

# Colorado State Academic Standards in Social Studies

*Common Core Standards: Literacy (Reading and Writing) in History/  
Social Studies 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>

*Colorado Essential Skills  
(Previously 21st Century Skills)  
Achieved Through History Day Participation*

Skill	Standard Met
<b>Civic/Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>✓ Global and Cultural Awareness</li> <li>✓ Civic Engagement, Collaboration/Teamwork, Communication</li> </ul>
<b>Entrepreneurial Skills</b>	<ul style="list-style-type: none"> <li>✓ Critical Thinking/Problem-Solving</li> <li>✓ Inquiry/Analysis</li> </ul>
<b>Personal Skills</b>	<ul style="list-style-type: none"> <li>✓ Adaptability/Flexibility, Perseverance/Resilience</li> <li>✓ Self-Awareness, Personal Responsibility</li> </ul>
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>✓ Self-Advocacy, Information Literacy</li> </ul>
<b>Strategic Learning</b>	<ul style="list-style-type: none"> <li>✓ Critical Thinking &amp; Problem-Solving</li> </ul>

## Colorado State Academic Standards in 4th & 5th Grade 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>4th</b>	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>✓ Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.</li> <li>✓ The historical eras, individuals, groups, ideas and themes in Colorado history and their relationship to key events in the United States within the same historical period.</li> </ul> </li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Use geographic tools to research and answer questions about Colorado geography.</li> <li>✓ Connections are developed within and across human and physical systems.</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ People respond to positive and negative incentives.</li> <li>✓ Determine the opportunity cost when making a choice (PFL).</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ Identify, investigate, and analyze multiple perspectives on civic issues.</li> <li>✓ The origins, structures, and functions of the Colorado government.</li> </ul> </li> </ul>
<b>5th</b>	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>✓ Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.</li> <li>✓ The historical era, individuals, groups, ideas, and themes in North American from European colonization through the establishment of the United States government.</li> </ul> </li> <li>• <b>Geography</b> <ul style="list-style-type: none"> <li>✓ Use geographic tools to research and answer questions about United States geography.</li> <li>✓ Causes and consequences of movement.</li> </ul> </li> <li>• <b>Economics</b> <ul style="list-style-type: none"> <li>✓ Trade shaped the development of Early America.</li> <li>✓ Examine how individuals use financial institutions to manage personal finances (PFL).</li> </ul> </li> <li>• <b>Civics</b> <ul style="list-style-type: none"> <li>✓ Construct an understanding of the foundations of citizenship in the United States.</li> <li>✓ The origins, structures, and functions of the United States government.</li> </ul> </li> </ul>

# Colorado State Academic Standards in 4th & 5th Grade

## 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>4th</b>	<ul style="list-style-type: none"> <li>• <b>Oral Expression and Listening</b> <ul style="list-style-type: none"> <li>✓ Pose thoughtful questions after actively listening to others.</li> <li>✓ Create a plan to effectively present information both informally and formally.</li> </ul> </li>   <li>• <b>Reading for All Purposes</b> <ul style="list-style-type: none"> <li>✓ Apply strategies to comprehend literary texts.</li> <li>✓ Apply strategies to comprehend and interpret informational texts.</li> <li>✓ Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.</li> </ul> </li>   <li>• <b>Writing and Composition</b> <ul style="list-style-type: none"> <li>✓ Write opinion pieces on topics or texts supporting a point of view with reasons and information.</li> <li>✓ Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.</li> <li>✓ Write engaging real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.</li> <li>✓ Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.</li> </ul> </li>   <li>• <b>Research Inquiry and Design</b> <ul style="list-style-type: none"> <li>✓ Use a variety of resources to build and communicate knowledge related to open-ended research questions.</li> </ul> </li> </ul>
<b>5th</b>	<ul style="list-style-type: none"> <li>• <b>Oral Expression and Listening</b> <ul style="list-style-type: none"> <li>✓ Collaborate in discussions that serve various purposes and address various situations.</li> <li>✓ Present to express an opinion, persuade, or explain/provide information.</li> </ul> </li>   <li>• <b>Reading for All Purposes</b> <ul style="list-style-type: none"> <li>✓ Apply strategies to interpret and analyze various types of literary texts.</li> <li>✓ Apply strategies to interpret and analyze various types of information texts.</li> <li>✓ Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.</li> </ul> </li>   <li>• <b>Writing and Composition</b> <ul style="list-style-type: none"> <li>✓ Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.</li> <li>✓ Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.</li> <li>✓ Write engaging real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.</li> <li>✓ Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.</li> </ul> </li>   <li>• <b>Research Inquiry and Design</b> <ul style="list-style-type: none"> <li>✓ Research to locate, summarize, synthesize, and document information from print and digital sources, and communicate findings appropriately.</li> </ul> </li> </ul>