

Revise: This example is confusing for the standard focus on history.

Nature Of:

Revise: Thinkers don't "use sources" to distinguish facts---they use sources to inform their thinking....

GLE: 2. People in the past influence the development and interaction of different communities or regions

Revise: Please add a verb to this standard. Also, this standard is somewhat similar to the second grade history standard 2. People have influenced the history of neighborhoods and communities. The differences between the content and second and third grade are somewhat unclear to teachers, and have led to overlapping content being taught in those grades.

Evidence Outcome: Give examples of people and events, and developments that brought important changes to a community or region

Revise: Some of the EOs for this standard are very similar to the 2nd grade History standard 2, "People have influenced the history of neighborhoods and communities". Teachers have had a hard time differentiating what is different between 2nd and 3rd grade history content.

Evidence Outcome: Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region

Comment: I'm not sure where the best place for this comment is, so I apologize if this is out of place... It doesn't make a ton of sense to me that we start small in Social Studies (family, neighborhood kind of stuff in K-2) then go to regions of the whole country in 3rd grade, and then back down to the state level in 4th, then back up to whole country again in 5th. It seems like it would make more sense to switch those so 3rd has state and 4th has regions of the country. That way, it just gets bigger each year instead of skipping around. I know it's "always been that way" but that doesn't make it best or logical. I think switching them makes for better flow and is more logical.

Relevance and Application:

Revise: The example for #2 does not align with the actual application. How does "Hispanics influence the culture of Pueblo" connect to technological developments continue to evolve...please clarify or change completely.

Standard: 2. Geography

GLE: 1. Use various types of geographic tools to develop spatial thinking

Evidence Outcome: Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps

Revise: Revise Evidence Outcome B to read: Identify the factors that make a region unique including cultural diversity, industry and agriculture, ecosystems and land forms

Inquiry Questions:

Revise: Add Inquiry Question: How are regions defined by watersheds?

Relevance and Application:

Revise: Add Relevance and Application: Watersheds define regions of Colorado and create unique distinctions for development, economic, political, ecological, and land management decisions.

GLE: 2. The concept of regions is developed through an understanding of similarities and differences in places

Revise: Revise to make it clear what students are doing to demonstrate mastery of the standard.

Evidence Outcome: Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms

Revise: Identify the factors that make a region unique including cultural diversity, industry and agriculture, ecosystems and land forms

Revise: Please add "ecosystems" to the list of what makes an area unique - every tourist who chooses Colorado as a destination understands this.

Revise: What regions should "we" be teaching? The regions of the United States or the regions of Colorado?

Inquiry Questions:

Revise: Add Inquiry Question: How are regions defined by their watersheds?

Relevance and Application:

Revise: Add Relevance and Application: Watersheds define regions of Colorado and create unique distinctions for development, economic, political, ecological, and land management decisions within the state.

Standard: 3. Economics

GLE: 1. Describe producers and consumers and how goods and services are exchanged

Evidence Outcome: Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value

Revise: Clean up by eliminating the parenthetical word below: "Recognize that different currencies and forms of exchange (that) exist and list the functions of money to include but not limited to such topics..."

Comment: Should third graders be able to use these terms (medium of exchange, store of value, and measure of value) or just be familiar with these concepts, knowing the different functions that currency serves?

Evidence Outcome: Give examples of how trade benefits individuals and communities and increases interdependency

Revise: I'd rewrite this one into something like... "People trade what they produce with other people when they think they can gain something from the exchange. Both parties are better off in voluntary trade. Give examples." This phrasing is closer to how economists view the value of trade.

Inquiry Questions:

Comment: Add an inquiry question: How does the shipment of raw materials and processed good affect the natural environment? How does production and trade influence the decision you make about what to buy?

Revise: Add inquiry questions: How does the shipment of raw materials and processed goods affect the natural environment? How do production and trade influence the decisions you make about what to buy?

Revise: Add an inquiry question: How does the shipment of raw materials and processed good affect the natural environment? And How does production and trade influence the decision you make about what to buy?

Relevance and Application:

Revise: Revise Relevance and Application Statement #2: Purchase decisions are based on such things as quality, price, and personal goals. For example, you decide whether to spend money on candy or the movies or buying recycled materials.

GLE: 2. Describe how to meet short term financial goals (PFL)

Revise: There are some tricky equity issues we have encountered in teaching this standard. Many of our students do not have the means to develop and carry out their own financial goal, and having students do it artificially doesn't develop the same deep understanding. Sometimes teachers have students develop short-term goals that may or may not be related to finances, but then they worry that they are not actually meeting the standard. I'm not sure how to revise this standard, but I know we have struggled with it.

Standard: 4. Civics

GLE: 1. Respecting the views and rights of others is a key component of a democratic society

Revise: Please revise the verb for this standard so it is clear how students are demonstrating mastery.

Evidence Outcome: Give examples of the relationship between rights and responsibilities

Revise: Add evidence outcome: Develop a personal position on an issue, based on your rights and responsibilities.

Revise: Add evidence outcome: Develop a personal position on an issue, based on your rights and responsibilities.

Revise: Add evidence outcome: Develop a personal position on an issue, based on your rights and responsibilities.

GLE: 2. The origins, structure, and functions of local government

Revise: Please add a verb to this standard.

Revise: This statement needs some work so that it reflects a concept. What about the origin, structure, and functions of local government? The inquiry questions associated with this GLE focus more on the interdependence between governments and citizens. Should the GLE also reflect this relationship?

Social Studies Second Grade**Standard: 1. History****GLE: 1. Identify historical sources and utilize the tools of a historian****Inquiry Questions:**

Comment: Add inquiry Question: How have people influenced the history of their neighborhood and communities by influencing the health of local habitats?

Revise: Add inquiry Question: How have people influenced the history of their neighborhood and communities by influencing the health of local habitats?

GLE: 2. People have influenced the history of neighborhoods and communities

Revise: Teachers have had a hard time determining exactly what content to cover in 2nd grade, as it seems to overlap a lot with grades 1 and 3. 1st grade evidence outcomes include "Give examples of notable leaders of different communities" and "Give examples of different types of business and the goods and services they produce for the community", and the 3rd grade History standard 2 is "People in the past influence the development and interaction of different communities or regions". As a result, teachers have difficulty vertically articulating what makes the study of communities different between these 3 grades. Can it be made more explicit how the study of communities differs in 2nd grade as opposed to 3rd grade?

Evidence Outcome: Give examples of people and events, and developments that brought important changes to the community

Revise: Give examples of people and events, and developments that brought important changes to the community and environment

Revise: add at the end, " and environment where they live."

Revise: Evidence Outcome C: Revise to read: Give examples of people and events, and developments that brought important changes to the community and environment

Standard: 3. Economics**GLE: 1. The scarcity of resources affects the choices of individuals and communities**

Evidence Outcome: Identify possible solutions when there are limited resources and unlimited demands

Revise: I'd change the word "demands" to "wants." "Identify possible solutions when there are limited resources and unlimited (demands) wants." In economics, the term "demand" has its own, unique characteristics. Demand is limited by the desire AND ability to pay for a good or service. "Unlimited demand" would exist only at a price of \$0.00, i.e., a free good or service. The intent of the evidence outcome is better served with a change of that word.

Inquiry Questions:

Revise: How are resources (such as water and energy) used in various communities?

Revise: Add inquiry Question: How are resources (such as water and energy) used in various communities?

Revise: Add inquiry Question: How are resources (such as water and energy) used in various communities?

GLE: 2. Apply decision-making processes to financial decisions (PFL)**Relevance and Application:**

Revise: Purchase decisions are based on such things as quality, price, and personal goals. For example, you decide whether to spend money on candy or the movies or buying recycled materials.

Revise: Suggest a revision to Relevance and Application Statement #2: Purchase decisions are based on such things as quality, price, personal goals and an understanding of consequences. For example, you decide whether to spend money on candy or the movies or buying recycled materials.

Revise: Revise Relevance and Application Statement #2: Purchase decisions are based on such things as quality, price, and personal goals. For example, you decide whether to spend money on candy or the movies or buying recycled materials.

Standard: 4. Civics**GLE: 1. Responsible community members advocate for their ideas**

Revise: Please add a verb to this standard.

GLE: 2. People use multiple ways to resolve conflicts or differences

Revise: Please add a verb to this standard.

Social Studies First Grade

Standard: 1. History**GLE: 2. Family and cultural traditions in the United States in the past**

Revise: Please add a verb to this standard.

Comment: Compare past and present traditions.

Evidence Outcome: Identify and explain the meaning of American national symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House

Remove: Can this evidence outcome be moved to/combined with the Civics EO that is very similar?

Standard: 2. Geography**GLE: 1. Geographic tools such as maps and globes represent places**

Evidence Outcome: Recite address including city, state, and country and explain how those labels help find places on a map

Comment: This is a skill that is best learned at home. Difficult to teach each student their address and expect memorization. This is a one-on-one activity. Could work as homework assignment if parents support it.

GLE: 2. People in different groups and communities interact with each other and with the environment

Evidence Outcome: Identify examples of boundaries that affect family and friends

Revise: Needs to be better defined.

Inquiry Questions:

Revise: Change 5 to use the resources found in the environment Add inquiry question: How do people take care of the environment in different places?

Revise: Change Inquiry question 5 to use the resources found in the environment Add inquiry question: How do people take care of the environment in different places?

Revise: Change Inquiry question 5 to use the resources found in the environment Add inquiry question: How do people take care of the environment in different places?

Relevance and Application:

Comment: I think these concepts are best taught in a study of another country. Students are excited to learn about another place and it is fun to explore and make comparisons when focusing into the life and culture of a specific place verses general lessons about community and culture.

Standard: 3. Economics

GLE: 1. People work at different types of jobs and in different types of organizations to produce goods and services and receive an income

Revise: Please add a verb to this standard.

Evidence Outcome: Give examples of different types of business and the goods and services they produce for the community

Revise: "...different types of businesses ..." (plural, I think)

Evidence Outcome: Give examples of types of jobs people in your family have

Revise: Could this say "Give examples of types of jobs people in your family or community have"?

Standard: 4. Civics

GLE: 1. Effective groups have responsible leaders and team members

Relevance and Application:

Revise: Responsible community members minimize the negative impacts of extracting resources from the natural environment.

Revise: Add Relevance and application statement: Responsible community members minimize the negative impacts of activities on the environment.

Revise: Add Relevance and application statement: Responsible community members minimize the negative impacts of activities on the environment.

GLE: 2. Notable people, places, holidays and patriotic symbols

Revise: Add a verb

Evidence Outcome: Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, and the national anthem

Revise: Combine with History Standard 2, EO d: Identify and explain the meaning of American national symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House (DOK 1-2). They are very similar EOs.

Social Studies Kindergarten

Standard: 1. History

GLE: 1. Ask questions, share information and discuss ideas about the past

Evidence Outcome: Use correctly the word "because" in the context of personal experience or stories of the past using words. Words to include but not limited to past, present, future, change, first, next, last

Remove: We have struggled in applying this EO with students who are English Language Learners. For some of them, using the word "because" is not at their correct stage for development of English. We work a lot with teachers to have them develop ways of having students show proficiency on standards without having to be proficient in English, and this EO has proved problematic in that effort to differentiate.

GLE: 2. The first component in the concept of chronology is to place information in sequential order

Relevance and Application:

Revise: "...information such as date, time, month, and year for ease of communication." CHANGE TO: "... information such as time, day, month, and year for ease of communication." THE WORDS TIME AND DAY TO BE SWITCHED BECAUSE OF LINEAR ORDER OF THAT INFORMATION.

Standard: 2. Geography

GLE: 1. People belong to different groups and live in different places around the world that can be found on a map or globe

Revise: Please add a verb to this standard.

Standard: 3. Economics

GLE: 1. Ownership as a component of economics

Revise: Add a verb- what do students need to do to apply their understanding of ownership?

Comment: Ownership is something that pre-K students could grasp ("That's mine!"), but "private property rights" are such an important institution of market economies that we should insure sufficient coverage of this expectation in high school and other K-8 grades. Further, the lack of property rights is the fundamental cause of pollution and other harmful (or beneficial) externalities.

Relevance and Application:

Revise: Add Relevance and Application Statement: Sometimes people make decisions not to buy things because they want to save money and resources.

Revise: Add Relevance and Application Statement: Sometimes people make decisions not to buy things because they want to save money and resources.

GLE: 2. Discuss how purchases can be made to meet wants and needs (PFL)

Move: Preschool Life Science standard 1. Living things have characteristics and basic needs could align very easily with this standard- could either the Kinder SS standard or the Preschool Life Science standard move in order to allow cross-content understands about human and animal needs to be taught at the same time?

Revise: Recommend removing the "needs" for reasons stated in comment with Pre-K. The highest priority wants are needs, so why throw in another term?

Evidence Outcome: Identify the difference between personal wants and needs

Move: Preschool Life Science standard 1. Living things have characteristics and basic needs could align very easily with this standard- could either the Kinder SS standard or the Preschool Life Science standard move in order to allow cross-content understands about human and animal needs to be taught at the same time?

Revise: The concept of "need" is not generally used in the field of economics today. There is no mention of the term "need" in the Council for Economic Education's National Voluntary Economics Standards. There is widespread consensus among professional economists on this topic. In arguing the point in a Social Studies and the Young Learner article, the authors state, "We should be helping our children learn to think about what they want most, to consider the resources they have available, and then to thoughtfully prioritize their lists to obtain those things of utmost importance to them. Isn't learning this process a much more valuable lesson than asking students to memorize that "needs" are food, clothing and shelter - while everything else is a want?" (Social Studies and the Young Learner 22 (3), pp. 14 - 16. January/February 2010. National Council for the Social Studies). Forget "needs." Everything is a want. Economics is about making choices that use one's resources to acquire goods and services that one values most. Regarding needs and wants, "Once a society has satisfied basic material needs (food, shelter, clothing), it turns yesterday's luxuries (cars, air conditioning, college educations) into [today's] necessities."

Evidence Outcome: Give examples of the difference between spending income on something you want versus something you need

Revise: The same rationale is appropriate here as in the previous evidence outcome. The process of making a distinction between wants and needs has become an act of memorization. Our students would be better served (and the discipline of economics more honestly represented) if we eliminated the "needs" piece and focused on a prioritization of wants. Again, see "Let's Teach Students to Prioritize: Reconsidering 'Wants' and 'Needs'". (Social Studies and the Young Learner 22 (3). pp. 14 - 16. January/February 2010. National Council for the Social Studies.)

Relevance and Application:

Revise: Add: Sometimes people make decisions not to buy things because they want to save money and resources.

Standard: 4. Civics

GLE: 2. Civic participation takes place in multiple groups

Revise: Add a verb that indicates what student demonstration of mastery towards this standard looks like

Relevance and Application:

Revise: Individual actions can make the community better. For example, people clean up the highways or waterways or volunteer in shelters.

Revise: add to #2: "... people clean up the highways or waterways "

Revise: Edit Relevance and application #2: Individual actions can make the community better. For example, people clean up the highways or waterways or volunteer in shelters.

Social Studies Preschool

Standard: 1. History

GLE: 1. Change and sequence over time

Revise: Add a verb

Standard: 2. Geography

GLE: 1. Develop spatial understanding, perspectives, and connections to the world

Revise: This standard is somewhat vague compared to others. What is it exactly that students are learning to understand here? What would they do to demonstrate mastery?

Evidence Outcome: Identify common places to include but limited to home, school, cafeteria, and gymnasium

Revise: add indoor and outdoor spaces

Revise: "...in both indoor and outdoor spaces."

Revise: Evidence Outcome B: add indoor and outdoor spaces

Inquiry Questions:

Revise: These questions are not very interesting for preschoolers and the terminology isn't grade level appropriate. Would it be possible to change them to focus more on preschooler level inquiry, such as "Describe what you see around you" instead of Describe your surroundings.

Standard: 3. Economics

GLE: 1. People work to meet wants and needs

Revise: The concept of "need" is not generally used in the field of economics today. There is no mention of the term "need" in the Council for Economic Education's National Voluntary Economics Standards. There is

widespread consensus among professional economists on this topic. In arguing the point in a Social Studies and the Young Learner article, the authors state, "We should be helping our children learn to think about what they want most, to consider the resources they have available, and then to thoughtfully prioritize their lists to obtain those things of utmost importance to them. Isn't learning this process a much more valuable lesson than asking students to memorize that "needs" are food, clothing and shelter - while everything else is a want?" (Social Studies and the Young Learner 22 (3), pp. 14 - 16. January/February 2010. National Council for the Social Studies). Forget "needs." Everything is a want. Economics is about making choices that use one's resources to acquire goods and services that one values most. Regarding needs and wants..."Once a society has satisfied basic material needs (food, shelter, clothing), it turns yesterday's luxuries (cars, air conditioning, college educations) into [today's] necessities."

Revise: I recommend that "needs" be removed from the document entirely and that only "wants" be included in these Standards. Justification: First: Both the Council for Economic Education Voluntary National Content Standards and the NAEP Economics Framework (and countless other economics textbooks) do not mention the "needs vs. wants" terminology or distinction. The term "needs" as used in the context of the draft Standards is not very useful to economists or to economic reasoning. In fact, a search on the Council for Economic Education "Virtual Economics" (over 1,000 K-12 lessons) does not bring up the term "need" in the context used in the draft Standards even once, while 43 "hits" surface when "wants" is searched. Thus, we suggest removing this term from the Standards, as it's not used by economists and teachers would unlikely find lessons in curriculum books that would address the term "needs." Second: Since these Standards are under "economics" it seems that we should be consistent with the economics discipline. Third: Why do economists not find it useful to refer to "needs" nor try to distinguish this from "wants?" Economists generally believe that only wants exist – the concept of needs does not help with understanding and may actually confuse students and teachers alike. This is true because tradeoffs are everywhere, even when we are talking about "basic needs" they are subject to the same economic principles as "wants." We might agree that some of these wants should have a very high priority (we could even call them the "basic needs") – but they are still wants, in the sense that economists generally use the term. Economics assumes that decisions are made at the margin and at the margin everything can be traded – if it can be traded, then there's no real distinction between wants and needs. What some desire to call a "need," is really just a "high priority want." For example, when the price of water goes up (many would call water a "need"), what happens? People decide that their other wants, at the margin, are more important than some of the water, given the now higher opportunity cost of water. This then reduces their "needs" – which means that they were not needs in the first place, not in an operational sense. Another example: some might say that shoes are a "need," but the first question is how many pair and of what quality? A second question is why do many Africans not choose shoes – for them, the opportunity cost is too high (i.e., would have to give up something more highly valued, such as food) so they choose to go without shoes. If those so-called needs can be reduced, is it meaningful to call them needs in the first place? Fourth: Economists use the terms "necessity" and "luxury" to capture these concepts. A necessity does NOT have zero elasticity (as the term "need" implies no tradeoff), but has an "inelastic demand," meaning that as the price rises, the quantity demanded does fall (i.e., a tradeoff exists), but at a smaller percentage than the price increase. Key point though is that the quantity demanded falls – implying this is a "want" as discussed in the second paragraph above. This is a more advanced subject for high school or college courses, but teaching elementary students the (economically meaningless) concept of needs will merely confuse them when they reach higher levels of economics; since one of the objectives of the Standards is to prepare K-12 students for higher education, it seems we should use terminology consistent with the courses they will encounter in AP Econ and Econ in the university.

Evidence Outcome: Discuss that money is used to buy items that the student or family wants

Revise: Note: Correct use of the term "wants." If "needs" are introduced, then this would have to say, "money is used to buy items that the student ... wants or needs." Of course, I recommend leaving "needs" out of all the Econ Standards. Just use the term "wants."

GLE: 2. Recognize money and identify its purpose (PFL)

(PGC Feedback) Comment: Great.

Standard: 4. Civics

GLE: 1. Individuals have unique talents and work with others in groups

Revise: Please add a verb to this standard.

GLE: 2. Rules and their purpose in allowing groups to work effectively

Revise: Please add a verb to this standard.