

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 8

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. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives.

- Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives (DOK 1-4)**
- Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history (DOK 1-3)
- Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry (DOK 1-3)
- Construct a written historical argument on the use or understanding of primary and secondary sources (DOK 1-3)**

2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another.

- Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives (DOK 1-2)**
- Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise (DOK 1-3)**
- Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction (DOK 1-2)
- Evaluate the impact of different factors - on topics to include but not limited to gender, age, ethnicity and class - on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period (DOK 1-3)**
- Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction (DOK 1-3)
- Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved**

	<p>in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism (DOK 1-3)</p>
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Cherry Creek Academic Standards for Social Studies

Standard 2: Geography

Grade 8

Prioritization is Not Elimination

Overarching Goal:

- Examine places and regions and the connections among them.
- Develop spatial understanding, perspectives, and personal connections to the world.

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 geographic tools to analyze patterns in human and physical systems.

- a. Interpret maps and other geographic tools as a primary source to analyze a historic issue (DOK 1-3)**
- b. Describe the nature and spatial distribution of cultural patterns (DOK 1-2)
- c. Recognize the patterns and networks of economic interdependence (DOK 1-2)
- d. Explain the establishment of human settlements in relationship to physical attributes and important regional connections (DOK 1-2)**
- e. Calculate and analyze population trends (DOK 2-3)

2. Conflict and cooperation occur over space and resources.

- a. Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict (DOK 1-3)**
- b. Compare how differing geographic perspectives apply to a historic issue (DOK 1-2)
- c. Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty (DOK 1-2)**



Cherry Creek Academic Standards for Social Studies

Standard 3: Economics

Grade 8

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. Economic freedom, including free trade, is important for economic growth.

- Give examples of international differences in resources, productivity, and prices that provide a basis for international trade (DOK 1-2)
- Describe the factors that lead to a nation having a comparative and absolute advantage in trade (DOK 1)
- Explain effects of domestic policies on international trade (DOK 1-2)**
- Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers (DOK 1-2)

2. Manage personal credit and debt (PFL).

- Identify and differentiate between purposes and reasons for debt (DOK 1-2)**
- Analyze benefits and costs of credit and debt (DOK 1-2)
- Compare sources of credit (DOK 1-2)
- Describe the components of a credit history (DOK 1)



Cherry Creek Academic Standards for Social Studies

Standard 4: Civics

Grade 8

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 elements of continuity and change in the United States government and the role of citizens over time.

- Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes (DOK 1-2)
- Analyze the changing definition of citizenship and give examples of the expansion of rights (DOK 1-3)**
- Describe examples of citizens and groups who have influenced change in United States government and politics (DOK 1-2)
- Evaluate the result of various strategies for political change over time (DOK 1-3)
- Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change (DOK 2-3)**
- Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally (DOK 1-2)**

2. The place of law in a constitutional system.

- Discern various types of law (DOK 1-2)
- Evaluate the strengths and weaknesses of rule of law (DOK 1-2)
- Describe and engage in various means of conflict management (DOK 1-3)
- Explain the role and importance of the Constitution (DOK 1-2)**
- Discuss the tensions between individual rights, state law, and national law (DOK 1-3)**
- Explain how state and federal court power of judicial review is reflected in the United States form of constitutional government (DOK 1-2)

	<p>g. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good</p>
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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.