

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 6

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. Analyze and interpret historical sources to ask and research historical questions.

- Identify ways different cultures record history (DOK 1)
- Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts (DOK 1-3)**
- Critique information to determine if it is sufficient to answer historical questions (DOK 1-3)**

2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another.

- Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere (DOK 1-2)
- Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange (DOK 1-3)**
- Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere (DOK 1-2)**



Cherry Creek Academic Standards for Social Studies

Standard 2: Geography

Grade 6

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. Use geographic tools to solve problems.</p> <ul style="list-style-type: none"> a. Use longitude, latitude, and scale on maps and globes to solve problems (DOK 1-2) b. Collect and analyze data to interpret regions in the Western Hemisphere (DOK 1-3) c. Ask multiple types of questions after examining geographic sources (DOK 2-3) d. Interpret and communicate geographic data to justify potential solutions to problems (DOK 1-3) e. Distinguish different types of maps and use them in analyzing an issue (DOK 1-3)
	<p>2. Human and physical systems vary and interact.</p> <ul style="list-style-type: none"> a. Classify and analyze the types of connections between places (DOK 2-3) b. Identify physical features and explain their effects on people in the Western Hemisphere (DOK 1-2) c. Give examples of how people have adapted to their physical environment (DOK 1) d. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 3: Economics

Grade 6

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. 	
<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 and analyze different economic systems.</p> <ul style="list-style-type: none"> a. Describe the characteristic of traditional, command, market, and mixed economic systems (DOK 1-2) b. Explore how different economic systems affect job and career options and the population's standards of living (DOK 1-2) c. Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence (DOK 2-3)
	<p>2. Saving and investing are key contributors to financial well-being (PFL).</p> <ul style="list-style-type: none"> a. Differentiate between saving and investing (DOK 1-2) b. Give examples of how saving and investing can improve financial well-being (DOK 1-2) c. Describe the advantages and disadvantages of saving for short- and medium-term goals (DOK 1-2) d. Explain the importance of an emergency fund (DOK 1) e. Explain why saving is a prerequisite to investing (DOK 1) f. Explain how saving and investing income can improve financial well-being (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 4: Civics

Grade 6

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 the interconnectedness of the United States and other nations.
 - a. Discuss advantages and disadvantages of living in an interconnected world (DOK 1-2)
 - b. Examine changes and connections in ideas about citizenship in different times and places (DOK 1-3)**
 - c. Describe how groups and individuals influence the government and other nations (DOK 1-2)
 - d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations (DOK 1-3)**
 - e. Analyze political issues from both a national and global perspective over time (DOK 1-4)**
 - f. Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues (DOK 1-3)
2. Compare multiple systems of government.
 - a. Describe different forms of government (DOK 1)
 - b. Identify how different forms of government relate to their citizens. Topics to include but limited to democracy and authoritarian government (DOK 1-2)**
 - c. Compare the economic components of different forms of government (DOK 1-2)**
 - d. Compare various governments' and the liberties of their citizens (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.*