

# 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 12<sup>th</sup> grade.

This **Overarching Goal** indicates the desired understanding for students as they exist 12<sup>th</sup> 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	
<b>Overarching Goal:</b> <ul style="list-style-type: none"> <li>Develop an understanding of how people view, construct, and interpret history.</li> <li>Analyze key historical periods and patterns of change over time within and across nations and cultures.</li> </ul>	
<b>Priority Standards</b> 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 <b>BOLD</b> )  <b>Supporting Standards</b> 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. <ul style="list-style-type: none"> <li><b>a. Identify community and regional historical artifacts and generate questions about their function and significance (DOK 1-3)</b></li> <li>b. Explain the past through oral or written firsthand accounts of history (DOK 1-2)</li> <li>c. Explain the information conveyed by historical timelines (DOK 1-2)</li> <li><b>d. Identify history as the story of the past preserved in various sources (DOK 1)</b></li> <li>e. Create timelines to understand the development of important community traditions and events (DOK 1-3)</li> </ul>
	2. People have influenced the history of neighborhoods and communities. <ul style="list-style-type: none"> <li>a. Organize the historical events of neighborhoods and communities chronologically (DOK 1)</li> <li><b>b. Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation (DOK 1-2)</b></li> <li>c. Give examples of people and events, and developments that brought important changes to the community (DOK 1-2)</li> <li>d. Compare how communities and neighborhoods are alike and different (DOK 1-2)</li> <li><b>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)</b></li> </ul>

### We Teach ALL Standards to ALL Students

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



# Cherry Creek Academic Standards for Social Studies

## Standard 1: History

### Grade 3

#### 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. Use a variety of sources to distinguish historical fact from fiction.

- Compare factual historical sources with works of fiction about the same topic (DOK 1-2)
- Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence (DOK 1-2)
- Compare information from multiple sources recounting the same event (DOK 1-2)**

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

- Compare past and present situations and events (DOK 1-2)**
- Chronologically sequence important events in a community or region (DOK 1)
- Give examples of people and events, and developments that brought important changes to a community or region (DOK 1-2)
- Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2)**



# Cherry Creek Academic Standards for Social Studies

## Standard 2: Geography

### Grade 3

#### 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. Use various types of geographic tools to develop spatial thinking.

- a. Read and interpret information from geographic tools and formulate geographic questions (DOK 1-2)**
- b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps (DOK 1)**
- c. Locate the community on a map and describe its natural and human features (DOK 1)
- d. Identify geography-based problems and examine the ways that people have tried to solve them (DOK 1-2)**

2. The concept of regions is developed through an understanding of similarities and differences in places.

- a. Observe and describe the physical characteristics and the cultural and human features of a region (DOK 1-2)**
- b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms (DOK 1-2)
- c. Give examples of places that are similar and different from a local region (DOK 1-2)
- d. Characterize regions using different types of features such as physical, political, cultural, urban and rural (DOK 1-3)**



# Cherry Creek Academic Standards for Social Studies

## Standard 3: Economics

### Grade 3

Prioritization is Not Elimination	
<p><b>Overarching Goal:</b></p> <ul style="list-style-type: none"> <li>Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.</li> <li>Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL).</li> </ul>	
<p><b>Priority Standards</b> 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 <b>BOLD</b>)</p> <p><b>Supporting Standards</b> 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. Describe producers and consumers and how goods and services are exchanged.</p> <ul style="list-style-type: none"> <li><b>a. Describe the difference between producers and consumers and explain how they need each other (DOK 1-2)</b></li> <li><b>b. Describe and give examples of forms of exchange topics to include but not limited to trade and barter (DOK 1-2)</b></li> <li>c. Describe how the exchange of goods and services between businesses and consumers affects all parties (DOK 1-2)</li> <li><b>d. Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value (DOK 1-2)</b></li> <li>e. Give examples of how trade benefits individuals and communities and increases interdependency (DOK 1-2)</li> </ul>
	<p>2. Describe how to meet short term financial goals (PFL).</p> <ul style="list-style-type: none"> <li>a. Identify sources of income including gifts, allowances, and earnings (DOK 1)</li> <li>b. Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal (DOK 1-2)</li> <li>c. Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals (DOK 1)</li> <li><b>d. Create a plan for a short-term financial goal (DOK 1-3)</b></li> <li>e. Describe the steps necessary to reach short-term financial goals (DOK 1-2)</li> </ul>



# Cherry Creek Academic Standards for Social Studies

## Standard 4: Civics

### Grade 3

<b>Prioritization is Not Elimination</b>	
<p><b>Overarching Goal:</b></p> <ul style="list-style-type: none"> <li>Analyze and practice rights, roles, and responsibilities of citizens.</li> <li>Analyze origins, structure, and functions of governments and their impacts on societies and citizens.</li> </ul>	
<p><b>Priority Standards</b> 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 <b>BOLD</b>)</p> <p><b>Supporting Standards</b> 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. Respecting the views and rights of others is a key component of a democratic society.</p>
	<p><b>a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner (DOK 1-3)</b></p> <p>b. Identify important economic and personal rights and how they relate to others (DOK 1-2)</p> <p><b>c. Give examples of the relationship between rights and responsibilities (DOK 1-2)</b></p>
	<p>2. The origins, structure, and functions of local government.</p>
	<p><b>a. Identify the origins, structure, and functions of local government (DOK 1)</b></p> <p>b. Identify and explain the services local governments provide and how those services are funded (DOK 1-2)</p> <p>c. Identify and explain a variety of roles leaders, citizens, and others play in local government (DOK 1-2)</p>

**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.*