



# 2020 Colorado Academic Standards Summary of Changes All Subjects At-a-Glance

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## Arts: Dance

- The committee reduced the number of prepared graduate competencies from twelve to nine in an effort to clarify language.
- The committee clarified ambiguous language in the current standards through the addition, revision and deletion of evidence outcomes to create an organized alignment to the grade level progressions.
- The committee added a second grade level expectation in middle school related to the comparison of dance to other art forms, school subjects and the community.

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills**
- **Inquiry Questions**
- **Nature of Dance**-The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Arts: Drama and Theatre Arts

- The committee used repetitive Grade Level Expectations across all grade levels to address misalignment issues identified in the benchmarking report. These Grade Level Expectations highlight key learning progressions within the three standards in drama and theatre arts- Create, Perform and Critically Respond.
- The committee moved the high school fundamental and extended pathways from two levels to three (New titles: Fundamental, Advanced, and Extended) to meet the needs of the variety of Theatre Arts programs across the state.

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills**
- **Inquiry Questions**

## Arts: Music

- The committee reduced the number of Prepared Graduate Competencies from twelve to eight.
- The committee moved music notation threads from the Creation of Music to Music Theory.
- The committee revised some ambiguous language identified in the prior draft to clear up misconceptions.
- The committee incorporated skill progression stages to correspond with these grade levels. These indicators read (6th/Novice, 7th/Intermediate, 8th /Proficient, HS/Accomplished and HS/ Advanced).

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills**
- **Inquiry Questions**
- **Expand and Connect**-Ideas that can be used to expand student thinking around the concepts, connect to other musical concepts, or connect to other content areas outside of music.

## Arts: Visual Arts

- The committee reduced the number of prepared graduate competencies from seventeen to ten in an effort to clarify language.
- The committee used a more structured vocabulary development throughout the standards to create better rigor, breadth, and depth.
- The committee combined the grade level expectations for developmental appropriateness and to take into account the limited amount of instructional time available in elementary art schedules.
- The committee reorganized the grade level expectations and evidence outcomes to create better alignment between the elementary and high school concepts and skills.

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills and Meaning Making**-Ways in which students demonstrate the ability to form, grapple with, and convey concepts and ideas through visual art and design with real-world application.
- **Inquiry Questions**
- **Learning Experience and Transfer**-Ideas that can be used to expand student thinking, encourage conceptual curiosity, and connect multiple disciplines and literacies.



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## Computer Science (voluntary/grades 9-12)

- The committee created three strands within the Computer Science standards: Computational Thinking, Computing Systems and Networks, and Computer Programming.
  - Computational Thinking includes concepts around related to and using algorithms in different ways, and representing, visualizing, and analyzing data to generate new knowledge and articulate solutions to real world problems.
  - Computing Systems and Networks includes concepts related to the creation of and the communication between software and hardware, and systems thinking around data protection and recovery.
  - Computer Programming includes concepts related to creating computer programs and applications, working collaboratively to engage in client-based problem solving, and internet security.

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills**
- **Elaboration of the GLE**-This section provides greater context for the Grade Level Expectation (GLE) through a description of the understanding about the core ideas that should be developed by students.
- **Computer Science Practices**-This section highlights computer science practices connected to the GLE which describe the behaviors and ways of thinking that computationally literate students use to fully engage in today's data-rich and interconnected world. The practices naturally integrate with one another and contain language that intentionally overlaps to illuminate the connections among them.

## Physical Education

- The committee shifted some physical education concepts and skills between grades in order to establish greater coherence, particularly in Standard #3 (Social Emotional Wellness).
- The committee shifted some high school content, concepts and skills to middle school to allow for additional topics to be taught at the high school level.

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills**
- **Inquiry Questions**
- **Physical Literacy**-Connects the GLE to physical literacy and how it supports students' ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

## Mathematics

- The Prepared Graduate Statements for mathematics have been largely rewritten to focus on a prepared graduate's ability to solve, reason, think, and communicate mathematically.
- The committee shifted the evidence outcomes specific to personal financial literacy to the economics standards in social studies.
- The revision committee consolidated evidence outcomes related to measurement and data under Standard 3 Data, Statistics, and Probability.
- The committee added extended mathematics expectations in High School (denoted with a (+) sign).
  - Detail for adding extended expectations: To address the need for greater clarity about what content is expected for all students versus what content is appropriate for students to take advanced courses such as calculus, advanced statistics, or discrete mathematics.

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills and Mathematical Practices**-This section describes ways students engage with the mathematical content using mathematical practices and essential skills needed to prepare students beyond high school.
- **Inquiry Questions**
- **Coherence Connections**-This section describes how the content described by the Grade Level Expectation and Evidence Outcomes builds from content learned in prior grades, connects to content in the same grade, and supports student learning in later grades.

## Comprehensive Health

- Overall revisions were for greater coherence, alignment and clarity.
- Standard #3-changed from Emotional Social Wellness to Social Emotional Wellness.
  - Throughout all grades, this standard has been updated along with the addition of new items.
- The committee added marijuana as a key focal area where other substance issues are included.
- The committee shifted middle school-alignment regarding healthy eating

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills**
- **Inquiry Questions**
- **Nature of Health/Health Skills**-This section connects and focuses on the key health specific skills connected to this grade level expectation.



# 2020 Colorado Academic Standards

## Summary of Changes

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#### Reading, Writing and Communicating

- Prepared Graduate Competencies were reduced from 22 to 10 while aligning existing Grade Level Expectations. Redundancies across and between grade levels have been reduced.
- The committee reorganized the writing expectations to ensure consistent, complex, and varied writing experiences across all grade levels.
- The committee changed the name of Standard 4 from Research and Reasoning to Research Inquiry and Design.
- Clarification through parenthetical statements throughout the document was added to ensure that stakeholders understand them as possible content considerations, not requirements or limitations.
- Evidence outcomes for spelling in the elementary grades are provided for a clearer progression of expected skill proficiency.
- The committee banded the high school standards into grades 9-10 and 11-12 to provide for greater local flexibility and control of curricular choices. No revisions to the 9th through 12th grade standards are being proposed beyond those recommended in the above section for all grades.

#### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills**
- **Essential Questions**-These “big picture” questions ask students to more deeply explore the concepts and skills expressed in the GLE.
- **Essential Reasoning Skills**-These skills develop critical thinking, building awareness to multiple perspectives, and engage students in “thinking about their thinking” and to consider their own attitudes, beliefs, and biases on issues.

#### Science

- The committee retained the 3 current standards of Earth, Physical and Life and the current CO framework and embedding NGSS core ideas, cross-cutting concepts and science and engineering practices-resulting in an adaptation of NGSS.
- The committee modified the format of the Prepared Graduate Competencies to include a sentence stem that emphasizes the connections to science and engineering practices to make sense of natural phenomena and solve problems.
- The committee added a new Prepared Graduate Competency for waves because it was not explicit in the standards thus creating this strand throughout the standards document.
- The committee shifted some science concepts and skills between elementary grades as well as between middle school grades in order to establish greater coherence and alignment with research-based learning progressions for science.
- The committee shifted the eighth grade chemistry components of the evidence outcomes to lower grades while strengthening the physics components.

#### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills**
- **Elaboration of the GLE**-This section provides greater context for the Grade Level Expectation (GLE) through a description of the understanding about the core ideas that should be developed by students.
- **Science and Engineering Practices**-Skills and major practices that scientists employ as they investigate and build models and theories about the world. These terms are used to emphasize that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice.
- **Cross Cutting Concepts**-The crosscutting concepts have application across all domains of science. As such, they provide one way of linking across the domains through core ideas.



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## Social Studies

- The committee moved all Personal Financial Literacy (PFL) expectations into the economics standards. Applicable math PFL Evidence Outcomes (EOs) have been incorporated into the social studies economics standards (PFL Grade Level Expectations). This has resulted in a full vertical alignment update of PFL items across all grades.
- The proposed changes to the 4th grade social studies standards include the removal of the risk management expectations from the evidence outcomes as well as a revision to the cause/effect relationships between events in the United States and Colorado.
- The committee shifted of 6th and 7th grade evidence outcomes to a regional lens (Western and Eastern Hemispheres) to align progressions to history as well as geography (time and place)
- The committee is proposing to move tax concepts to 8th grade to create better alignment with the topic of early U.S. History.
- The committee shifted all United States history evidence outcomes to grade level expectations 1 and 2
- The committee moved World History evidence outcomes to grade level expectation 3
- The committee incorporated evidence outcomes about the impact of climate patterns and land use over the course of history
- The committee revised the high school personal financial literacy expectations to focus on the four themes of financial planning and decision-making that align to social studies economic concepts
- The committee revised the civics evidence outcomes to remove the duplicate content and fill gaps in the content of the political process and increase the focus on civic virtue and democratic principles

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills**
- **Inquiry Questions**
- **Nature and Skills of \_\_\_\_\_ (the discipline)-** The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
- **Disciplinary, Information, & Media Literacy-**The disciplinary, information, and media literacy skills necessary to demonstrate mastery of the Evidence Outcomes.

## World Languages

- The committee changed the content within the Inquiry Questions section and evidence outcomes to align with the National Council of State Supervisors for Languages Can-Do Statements.
- The committee included a dedicated set of preschool standards.

### Rt. Side Headings (Academic Context and Connections):

- **Colorado Essential Skills and Real-World Application-** The critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school. Connections to how these skills relate to lifelong learning have been provided.
- **Inquiry Questions**