

# 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 5

Prioritization is Not Elimination	
<p><b>Overarching Goal:</b></p> <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>	
<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. Analyze historical sources from multiple points of view to develop an understanding of historical context.</p> <ol style="list-style-type: none"> <li>Identify different ways of dating historical sources to understand historical context (DOK 1)</li> <li>Examine significant historical documents. Topics to include but not limited to the Stamp Act, the Declaration of Independence, and the Constitution (DOK 1)</li> <li>Create timelines of eras and themes in North America from 1491 through the American Revolution (DOK 1-2)</li> <li><b>Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from 1491 through the American Revolution (DOK 1-3)</b></li> </ol>
	<p>2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government.</p> <ol style="list-style-type: none"> <li><b>Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans (DOK 1-2)</b></li> <li>Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution (DOK 1-2)</li> <li>Explain the development of political, social and economic institutions in the British American colonies (DOK 1-2)</li> <li><b>Explain important political, social, economic, and military developments leading to and during the American Revolution (DOK 1-2)</b></li> </ol>



# Cherry Creek Academic Standards for Social Studies

## Standard 2: Geography

### Grade 5

#### 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 geographic tools and sources to answer questions about the geography of the United States.

- Answer questions about regions of the United States using various types of maps (DOK 1-2)
- Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location (DOK 1-3)**
- Locate resources in the United States and describe the influence of access on the development of local and regional communities (DOK 1-3)**

2. Causes and consequences of movement.

- Identify variables associated with discovery, exploration, and migration (DOK 1-2)
- Explain migration, trade, and cultural patterns that result from interactions (DOK 1-2)
- Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment (DOK 1-3)**
- Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States (DOK 2-3)**
- Give examples of the influence of geography on the history of the United States (DOK 1-2)



# Cherry Creek Academic Standards for Social Studies

## Standard 3: Economics

### Grade 5

#### 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. Government and market structures influence financial institutions.

- Define a capitalist market economy (DOK 1)
- Identify governmental activities that affect financial institutions and the economy at the local, state, and national level (DOK 1)

2. Use of financial institutions to manage personal finances (PFL).

- Identify different financial institutions (DOK 1)
- Identify the products and services of financial institutions to include but not limited to: checking accounts, savings accounts, investments, and loans (DOK 1)
- Compare and contrast financial institutions, their products, and services (DOK 1-2)**



# Cherry Creek Academic Standards for Social Studies

## Standard 4: Civics

### Grade 5

#### 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. The foundations of citizenship in the United States.

- Describe and provide sources and examples of individual rights (DOK 1-2)
- Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. Ideals to include but not limited to freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation (DOK 1-3)**
- Explain the reasons for the settlement of the American colonies (DOK 1-2)
- Define the criteria and process for becoming a citizen (DOK 1)

2. The origins, structure, and functions of the United States government.

- Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles (DOK 1-2)
- Explain the historical foundation and the events that led to the formation of the United States constitutional government. Topics to include but not limited to the colonial experience, the Declaration of Independence, and the Articles of Confederation (DOK 1-2)**
- Explain the origins, structure, and functions of the three branches of the United States government and the relationships among them (DOK 1-2)
- Describe how the decisions of the national government affect local and state government (DOK 1-2)

#### 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.*