

How to use this document



Cherry Creek Academic Standards for Social Studies Standard 1: History Grade 2

Social Studies Standards/Strands (Topical Content) that is built upon from preschool through 12th grade.

This **Overarching Goal** indicates the desired understanding for students as they exist 12th grade. These **Prepared Graduate Competency (PGC)** statements are a foundational component of the Colorado Academic Standards. Developed by CO teachers

Grade Level Expectation (GLE) The articulation (at each grade level), concepts, and skills of a standard showing readiness for high school or college. What students are expected to

Priority and Supporting Standards are what students should be able to do to demonstrate mastery at this grade level (also known as **Evidence Outcomes** from the Colorado Academic Standards). These help to define the GLE and provide

CCSD has added this information to clarify the meaning bolded priority standards and supporting.

Prioritization is Not Elimination	
Overarching Goal: <ul style="list-style-type: none"> Develop an understanding of how people view, construct, and interpret history. Analyze key historical periods and patterns of change over time within and across nations and cultures. 	
Priority Standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course. (Priority Standards are in BOLD) Supporting Standards are taught in the context of the priority standards, but do not receive the same degree of instruction and assessment emphasis as the priority standards.	1. Identify historical sources and utilize the tools of a historian. a. Identify community and regional historical artifacts and generate questions about their function and significance (DOK 1-3) b. Explain the past through oral or written firsthand accounts of history (DOK 1-2) c. Explain the information conveyed by historical timelines (DOK 1-2) d. Identify history as the story of the past preserved in various sources (DOK 1) e. Create timelines to understand the development of important community traditions and events (DOK 1-3)
	2. People have influenced the history of neighborhoods and communities. a. Organize the historical events of neighborhoods and communities chronologically (DOK 1) b. Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation (DOK 1-2) c. Give examples of people and events, and developments that brought important changes to the community (DOK 1-2) d. Compare how communities and neighborhoods are alike and different (DOK 1-2) e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities (DOK 1-2)

We Teach ALL Standards to ALL Students

How to Use the Priority Standards:	Cautions:
<ul style="list-style-type: none"> Use these to focus PLC discussions and create Common Formative Assessment in Collaborative Teams Use these to support K-8 Social Studies Curriculum Frameworks and curriculum mapping Use these to audit secondary courses. Use these to help new teachers Use these as part of the Teacher Evaluation Process Use these to determine where to spend more time/emphasis in teaching and learning. Use these to develop student friendly learning "I can" statements. Use these to decide when to reteach or intervene. 	<ul style="list-style-type: none"> Prioritized Standards are not a scope and sequence of when to teach skills or concepts. We teach all standards- not just the bolded items. Prioritized Standards are not a curriculum or unit plan.



Cherry Creek Academic Standards for Social Studies

Standard 1: History

Grade 1

Prioritization is Not Elimination

Overarching Goal:

- Develop an understanding of how people view, construct, and interpret history.
- Analyze key historical periods and patterns of change over time within and across nations and cultures.

Priority Standards

represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.

(Priority Standards are in **BOLD**)

Supporting Standards

are taught in the context of the priority standards, but do not receive the same degree of instruction and assessment emphasis as the priority standards.

1. Describe patterns and chronological order of events of the recent past.

a. Arrange life events in chronological order (DOK 1)

b. Identify the components of a calendar. Topics to include but not limited to days of the week, months, and notable events (DOK 1)

c. Identify past events using a calendar (DOK 1)

d. Use words related to time, sequence, and change (DOK 1)

2. Family and cultural traditions in the United States in the past.

a. Identify similarities and differences between themselves and others (DOK 1-2)

b. Discuss common and unique characteristics of different cultures using multiple sources of information (DOK 1-2)

c. Identify famous Americans from the past who have shown courageous leadership (DOK 1-2)

d. Identify and explain the meaning of American national symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 2: Geography

Grade 1

Prioritization is Not Elimination

Overarching Goal:

- Develop spatial understanding, perspectives, and personal connections to the world.
- Examine places and regions and the connections among them.

Priority Standards

represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.

(Priority Standards are in **BOLD**)

Supporting Standards

are taught in the context of the priority standards, but do not receive the same degree of instruction and assessment emphasis as the priority standards.

1. Geographic tools such as maps and globes represent places.

- a. Explain that maps and globes are different representations of Earth (DOK 1)**
- b. Use terms related to directions - forward and backward, left and right - and distance -near and far- when describing locations (DOK 1)**
- c. Recite address including city, state, and country and explain how those labels help find places on a map (DOK 1-2)
- d. Distinguish between land and water on a map or globe (DOK 1)
- e. Create simple maps showing both human and natural features (DOK 1-2)

2. People in different groups and communities interact with each other and with the environment.

- a. Identify examples of boundaries that affect family and friends (DOK 1-2)**
- b. Give examples of how people use and interrelate with Earth's resources (DOK 1-2)
- c. Identify how community activities differ due to physical and cultural characteristics (DOK 1-2)
- d. Give examples of how schools and neighborhoods in different places are alike and different (DOK 1-2)**
- e. Identify cultural and family traditions and their connections to other groups and the environment (DOK 1-2)**



Cherry Creek Academic Standards for Social Studies

Standard 3: Economics

Grade 1

Prioritization is Not Elimination

Overarching Goal:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.
- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL).

Priority Standards

represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.

(Priority Standards are in **BOLD**)

Supporting Standards

are taught in the context of the priority standards, but do not receive the same degree of instruction and assessment emphasis as the priority standards.

1. People work at different types of jobs and in different types of organizations to produce goods and services and receive an income.

- a. Give examples of different types of business and the goods and services they produce for the community (DOK 1)**
- b. Give examples of types of jobs people in your family have (DOK 1)
- c. Recognize that people have a choice about what kinds of jobs they do (DOK 1-2)

2. Identify short-term financial goals (PFL).

- a. Define a short-term financial goal (DOK 1)
- b. Identify examples of short-term financial goals (DOK 1)
- c. Discuss sources of income needed to meet short-term goals such as but not limited to gifts, borrowing, allowances, and income (DOK 1-2)**



Cherry Creek Academic Standards for Social Studies

Standard 4: Civics

Grade 1

Prioritization is Not Elimination

Overarching Goal:

- Analyze and practice rights, roles, and responsibilities of citizens.
- Analyze origins, structure, and functions of governments and their impacts on societies and citizens.

Priority Standards

represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.

(Priority Standards are in **BOLD**)

Supporting Standards

are taught in the context of the priority standards, but do not receive the same degree of instruction and assessment emphasis as the priority standards.

1. Effective groups have responsible leaders and team members.
 - a. Describe the characteristics of responsible leaders (DOK 1-2)
 - b. Identify the attributes of a responsible team member (DOK 1-2)
 - c. Demonstrate the ability to be both a leader and team member (DOK 1-3)**
2. Notable people, places, holidays and patriotic symbols.
 - a. Give examples of notable leaders of different communities leaders to include but not limited to the president, mayor, governor, and law enforcement (DOK 1)**
 - b. Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, and the national anthem (DOK 1)
 - c. Identify significant places. Places to include but not limited to the Statue of Liberty, Capitol, White House, and important community sites (DOK 1)
 - d. Identify significant civic holidays (DOK 1)**
 - e. Identify the American flag and the Colorado flag (DOK 1)

Works Consulted

Colorado Academic Standards for Social Studies, Colorado Department of Education, 2011.

<http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=8&stid2=7&glid2=0>

Hess Cognitive Rigor Matrix, Karin K. Hess (updated 2013). *Linking research with practice: A local assessment toolkit to guide school leaders.*