

# Colorado State Academic Standards in Social Studies

Common Core Standards: Grades 6-12 Literacy (Reading and Writing)  
in History/Social Studies Achieved Through History Day Participation

Colorado 21<sup>st</sup> Century Skills  
Achieved Through History Day Participation

Subject	Standard Met
<b>Reading</b>	<ul style="list-style-type: none"> <li>✓ Key ideas and details</li> <li>✓ Craft and structure</li> <li>✓ Integration of knowledge and ideas</li> <li>✓ Range of reading and levels of text complexity</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>✓ Text types and purposes</li> <li>✓ Production and distribution of writing</li> <li>✓ Research to construct and present knowledge</li> <li>✓ Range of writing</li> </ul>

Skill	Standard Met
<b>Critical Thinking and Reasoning</b>	<ul style="list-style-type: none"> <li>✓ Thinking deeply</li> <li>✓ Thinking differently</li> </ul>
<b>Information Literacy</b>	<ul style="list-style-type: none"> <li>✓ Untangling the web</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>✓ Working together</li> <li>✓ Learning together</li> </ul>
<b>Self-Direction</b>	<ul style="list-style-type: none"> <li>✓ Own your learning</li> </ul>
<b>Invention</b>	<ul style="list-style-type: none"> <li>✓ Creating solutions</li> </ul>

## Colorado State Academic Standards in Middle School Social Studies

Note: Achieving some of the listed standards may be dependent on a student's choice of topic

Grade	Grade Level Expectations Achieved Through History Day Participation
<b>6th</b>	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>✓ Analyze and interpret historical sources to ask and research historical questions</li> <li>✓ The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships to one another</li> </ul> </li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Use geographic tools to solve problems</li> <li>✓ Human and physical systems vary and interact</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ Identify and analyze different economic systems</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ Analyze the interconnected nature of the United States to other nations</li> <li>✓ Compare multiple systems of government</li> </ul> </li> </ul>
<b>7th</b>	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ The historical eras, individuals, groups, ideas and themes in regions of the Eastern Hemisphere and their relationships to one another</li> </ul> </li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Use geographic tools to gather data and make geographic inferences and predictions</li> <li>✓ Regions have different issues and perspectives</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ Supply and demand influence price and profit in market economy</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ The different forms of government and international organizations and their influence in the world community</li> <li>✓ Compare how various nations define the rights, responsibilities and roles of citizens</li> </ul> </li> </ul>
<b>8th</b>	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>✓ Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives</li> <li>✓ The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another</li> </ul> </li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Use geographic tools to analyze patterns in human and physical systems</li> <li>✓ Conflict and cooperation occur over space and resources</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ Economic freedom, including free trade, is important for economic growth</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ Analyze elements of continuity and change in the United States government and the role of citizens over time</li> <li>✓ The place of law in a constitutional system</li> </ul> </li> </ul>

## Colorado State Academic Standards in High School Social Studies

Grade	Grade Level Expectations Achieved Through History Day Participation
<b>World History</b>	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>✓ The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources</li> <li>✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</li> <li>✓ The significance of ideas as powerful forces throughout history</li> </ul> </li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</li> <li>✓ The interconnected nature of the world, its people and places</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources</li> <li>✓ Economic policies impact markets</li> <li>✓ Government and competition impact markets</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ 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</li> </ul> </li> </ul>
<b>U.S. History</b>	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>✓ The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources</li> <li>✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</li> <li>✓ The significance of ideas as powerful forces throughout history</li> </ul> </li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</li> <li>✓ Explain and interpret geographic variables that influence the interaction of people, places, and environments</li> <li>✓ The interconnected nature of the world, its people and places</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources</li> <li>✓ Economic policies impact markets</li> <li>✓ Government and competition impact markets</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ Research, formulate positions and engage in appropriate civic participation to address local, state, and national levels and compare how policy-making occurs in other forms of government</li> <li>✓ Purposes of and limitations on the foundations, structures and functions of government</li> <li>✓ 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</li> </ul> </li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</li> </ul> </li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</li> <li>✓ Explain and interpret geographic variables that influence the interaction of people, places, and environments</li> <li>✓ The interconnected nature of the world, its people and places</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources</li> <li>✓ Economic policies impact markets</li> <li>✓ Government and competition impact markets</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ Purposes of and limitations on the foundations, structures and functions of government</li> <li>✓ 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</li> </ul> </li> </ul>

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## Colorado State Academic Standards in High School Social Studies, Continued

<b>Economics</b>	<ul style="list-style-type: none"> <li>• <b>History (Not listed within the standard)</b></li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</li> <li>✓ Explain and interpret geographic variables that influence the interaction of people, places, and environments</li> <li>✓ The interconnected nature of the world, its people and places</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources</li> <li>✓ Economic policies impact markets</li> <li>✓ Government and competition impact markets</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ Research, formulate positions and engage in appropriate civic participation to address local, state, and national levels and compare how policy-making occurs in other forms of government</li> <li>✓ Purposes of and limitations on the foundations, structures and functions of government</li> <li>✓ 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</li> </ul> </li> </ul>
<b>Civics</b>	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>✓ Develop an understanding of how people view, construct, and interpret history</li> <li>✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</li> <li>✓ The significance of ideas as powerful forces throughout history</li> </ul> </li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Explain and interpret geographic variables that influence the interaction of people, places, and environments</li> <li>✓ The interconnected nature of the world, its people and places</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources</li> <li>✓ Economic policies impact markets</li> <li>✓ Government and competition impact markets</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ Research, formulate positions and engage in appropriate civic participation to address local, state, and national levels and compare how policy-making occurs in other forms of government</li> <li>✓ Purposes of and limitations on the foundations, structures and functions of government</li> <li>✓ 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</li> </ul> </li> </ul>

# Colorado State Academic Standards in Middle School Reading, Writing, and Communicating

*Note: Achieving some of the listed standards may be dependent on a student's choice of topic*

Grade	Grade Level Expectations Achieved Through History Day Participation
<b>6th</b>	<ul style="list-style-type: none"> <li>• <b>Oral Expression and Listening</b> <ul style="list-style-type: none"> <li>✓ Successful group discussions require planning and participation by all</li> </ul> </li> <li>• <b>Reading for All Purposes</b> <ul style="list-style-type: none"> <li>✓ Understanding the meaning within different types of literature depends on properly analyzing literary components</li> <li>✓ Organizing structure to understand and analyze factual information</li> <li>✓ Word meanings are determined by how they are designed and how they are used in context</li> </ul> </li> <li>• <b>Writing and Composition</b> <ul style="list-style-type: none"> <li>✓ Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop</li> <li>✓ Specific editing for grammar, usage, mechanics, and clarity gives writings its precision and legitimacy</li> </ul> </li> <li>• <b>Research and Reasoning</b> <ul style="list-style-type: none"> <li>✓ Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation</li> <li>✓ Assumptions can be concealed, and require identification and evaluation</li> <li>✓ Monitoring the thinking of self and others is a disciplined way to maintain awareness</li> </ul> </li> </ul>
<b>7th</b>	<ul style="list-style-type: none"> <li>• <b>Oral Expression and Listening</b> <ul style="list-style-type: none"> <li>✓ Formal presentations require preparation and effective delivery</li> <li>✓ Small and large group discussions rely on active listening and the effective contributions of all participants</li> </ul> </li> <li>• <b>Reading for All Purposes</b> <ul style="list-style-type: none"> <li>✓ Informational and persuasive texts are summarized and evaluated</li> <li>✓ Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts</li> </ul> </li> <li>• <b>Writing and Composition</b> <ul style="list-style-type: none"> <li>✓ Organization is used when composing informational and persuasive texts</li> <li>✓ Editing writing for proper grammar, usage, mechanics, and clarity improves written work</li> </ul> </li> <li>• <b>Research and Reasoning</b> <ul style="list-style-type: none"> <li>✓ Answering a research question logically begins with obtaining and analyzing information from a variety of sources</li> <li>✓ Logical information requires documented sources</li> <li>✓ Reasoned material is evaluated for its quality using both its logic and its use of a medium</li> </ul> </li> </ul>
<b>8th</b>	<ul style="list-style-type: none"> <li>• <b>Oral Expression and Listening</b> <ul style="list-style-type: none"> <li>✓ Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations</li> <li>✓ A variety of response strategies clarifies meaning or messages</li> </ul> </li> <li>• <b>Reading for All Purposes</b> <ul style="list-style-type: none"> <li>✓ Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment</li> <li>✓ Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts</li> </ul> </li> <li>• <b>Writing and Composition</b> <ul style="list-style-type: none"> <li>✓ Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality</li> <li>✓ Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality</li> <li>✓ Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document</li> </ul> </li> <li>• <b>Research and Reasoning</b> <ul style="list-style-type: none"> <li>✓ Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures</li> <li>✓ Common fallacies and errors occur in reasoning</li> <li>✓ Quality reasoning relies on supporting evidence in media</li> </ul> </li> </ul>

# Colorado State Academic Standards in High School Reading, Writing, and Communicating

Grade	Grade Level Expectations Achieved Through History Day Participation
<b>9th</b>	<ul style="list-style-type: none"> <li>• <b>Oral Expression and Listening</b> <ul style="list-style-type: none"> <li>✓ Oral presentations require effective preparation strategies</li> <li>✓ Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention</li> </ul> </li> <li>• <b>Reading for All Purposes</b> <ul style="list-style-type: none"> <li>✓ Increasingly complex informational texts require mature interpretation and study</li> </ul> </li> <li>• <b>Writing and Composition</b> <ul style="list-style-type: none"> <li>✓ Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language</li> <li>✓ Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support</li> <li>✓ Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions</li> </ul> </li> <li>• <b>Research and Reasoning</b> <ul style="list-style-type: none"> <li>✓ Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions</li> <li>✓ Effective problem-solving strategies require high-quality reasoning</li> </ul> </li> </ul>
<b>10th</b>	<ul style="list-style-type: none"> <li>• <b>Oral Expression and Listening</b> <ul style="list-style-type: none"> <li>✓ Content that is gathered carefully and organized well successfully influences an audience</li> <li>✓ Effectively operating in small and large groups to accomplish a goal requires active listening</li> </ul> </li> <li>• <b>Reading for All Purposes</b> <ul style="list-style-type: none"> <li>✓ Literary and historical influences determine the meaning of traditional and contemporary literary texts</li> <li>✓ The development of new ideas and concepts within informational and persuasive manuscripts</li> <li>✓ Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts</li> </ul> </li> <li>• <b>Writing and Composition</b> <ul style="list-style-type: none"> <li>✓ Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience</li> <li>✓ Organizational writing patterns inform or persuade an audience</li> <li>✓ Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process</li> </ul> </li> <li>• <b>Research and Reasoning</b> <ul style="list-style-type: none"> <li>✓ Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions</li> <li>✓ An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy</li> </ul> </li> </ul>
<b>11th</b>	<ul style="list-style-type: none"> <li>• <b>Oral Expression and Listening</b> <ul style="list-style-type: none"> <li>✓ Verbal and nonverbal cues impact the intent of communication</li> <li>✓ Validity of a message is determined by its accuracy and relevance</li> </ul> </li> <li>• <b>Reading for All Purposes</b> <ul style="list-style-type: none"> <li>✓ Ideas synthesized from informational texts serve a specific purpose</li> <li>✓ Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts</li> </ul> </li> <li>• <b>Writing and Composition</b> <ul style="list-style-type: none"> <li>✓ Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience</li> <li>✓ Elements of informational and persuasive texts can be refined to inform or influence an audience</li> <li>✓ Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity</li> </ul> </li> <li>• <b>Research and Reasoning</b> <ul style="list-style-type: none"> <li>✓ Self-designed research provides insightful information, conclusions, and possible solutions</li> <li>✓ Complex situations require critical thinking across multiple disciplines</li> <li>✓ Evaluating quality reasoning includes the value of intellectual character as humility, empathy, and confidence</li> </ul> </li> </ul>

Continued on back

## Colorado State Academic Standards in High School Reading, Writing, and Communicating, Continued

<b>12th</b>	<ul style="list-style-type: none"><li>• <b>Oral Expression and Listening</b><ul style="list-style-type: none"><li>✓ Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness</li><li>✓ Effective collaborative groups accomplish goals</li></ul></li><li>• <b>Reading for All Purposes</b><ul style="list-style-type: none"><li>✓ Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies</li><li>✓ Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills</li></ul></li><li>• <b>Writing and Composition</b><ul style="list-style-type: none"><li>✓ Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience</li><li>✓ Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes</li><li>✓ Standard English conventions effectively communicate to targeted audiences and purposes</li></ul></li><li>• <b>Research and Reasoning</b><ul style="list-style-type: none"><li>✓ Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes</li><li>✓ Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment</li></ul></li></ul>
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