

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. <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)
	2. People have influenced the history of neighborhoods and communities. <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 4

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. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado.

a. Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history (DOK 1-2)

b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOK 2-3)

c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2)

d. Identify and describe how major political and cultural groups have affected the development of the region (DOK 1-2)

2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.

a. Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time (DOK 1-3)

b. Describe interactions among people and cultures that have lived in Colorado (DOK 1-2)

c. Describe the development of the political structure in Colorado history. Topics to include but not limited to an understanding of the Colorado Constitution and the relationship between state and national government (DOK 1-2)

d. Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 2: Geography

Grade 4

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 several types of geographic tools to answer questions about the geography of Colorado.

- Answer questions about Colorado regions using maps and other geographic tools (DOK 1-2)
- Use geographic grids to locate places on maps and images to answer questions (DOK 1-2)
- Create and investigate geographic questions about Colorado in relation to other places (DOK 1-3)**
- Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity (DOK 1-4)**
- Describe similarities and differences between the physical geography of Colorado and its neighboring states (DOK 1-2)

2. Connections within and across human and physical systems are developed.

- Describe how the physical environment provides opportunities for and places constraints on human activities (DOK 1-2)
- Explain how physical environments influenced and limited immigration into the state (DOK 1-2)
- Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment (DOK 1-3)**
- Describe how places in Colorado are connected by movement of goods and services and technology (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 3: Economics

Grade 4

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. People respond to positive and negative incentives.</p> <ul style="list-style-type: none"> a. Define positive and negative economic incentives (DOK 1) b. Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives (DOK 1-3) c. Explain how the productive resources - natural, human, and capital- of Colorado have influenced the types of goods produced and services provided (DOK 1-2)
	<p>2. The relationship between choice and opportunity cost (PFL).</p> <ul style="list-style-type: none"> a. Define choice and opportunity cost (DOK 1) b. Analyze different choices and their opportunity costs (DOK 2-3) c. Give examples of the opportunity costs for individual decisions (DOK 1-2) d. Identify risks that individuals face (PFL) (DOK 1-2) e. Analyze methods of limiting financial risk (PFL) (DOK 2-3)



Cherry Creek Academic Standards for Social Studies

Standard 4: Civics

Grade 4

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. Analyze and debate multiple perspectives on an issue.

- Give examples of issues faced by the state and develop possible solutions (DOK 1-3)
- Provide supportive arguments for both sides of a current public policy debate (DOK 1-3)**
- Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved (DOK 1-3)**

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

- Explain the origins, structure, and functions of the three branches of the state government and the relationships among them (DOK 1-2)**
- Identify and explain a variety of roles leaders, citizens, and others play in state government (DOK 1-2)
- Identify and explain the services state government provides and how those services are funded (DOK 1-2)
- Explain the historical foundation and the events that led to the formation of the Colorado government (DOK 1-2)**
- Describe how the decisions of the state government affect local government and interact with federal law (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&qlid2=0>

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