

Summary of Colorado State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Colorado State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.cde.state.co.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Colorado Reading, Writing, and Communicating Standards 2018

Standard: 2. Reading for All Purposes

Grade 8

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Analyze and evaluate literary elements and an author's choices to understand literary text.

c. Use Integration of Knowledge and Ideas to:

- ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grade 9/10

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

c. Use Integration of Knowledge and Ideas to:

- ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Grade 9/10

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Understand the logical progression of ideas in increasingly complex texts.

c. Use Integration of Knowledge and Ideas to:

- iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: Magna Carta, Machiavelli's *The Prince*, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they influence and address related themes and concepts over the course of time.

Standard 4. Research Inquiry and Design

Grade 8

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- i. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

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Grades 9/10

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.

c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- i. Apply grades 9 – 10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Social Studies

Kindergarten

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The sequence of events is important when describing the past.

Inquiry Questions:

2. How is your life and/or family different from other children and families?

Standard: 2. Geography

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation:

2. The sequence of events is important when describing the past.

Colorado Essential Skills:

1. Compare attitudes and beliefs as an individual to others.

Grade 1

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The diverse perspectives and traditions of families from many cultures have shaped the United States.

Students Can:

- a. Identify similarities and differences between themselves and others.
- b. Discuss common and unique characteristics of different cultures using multiple sources of information.

Colorado Essential Skills:

1. Compare one's attitudes and beliefs to others.

Inquiry Questions:

1. What symbols are representative of our multicultural and democratic way of life?

2. What is a culture?

Standard: 2. Geography

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

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Grade Level Expectation:

2. Describe the characteristics of a community and how they are influenced by the environment.

Students Can:

- c. Compare and contrast at least two different families with respect to schools, neighborhoods, and culture.
- d. Describe a family tradition and explain its cultural significance with regards to other groups and the environment.

Inquiry Questions:

- 2. How do people celebrate traditions?

Standard: 4. Civics

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation:

2. Notable people, places, holidays, and civic symbols.

Students Can:

- b. Identify and explain the meaning of various civic symbols important to diverse community groups. *For example: the American flag, ...*
- d. Explain the significance of major civic holidays. *For example: Veteran's Day, Martin Luther King Day, ...*
- e. Identify the American flag ...

Colorado Essential Skills:

- 1. Compare attitudes and beliefs as an individual to others.
- 2. Recognize diversity among notable people, places, holidays, and civic symbols that constitute multiple perspectives within society.

Inquiry Questions:

- 1. Why do we have national, community, and local celebrations and holidays?
- 2. Who are notable people in the development of our country?

Nature and Skills of Civics:

- 2. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation.

Grade 2

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. People of various cultures influence neighborhoods and communities over time.

Inquiry Questions:

- 1. What are the cultural attributes of a neighborhood or community?

Standard: 4. Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

- 1. Advocate for ideas to improve communities.

Inquiry Questions:

- 3. How can different cultures and beliefs influence a community?

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation:

2. Identify and compare multiple ways that people understand and resolve conflicts and differences.

Colorado Essential Skills:

- 1. Compare attitudes and beliefs as an individual to others.

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Grade 3

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

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

Students Can:

- b. Give examples of people, events, and developments that brought important changes to a community or region.
- c. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region and how that migration has influenced change and development

Nature and Skills of History:

- 2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups in the past.
- 3. Historical thinkers use context and information from the past to make connections and inform decisions in the present. *For example: the development and traditions of various groups in a region affect the economic development, tourist industry, and cultural makeup of a community.*

Standard: 2. Geography

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation:

2. The concept of region is developed through an examination of similarities and differences in places and communities.

Evidence Outcomes:

- a. Observe and describe the physical, cultural, and human-made characteristics of a local region. For example: the eastern plains, Northwest, Front Range, South Central, and South Western.
- b. Identify the factors that make a region unique. *For example: cultural diversity, ...*
- d. Characterize regions using different types of features such as physical, political, cultural, urban and rural attributes.

Standard: 4. Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Respect the views and rights of others.

Students Can:

- a. Identify and apply the elements of civil discourse. *For example: listening with respect for understanding and speaking in a respectful manner.*
- b. Identify important personal rights in a democratic society and how they relate to others' rights.
- c. Give examples of the relationship between rights and responsibilities.

Nature and Skills of Civics:

- 1. Civic minded individuals take the opportunity to make positive changes in their community.
- 2. Civic minded individuals recognize the value of respecting the rights and views of others.
- 3. Civic minded individuals understand that a respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures.

Grade 4

Standard: 1. History

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

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Grade Level Expectation:

1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.

Students Can:

- c. Explain, through multiple perspectives, the cause-and-effect relationships in the human interactions among people and cultures that have lived in or migrated to Colorado. *For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.*
- d. Identify and describe how major political and cultural groups have affected the development of the region.

Inquiry Questions:

- 4. What social and economic decisions caused people to locate in various regions of Colorado?

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. 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.

Students Can:

- c. Describe both past and present interactions among the people and cultures in Colorado. *For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion*

Standard: 4. Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Identify, investigate, and analyze multiple perspectives on civic issues.

Nature and Skills of Civics:

- 5. Civic minded individuals identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

Grade Level Expectation:

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

Nature and Skills of Civics:

- 2. Civic minded individuals recognize the value of respecting the rights and views of others.
- 3. Civic minded individuals understand that a respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures.
- 4. Civic minded individuals understand that the virtues, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, should be used when they interact with each other on public matters.

Grade 5

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

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

Students Can:

- a. Identify and explain cultural interactions between the European colonists, American Indians, and enslaved individuals. *For example: the Columbian Exchange and other trade networks.*
- b. Identify and describe the significant individuals and groups of American Indians and European colonists before the American Revolution.

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c. Explain the development of political, social and economic institutions in the British American colonies.

Inquiry Questions:

2. How did important American documents shape American beliefs and values?

3. To what extent did individuals and their ideas contribute to the establishment of the United States government?

Standard: 4. Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Identify, investigate, and analyze multiple perspectives on civic issues.

Students Can:

a. Describe and provide sources and examples of individual rights.

b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United States.

For example: freedom, rule of law, equality, civility, cooperation, respect, responsibility, and civic participation.

c. Explain the reasons for the settlement of the American colonies.

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation:

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

Students Can:

a. Explain the historical foundation and the events that led to the establishment of the United States government.

For example: the colonial experience, the Declaration of Independence, the Articles of Confederation, and the Constitution.

Inquiry Questions:

1. What are democratic ideals and practices and their historic origins?

Grade 6

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

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

Students Can:

b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. For example: Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.

Standard: 4. Civics

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation:

2. Nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.

Students Can:

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

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Grade 7

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.

Students Can:

b. Investigate and evaluate the social, political, cultural and technological development of regions in the Eastern Hemisphere. For example: the river valley civilizations, Hammurabi's Code, the Hellenistic period, and the printing press.

c. Describe the interactions and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources between countries, the foundations of world religions, East/West contact, settlement patterns, and the historical roots of current issues.

Colorado Essential Skills:

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

Grade 8

Standard: 4. Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.

Students Can:

a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.

e. 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.

High School

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.

Students Can:

d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: the systemic impact of racism and nativism, role of patriotism, expansion of rights, and the role of religion.

Inquiry Questions:

4. What if the belief "all men are created equal" had not been written the United States Declaration of Independence?

Grade Level Expectation:

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.

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Students Can:

- b. Investigate causes and effects of significant events throughout world history. For example: The Renaissance, the Protestant Reformation, ...
- c. Analyze the complexity of events throughout world history. For example religious rifts such as the Protestant Reformation and the Shiite/Sunni split in Islam;...
- e. Discuss the historical development and contemporary impact of philosophical movements and major world religions. *For example: the Enlightenment, the development and expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, ...*

Standard: 2. Geography

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation:

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

Students Can:

- e. Make predictions and draw conclusions about the global impact of cultural diffusion/assimilation. For example: human rights, language, religion, and ethnicity.

COLORADO STATE LAW-----

§1.22-1-106. Information as to honor and use of flag

(1) The commissioner of education shall provide the necessary instruction and information so that all teachers in the grade and high schools in the state of Colorado may teach the pupils therein the proper respect of the flag of the United States, to honor and properly salute the flag when passing in parade, and to properly use the flag in decorating and displaying.

(3) Each school district shall provide an opportunity each school day for willing students to recite the pledge of allegiance in public elementary and secondary educational institutions. Any person not wishing to participate in the recitation of the pledge of allegiance shall be exempt from reciting the pledge of allegiance and need not participate. (*Approved: March 17, 2004*)

Colorado Constitution Preamble

We, the people of Colorado, with profound reverence for the Supreme Ruler of the Universe, in order to form a more independent and perfect government; establish justice; insure tranquility; provide for the common defense; promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the "State of Colorado".