

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 7

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. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence.

a. Determine and explain the interdependence of people around the world during significant eras or events (DOK 1-3)

b. Analyze historical sources for accuracy and point of view 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)

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

a. Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere (DOK 1-2)

b. Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved (DOK 1-3)

c. Describe the foundation and development of key historical topics. Topics to include but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism (DOK 1-2)

d. Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome "c" (DOK 1-3)

e. Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 2: Geography

Grade 7

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 gather data and make geographic inferences and predictions.</p> <ul style="list-style-type: none"> a. Interpret maps and other geographic tools to find patterns in human and physical systems (DOK 1-3) b. Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion (DOK 1-3) c. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere (DOK 1-3) d. Ask and answer questions after examining geographic sources (DOK 1-3)
	<p>2. Regions have different issues and perspectives.</p> <ul style="list-style-type: none"> a. Classify data to construct thematic maps and make inferences (DOK 1-3) b. Analyze and interpret data using geographic tools and create maps (DOK 1-3) c. Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere (DOK 1-3) d. Explain how the physical environment of a place influences its economy, culture, and trade patterns (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 3: Economics

Grade 7

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. Supply and demand influence price and profit in a market economy.

- Define supply and demand (DOK 1)
- Identify factors that cause changes in supply and demand (DOK 1)
- Define and identify factors that impact price (DOK 1)**
- Identify examples to illustrate that consumers ultimately determine what is produced in a market economy (DOK 1-2)**
- Explain the function of profit in a market economy (DOK 1-2)
- Demonstrate how supply and demand determine equilibrium price and quantity (DOK 1-2)

2. The distribution of resources influences economic production and individual choices (Economics and PFL).

- Give examples that illustrate connections between resources and manufacturing (DOK 1-2)
- Identify patterns of trade between places based on distribution of resources (DOK 1-2)**
- Compare and contrast the relative value and different uses of several types of resources (DOK 2-3)
- Use supply and demand analysis to explain how prices allocate scarce goods in a market economy (DOK 1-2)**
- Define resources from an economic and personal finance perspective (DOK 1-2)
- Explain the role of taxes in economic production and distribution of resources (PFL) (DOK 1-2)**
- Define the various types of taxes students will pay as adults (PFL) (DOK 1)
- Demonstrate the impact of taxes on individual income and spending (PFL) (DOK 1-2)



Cherry Creek Academic Standards for Social Studies

Standard 4: Civics

Grade 7

Prioritization is Not Elimination	
<p>Overarching Goal:</p> <ul style="list-style-type: none"> Analyze and practice rights, roles, and responsibilities of citizens. Analyze origins, structure, and functions of governments and their impacts on societies and citizens. 	
<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. Compare how various nations define the rights, responsibilities, and roles of citizens.</p> <ul style="list-style-type: none"> a. Compare the definition of citizen in various governments (DOK 1-2) b. List the responsibilities of citizens in various governments (DOK 1) c. Define the roles of citizens in various governments (DOK 1) d. Give national and international examples of ethics and quality in government policies and practices (DOK 1-2) e. Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time (DOK 1-4)
	<p>2. Different forms of government and international organizations and their influence in the world community.</p> <ul style="list-style-type: none"> a. Compare different forms of government in the world and how they derive their authority (DOK 1-2) b. Evaluate how various nations interact, resolve their differences, and cooperate (DOK 2-3) c. Analyze conflicts among nations including causes and consequences (DOK 2-3) d. Describe common interests and evaluate examples of global collaboration (DOK 1-3) e. Use criteria that identify the attributes of a good government and apply to specific examples (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.*