

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

Kindergarten

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. Ask questions, share information and discuss ideas about the past.

- Ask questions about the past using question starters. Questions to include but not limited to: What did? Where **did**? When did? Which did? Who did? Why did? How did?**
- Identify information from **primary and/or secondary sources** that answer questions about the past and adds to collective memory.**
- Use correctly the word “because” in the context of personal experience or stories of the past using words. Words to include but not limited to past, present, future, change, first, next, last.

2. **The sequence of events is important when describing the past.**

- Sequence** information using words. Words to include but not limited to past, present, future, days, weeks, months, years, first, next, last, before, and after.
- Explore differences and similarities in the lives of children and families of long ago and today.**
- Explain why knowing the order of events is important.**

Red = Language from proposed revisions to state standards



Cherry Creek Academic Standards for Social Studies

Standard 2: Geography

Kindergarten

Prioritization is Not Elimination	
<p>Overarching Goal:</p> <ul style="list-style-type: none"> 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>	<ol style="list-style-type: none"> 1. People belong to different groups and live in different places around the world that can be found on a map or globe. <ol style="list-style-type: none"> a. Compare and contrast how people live in different settings around the world (DOK 1-2) b. Give examples of food, clothing, and shelter and how they change in different environments (DOK 1-2) c. Distinguish between a map and a globe as ways to show places where people live (DOK 1)



Cherry Creek Academic Standards for Social Studies

Standard 3: Economics

Kindergarten

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. Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL). 	
<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. Individuals make choices based on wants and needs.</p>
	<p>a. Identify the costs and benefits of a choice an individual makes when acquiring an item.</p> <p>b. Recognize and engage in ways to use another individual's items (e.g., asking for permission to share, taking turns).</p>
	<p>2. Describe choices people make about how to use the money they earn.</p>
	<p>a. Recognize choices people make.</p> <p>b. Identify how decisions are made.</p> <p>c. Give examples of the difference between spending income on something you want versus something you need.</p>
<p>Red = Language from proposed revisions to state standards</p>	



Cherry Creek Academic Standards for Social Studies

Standard 4: Civics

Kindergarten

Prioritization is Not Elimination

Overarching Goal:

- 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. Participate in making **fair and reasonable** decisions using democratic traditions

a. Explain why rules are needed.

b. Create and follow classroom rules.

c. Explain how a class rule may promote fairness and resolve conflict, **and compare against a rule that does not.**

d. Contribute to making and maintaining class community decisions.

e. **Using examples**, explain the difference between democratic decision-making and decisions made by authorities. Authorities may include but not limited to a parent, teacher, principal, **or police officer.**

2. Understand that civic participation takes place in multiple groups **and in various forms.**

a. Differentiate among examples of civic participation. Examples to include but not limited to voting, debate, running for office, protest, and volunteer work.

b. Explain the qualities of an informed **and engaged** citizen.

c. Practice citizenship skills including courtesy, honesty, equity, and fairness in working with others.

Red = Language from proposed revisions to state standards

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.*