

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

High School

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. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.

a. Evaluate a historical source for point of view and historical context (DOK 2-3)

b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)

c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)

d. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts (DOK 2-3)

2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.

World history (both East and West including modern world history):

a. Evaluate continuity and change over the course of world history (DOK 1-3)

b. Investigate causes and effects of significant events in world history (DOK 1-2)

c. Analyze the complexity of events in world history (DOK 2-3)

d. Examine and evaluate issues of unity and diversity in world history (DOK 1-3) United States history (Reconstruction to the present):

e. Analyze continuity and change in eras over the course of United States history (DOK 2-3)

f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War (DOK 1-2)

	<ul style="list-style-type: none"> g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement (DOK 2-3) h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion (DOK 1-3)
	<p>3. The significance of ideas as powerful forces throughout history.</p>
	<p>World history (both East and West; to include but not be limited to modern world history):</p> <ul style="list-style-type: none"> a. Discuss the historical development and impact of major world religions and philosophies. Topics to include but not limited to the Enlightenment and modern changes in Christianity, Islam, Judaism, Buddhism and Hinduism (DOK 1-3) b. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution (DOK 1-4) c. Evaluate the historical development and impact of political thought, theory and actions (DOK 1-3) d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government (DOK 1-3) e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism (DOK 1-3) f. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States (DOK 1-3)



Cherry Creek Academic Standards for Social Studies

Standard 2: Geography

High School

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 different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.

- Gather data, make inferences and draw conclusions from maps and other visual representations (DOK 1-3)
- Create and interpret various graphs, tables, charts, and thematic maps (DOK 1-3)
- Analyze and present information using a variety of geographic tools and geographic findings in graphs, tables, charts, and thematic maps (DOK 1-3)**
- Locate physical and human features and evaluate their implications for society (DOK 1-3)**

2. Explain and interpret geographic variables that influence the interactions of people, places and environments.

- Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards (DOK 1-3)**
- Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment (DOK 1-3)**
- Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others (DOK 1-2)
- Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use (DOK 1-4)
- Explain how information and changing perceptions and values of places and environment influence personal actions (DOK 1-3)
- Define sustainability and explain how an individual's actions may influence sustainability (DOK 1-2)

	<p>3. The interconnected nature of the world, its people and places/</p> <ul style="list-style-type: none">a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups (DOK 1-2)b. Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources (DOK 1-2)c. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions (DOK 1-2)d. Analyze how cooperation and conflict influence the division and control of Earth (DOK 1-2)e. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities (DOK 1-3)f. Make predictions and draw conclusions about the global impact of cultural diffusion (DOK 1-3)
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Cherry Creek Academic Standards for Social Studies

Standard 3: Economics

High School

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. Productive resources -natural, human, capital- are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources.

- a. Analyze the relationships between economic goals and the allocation of scarce resources (DOK 2-3)**
- b. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs (DOK 1-2)**
- c. Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits (DOK 1-2)**
- d. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services (DOK 1-2)

2. Economic policies affect markets.

- a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve (DOK 1-2)**
- b. Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies (DOK 1-2)
- c. Identify government activities that affect the local, state, or national economy (DOK 1)
- d. Give examples of the role of government in a market economic system (DOK 1)
- e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies (DOK 1-3)**
- f. Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy (DOK 2-3)

	<p>3. Government and competition affect markets.</p>
<ul style="list-style-type: none"> a. Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism (DOK 1-3) b. Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, and monopoly (DOK 1-3) c. Compare and contrast economic systems in terms of their ability to achieve economic goals (DOK 2-3) d. Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, and proportional (DOK 1-2) 	
<p>4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL).</p>	
<ul style="list-style-type: none"> a. Develop a financial plan including a budget based on short- and long- term goals (DOK 1-4) b. Analyze financial information for accuracy, relevance, and steps for identity protection (DOK 2-3) c. Describe factors affecting take-home pay (DOK 1) d. Identify sources of personal income and likely deductions and expenditures as a basis for a financial plan (DOK 1-2) e. Describe legal and ethical responsibilities regarding tax liabilities (DOK 1-2) 	
<p>5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL).</p>	
<ul style="list-style-type: none"> a. Compare and contrast the variety of investments available for a diversified portfolio (DOK 2-3) b. Evaluate factors to consider when managing savings and investment accounts (DOK 2-3) c. Explain how economic cycles affect personal financial decisions (DOK 1-3) d. Describe the appropriate types of investments to achieve the objectives of liquidity, income and growth (DOK 1-2) 	
<p>6. The components of personal credit to manage credit and debt(PFL).</p>	
<ul style="list-style-type: none"> a. Analyze various lending sources, services, and financial institutions (DOK 1-2) b. Investigate legal and personal responsibilities affecting lenders and borrowers (DOK 1-3) c. Make connections between building and maintaining a credit history and its impact on lifestyle (DOK 1-3) 	

	7. Identify, develop, and evaluate risk-management strategies (PFL).
	<ul style="list-style-type: none">a. Differentiate between types of insurance (DOK 1-2)b. Explain the function and purpose of insurance (DOK 1)c. Select and evaluate strategies to mitigate risk (DOK 1-3)



Cherry Creek Academic Standards for Social Studies

Standard 4: Civics

High School

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. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.

- a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4)**
- b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3)**
- c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (DOK 1-2)
- d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government (DOK 1-3)
- e. Critique various media sources for accuracy and perspective (DOK 2-3)**

2. Purposes of and limitations on the foundations, structures and functions of government.

- a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2)
- b. Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)**
- c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3)**
- d. Analyze the role of the founding documents and the evolution of their interpretation through governmental action**

	<p>and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3)</p> <p>e. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK 1-3)</p> <p>f. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (DOK 2-3)</p> <p>g. Evaluate the effectiveness of our justice system in protecting life, liberty, and property (DOK 3-4)</p>
	<p>3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.</p>
	<p>a. Discuss multiple perspectives on local issues and options for participating in civic life (DOK 1-3)</p> <p>b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies (DOK 2-3)</p> <p>c. Explain how to monitor and influence public policy (DOK 1-2)</p> <p>d. Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)</p> <p>e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK 1-3)</p> <p>f. Compare and contrast how different systems of government function (DOK 1-2)</p>

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.*