

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	
<p>Overarching Goal:</p> <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. 	
<p>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.</p> <p>(Priority Standards are in BOLD)</p> <p>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.</p>	<p>1. Identify historical sources and utilize the tools of a historian.</p> <ul style="list-style-type: none"> 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)
	<p>2. People have influenced the history of neighborhoods and communities.</p> <ul style="list-style-type: none"> 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 2

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. 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)



Cherry Creek Academic Standards for Social Studies

Standard 2: Geography

Grade 2

Prioritization is Not Elimination	
<p>Overarching Goal:</p> <ul style="list-style-type: none"> Develop spatial understanding, perspectives, and personal connections to the world. Examine places and regions and the connections among them. 	
<p>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.</p> <p>(Priority Standards are in BOLD)</p> <p>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.</p>	<p>1. Geographic terms and tools are used to describe space and place.</p> <ul style="list-style-type: none"> Use map keys ,legends, symbols, intermediate directions, and compass rose to derive information from various maps (DOK 1-2) Identify and locate various physical features on a map (DOK 1) c. Identify the hemispheres, equator, and poles on a globe (DOK 1) d. Identify and locate cultural, human, political, and natural features using map keys and legends (DOK 1-2)
	<p>2. People in communities manage, modify and depend on their environment.</p> <ul style="list-style-type: none"> Identify how communities manage and use nonrenewable and renewable resources (DOK 1-2) Identify local boundaries in the community (DOK 1) c. Explain why people settle in certain areas (DOK 1-2) d. Identify examples of physical features that affect human activity (DOK 1-2) e. Describe how the size and the character of a community change over time for geographic reasons (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 3: Economics

Grade 2

Prioritization is Not Elimination	
<p>Overarching Goal:</p> <ul style="list-style-type: none"> 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). 	
<p>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.</p> <p>(Priority Standards are in BOLD)</p> <p>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.</p>	<p>1. The scarcity of resources affects the choices of individuals and communities.</p> <ul style="list-style-type: none"> a. Explain scarcity (DOK 1) b. Identify goods and services and recognize examples of each (DOK 1) c. Give examples of choices people make when resources are scarce (DOK 1-2) d. Identify possible solutions when there are limited resources and unlimited demands (DOK 1-2)
	<p>2. Apply decision-making processes to financial decisions (PFL).</p> <ul style="list-style-type: none"> a. Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision (DOK 1-2) b. Differentiate between a long-term and a short-term goal (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 4: Civics

Grade 2

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. Responsible community members advocate for their ideas.

- List ways that people express their ideas respectfully (DOK 1)
- Identify how people monitor and influence decisions in their community (DOK 1-3)**
- Describe ways in which you can take an active part in improving your school or community (DOK 1-2)
- Identify and give examples of civic responsibilities that are important to individuals, families, and communities (DOK 1-2)**
- Describe important characteristics of a responsible community member (DOK 1-2)**

2. People use multiple ways to resolve conflicts or differences.

- Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility (DOK 1-2)**
- Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority (DOK 1-3)
- Identify and give examples of appropriate and inappropriate uses of power and the consequences (DOK 1-3)**
- Demonstrate skills to resolve conflicts or differences (DOK 1-3)**

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.*