

Colorado State Academic Standards
Colorado Student Leaders Institute Alignment

<i>Social Studies</i>	
Grade	Grade Level Expectations Achieved
High School	<p>Standard 1. History</p> <ol style="list-style-type: none"> 1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation, defended by use of textual evidence. 2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United State from Reconstruction to present. 3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present. <p>Standard 2. Geography</p> <ol style="list-style-type: none"> 1. Use geographic tools and resources to analyze the Earth's human systems and physical features to investigate and address geographic issues. 2. Geographic variables influence interactions of people, places, and environments. 3. The interconnected nature of the world, its people and places. <p>Standard 3. Economics</p> <ol style="list-style-type: none"> 1. Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources 2. Economic systems, market structures, competition, and government policies affect market outcomes. 3. The business cycle affects the macroeconomy, and governments can be used in an attempt to stabilize the economy. 4. Globalization and international trade affect the allocation of goods, services, and resources. 5. Determine factors that impact an individual's earning capability (PFL). 6. Establish personal investment objectives (PFL). 7. Apply consumer skills to spending, saving, and borrowing decisions (PFL). 8. Choose risk management strategies for protection from the financial risk of lost income, lost or damages property, health issues, or identity fraud (PFL). <p>Standard 4. Civics</p> <ol style="list-style-type: none"> 1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society. 2. Purposes, roles and limitations of the structures and functions of government. 3. Evaluate the impact of political institutions that link the people to the government.

High School	<p>Colorado Essential Skills (Previously 21st Century Skills)</p> <p>Civic/Interpersonal Skills: Communication, Global/Cultural Awareness, Civic Engagement & Character, Collaboration/Teamwork</p> <p>Entrepreneurial Skills: Critical Thinking/Problem solving, Creativity/Innovation, Inquiry/Analysis, Risk-Taking</p> <p>Personal Skills: Adaptability/Flexibility, Initiative/Self-Direction, Personal Responsibility</p> <p>Professional Skills: Task/Time Management, Career Awareness, Information Literacy</p>
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<i>Reading, Writing, & Communication</i>	
Grade	Grade Level Expectations Achieved
9th/10th	<p>Standard 1. Oral Expression & Listening</p> <ol style="list-style-type: none"> 1. Respond to others' ideas, and evaluate perspective and rhetoric. 2. Organize and develop credible presentations tailored to purpose and audience. <p>Standard 2. Reading for All Purposes</p> <ol style="list-style-type: none"> 1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements. 2. Understand the logical progression of ideas in increasingly complex texts. 3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informative texts. <p>Standard 3. Writing and Composition</p> <ol style="list-style-type: none"> 1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence. 2. Write informative/explanatory texts using complex ideas, organization structures, and features that are useful to audience comprehension. 3. Write engaging real or imagined narratives using multiple plot lines. 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects. <p>Standard 4. Research Inquiry & Design</p> <ol style="list-style-type: none"> 1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject. <p>Colorado Essential Skills (Previously 21st Century Skills)</p> <p>Personal Skills: Self-Awareness, Adaptability/Flexibility, Personal Responsibility, Perseverance/Resilience</p> <p>Civic/Interpersonal Skills: Collaboration/Teamwork</p> <p>Entrepreneurial Skills: Creativity/Innovation, Critical Thinking/Problem Solving, Inquiry/Analysis</p> <p>Professional Skills: Information Literacy, Self-Advocacy, Information and Communications Technologies, Career Awareness, Task/Time Management</p>

11th/12th

Standard 1. Oral Expression & Listening

1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.

Standard 2. Reading for All Purposes

1. Interpret and evaluate complex literature using various critical reading strategies.
2. Interpret and evaluate complex informational texts using various critical reading strategies.
3. Understand how language influences the comprehension of narrative, argumentative, and information texts.

Standard 3. Writing and Composition

1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.

Standard 4. Research Inquiry & Design

1. Synthesize multiple, authoritative literary and/or informational sources, to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

Colorado Essential Skills (Previously 21st Century Skills)

Personal Skills: Self-Awareness, Personal Responsibility, Initiative/Self-Direction, Adaptability/Flexibility, Perseverance/Resilience

Civic/Interpersonal Skills: Collaboration/Teamwork, Civic Engagement

Entrepreneurial Skills: Critical Thinking/Problem Solving

Professional Skills: Adaptability/Flexibility, Information and Communications Technologies, Information Literacy, Self-Advocacy, Career Awareness, Task/Time Management

Science

Grade	Grade Level Expectations Achieved
High School	<p>Standard 1. Physical Science</p> <ul style="list-style-type: none">7. Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.8. Force field (gravitational, electric, and magnetic) contain energy and can transmit energy across space from one object to another.9. Although energy cannot be destroyed, it can be converted to less useful forms as it is captured, stored and transferred.10. Waves have characteristic properties and behaviors.11. Multiple technologies that are part of everyday experiences are based on waves and their interaction with matter. <p>Standard 2. Life Science</p> <ul style="list-style-type: none">1. DNA codes for the complex hierarchical organization of systems that enable life's functions.3. Organisms use matter and energy to live and grow.9. Variation between individuals results from genetic and environmental factors.13. Humans have complex interactions with ecosystems and have the ability to influence biodiversity on the planet. <p>Standard 3. Earth and Space Science</p> <ul style="list-style-type: none">6. The planet's dynamics are greatly influenced by water's unique chemical and physical properties.7. The role of radiation from the sun and its interactions with the atmosphere, ocean, and land are the foundation for the global climate system. Global climate models are used to predict future changes, including changes influenced by human behavior and natural factors.9. Resource availability has guided the development of human society and use of natural resources has associated costs, risks, and benefits.10. Natural hazards and other geological events have shaped the course of human history at local, regional, and global scales.11. Sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources, including the development of technologies.

High School	<p>Colorado Essential Skills (Previously 21st Century Skills)</p> <p>Entrepreneurial Skills: Critical Thinking/Problem Solving, Inquiry/Analysis, Creativity/Innovation</p> <p>Personal Skills: Initiative/Self-Direction</p> <p>Civic/Interpersonal Skills: Civic Engagement, Collaboration/Teamwork, Global/Cultural Awareness</p> <p>Professional Skills: Information Literacy</p> <p>Using Mathematics & Computational Thinking</p> <p>Planning and Carrying Out Investigations</p> <p>Developing and Using Models</p> <p>Constructing Explanations and Designing Solutions</p> <p>Asking Questions and Defining Problems</p> <p>Engaging in Argument from Evidence</p> <p>Obtaining, Evaluating, and Communicating Information</p> <p>Analyzing and Interpreting Data</p>
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<i>Computer Science</i>	
Grade	Grade Level Expectations Achieved
High School	<p>Standard 1. Computational Thinking</p> <ol style="list-style-type: none"> 1. Computational thinking is used to create algorithmic solutions to real-world problems. 2. Algorithms can be represented and used in different ways (e.g. languages, diagrams, pseudocode). 3. Algorithm development and use is an ongoing process that involves adapting, critiquing and troubleshooting programs and/or processes. 4. Large, complex problems can be broken down into smaller, more manageable components. 5. Abstraction is used to reduce complexity of larger problems by focusing on main ideas. 6. Data can be represented in different ways for storage and exchange. <p>Standard 2. Computing Systems and Networks</p> <ol style="list-style-type: none"> 4. Systems thinking is a way of holistically examining the various components and use cases that go into a given design. <p>Colorado Essential Skills (Previously 21st Century Skills)</p> <p>Entrepreneurial Skills: Inquiry/Analysis, Creativity/Innovation, Critical Thinking/Problem Solving, Risk-Taking</p> <p>Personal Skills: Self-Awareness, Initiative/Self Direction, Adaptability/Flexibility, Perseverance/Adaptability</p> <p>Civic/Interpersonal Skills: Communication, Global/Cultural Awareness</p> <p>Professional Skills: Information Literacy, Use Information/Communication Technology, Perseverance/Resilience, Productivity/Accountability, Leadership</p>

<i>Physical Education</i>	
Grade	Grade Level Expectations Achieved
High School	<p>Standard 1. Movement Competence and Understanding</p> <ol style="list-style-type: none"> 1. Engage in a variety of lifelong physical activities at a competent level. 2. Recognize how movement concepts affect brain development. 3. Apply rules, principles, problem-solving skills and concepts to traditional and nontraditional movement settings. <p>Standard 2. Physical and Personal Wellness</p> <ol style="list-style-type: none"> 2. Examine resources to maintain lifelong health and wellness. <p>Standard 3. Social and Emotional Wellness</p> <ol style="list-style-type: none"> 1. Demonstrate collaboration, cooperation, and leadership skills. 2. Demonstrate responsible behavior in group settings. <p>Standard 4. Prevention and Risk Management</p> <ol style="list-style-type: none"> 1. Understand the risks and safety factors that may affect participation in physical activity. 2. Demonstrate knowledge of safety and emergency response procedures. <p>Colorado Essential Skills (Previously 21st Century Skills)</p> <p>Personal Skills: Initiative/Self-Direction, Self-Awareness, Personal Responsibility Entrepreneurial Skills: Risk-Taking, Critical Thinking/Problem Solving Civic/Interpersonal Skills: Global/Cultural Awareness, Collaboration/Teamwork, Character Professional Skills: Information Literacy, Leadership</p>

<i>Comprehensive Health</i>	
Grade	Grade Level Expectations Achieved
High School	<p>Standard 2. Physical and Personal Wellness</p> <ol style="list-style-type: none"> 1. Synthesize the impact of healthy and unhealthy diets on daily living. 2. Analyze how family, peers, media, culture, and technology influence healthy eating choices. 3. Demonstrate ways to take personal responsibility for healthy eating. 4. Use a decisions-making process to make healthy decisions about relationships and sexual health. 6. Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly. <p>Standard 3. Social and Emotional Wellness</p> <ol style="list-style-type: none"> 1. Analyze the interrelationship of physical, mental, emotional, and social health. 2. Set goals, and monitor progress on attaining goals for future success. 3. Advocate to improve or maintain positive mental, emotional well-being for self and others.

High School	<p>Standard 4. Prevention and Risk Management</p> <ol style="list-style-type: none"> Analyze the impact of individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. Analyze the factors that influence a person's decision to use or not use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. Develop interpersonal communication skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco. Develop self-management skills to improving health by staying drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco). <ol style="list-style-type: none"> Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence. Analyze the underlying causes of self-harming behavior and harming others, and identify strategies involved in seeking help. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them. Access valid information and resources that provide information about sexual assault and violence. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence. Advocate for changes in the home, school, or community that would increase safety. <p>Colorado Essential Skills (Previously 21st Century Skills)</p> <p>Entrepreneurial Skills: Critical Thinking/Problem Solving, Creativity/Innovation, Inquiry/Analysis</p> <p>Civic/Interpersonal Skills: Civic Engagement, Global/Cultural Awareness, Communication</p> <p>Professional Skills: Use Information and Communication Skills, Self-Advocacy, Leadership, Career Awareness</p> <p>Personal Skills: Self Awareness, Personal Responsibility, Initiative/Self-Direction</p>
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<i>Drama and Theatre Arts</i>	
Grade	Grade Level Expectations Achieved
High School	<p>Fundamental/Advanced Pathway, Standard 1. Create</p> <ol style="list-style-type: none"> Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work. Synthesize and relate knowledge and personal experience to make art. <p>Fundamental/Advanced Pathway, Standard 2. Perform</p> <ol style="list-style-type: none"> Select analyze and interpret artistic work for presentation. Develop and refine artistic techniques, choices, and work for presentation. Convey meaning through the presentation of artistic work.

High School	<p>Fundamental/Advanced Pathway, Standard 3. Critically Respond</p> <ol style="list-style-type: none"> 1. Perceive and analyze artistic work. 2. Interpret intent and meaning in artistic work. 3. Apply criteria to evaluate artistic work. 4. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. <p>Colorado Essential Skills (Previously 21st Century Skills)</p> <p>Entrepreneurial Skills</p> <p>Personal Skills</p> <p>Professional Skills</p> <p>Civic/Interpersonal Skills</p>
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<i>Music</i>	
Grade	Grade Level Expectations Achieved
High School	<p>Accomplished/Advanced Pathway, Standard 1. Expression of Music</p> <ol style="list-style-type: none"> 1. Perform contrasting pieces of music, making interpretive and expressive choices. 2. Perform music accurately and expressively, demonstrating self-evaluation and personal interpretation. 3. Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance. <p>Accomplished/Advanced Pathway, Standard 2. Creation of Music</p> <ol style="list-style-type: none"> 1. Compose, improvise and arrange compositions using melodic, harmonic and rhythmic elements to convey intent. <p>Accomplished/Advanced Pathway, Standard 3. Theory of Music</p> <ol style="list-style-type: none"> 1. Read and notate level-appropriate music accurately and expressively. <p>Colorado Essential Skills (Previously 21st Century Skills)</p> <p>Entrepreneurial Skills: Risk-Taking, Critical Thinking/Problem Solving, Inquiry/Analysis, Creativity/Innovation</p> <p>Civic/Interpersonal Skills: Communication</p> <p>Personal Skills: Self-Awareness, Initiative/Self-Direction, Perseverance</p> <p>Professional Skills: Task/Time Management</p>

<i>Visual Arts</i>	
Grade	Grade Level Expectations Achieved
High School	<p>Standard 1. Observe and Learn to Comprehend</p> <ol style="list-style-type: none"> 1. Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning. 2. Interpret, analyze, and explain the influence of multiple contexts found in visual art and design. 3. Use artmaking processes as forms of inquiry to increase independent reasoning and perception skills to increase knowledge.

High School	<p>Standard 2. Envision and Critique to Reflect</p> <ol style="list-style-type: none"> 1. Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived. 2. Articulate a personal philosophy of art, understanding various philosophies that have come before. 3. Examine the nature of diverse aesthetic experiences to build a language of representation that can be used to respond to the world. <p>Standard 3. Invent and Discover to Create</p> <ol style="list-style-type: none"> 1. Establish a practice of planning and experimentation to advance concepts and technical skills. 2. Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media. 3. Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives. <p>Standard 4. Relate and Connect to Transfer</p> <ol style="list-style-type: none"> 1. Research and analyze the ways visual artists, designers and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker. 2. Develop proficiency in visual communication skills that extends learning to new contexts. 3. Utilize the practice of artmaking, and research historical and cultural contexts, to discern between different viewpoints, critique social problems and effect social change. <p>Colorado Essential Skills (Previously 21st Century Skills)</p> <p>Entrepreneurial Skills: Creativity/Innovation, Critical Thinking/Problem Solving, Inquiry/Analysis, Risk-Taking</p> <p>Professional Skills: Information Literacy</p> <p>Civic/Interpersonal Skills: Global/Cultural Awareness, Communication, Character, Collaboration/Teamwork</p> <p>Personal Skills: Perseverance/Resilience, Personal Responsibility</p>
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Notes:

**Achieving some of the listed standards may be dependent on a student's selected topics, projects, and major or choice.*

**The Common Core State Standards are integrated into the standards above as appropriate.*