Reporting Category	Colorado Academic Standards Summative Assessment Framework Social Studies Grade 4 - FINAL (Topics explicitly identified in the standards are legitimate content for the assessment in addition to the standards' concept and skills.)	% of Score Points	Points
1	**History**	25%	20
	1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado a. Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history (DOK 1-2) b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOC 2-3) c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2) d. Identify and describe how major political and cultural groups have affected the development of the region (DOK 1-2)		
	2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States a. Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time (DOK 1-3) b. Describe interactions among people and cultures that have lived in Colorado (DOK 1-2) c. Describe the development of the political structure in Colorado history. Topics to include but not limited to an understanding of the Colorado Constitution and the relationship between state and national government (DOK 1-2) d. Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes (DOK 1-2)		
2	**Geography**	27%	22
	1. Use several types of geographic tools to answer questions about the geography of Colorado a. Answer questions about Colorado regions using maps and other geographic tools (DOK 1-2) b. Use geographic grids to locate places on maps and images to answer questions (DOK 1-2) c. Create and investigate geographic questions about Colorado in relation to other places (DOK 1-3) d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity (DOK 1-3) e. Describe similarities and differences between the physical geography of Colorado and its neighboring states (DOK 1-2)		
	2. Connections within and across human and physical systems are developed a. Describe how the physical environment provides opportunities for and places constraints on human activities (DOK 1-2) b. Explain how physical environments influenced and limited immigration into the state (DOK 1-2) c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment (DOK 1-3) d. Describe how places in Colorado are connected by movement of goods and services and technology (DOK 1-2)		

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3	**Economics (PFL)**	24%	19
	1. People respond to positive and negative incentives a. Define positive and negative economic incentives (DOK 1) b. Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives (DOK 1-3) c. Explain how the productive resources – natural, human, and capital – of Colorado have influenced the types of goods produced and services provided (DOK 1-2)		
	2. The relationship between choice and opportunity cost (PFL) a. Define choice and opportunity cost (DOK 1) b. Analyze different choices and their opportunity costs (DOK 2-3) c. Give examples of the opportunity costs for individual decisions (DOK 1-2) d. Identify risks that individuals face (PFL) (DOK 1-2) e. Analyze methods of limiting financial risk (PFL) (DOK 2-3)		
4	**Civics**	24%	20
	1. Analyze and debate multiple perspectives on an issue a. Give examples of issues faced by the state and develop possible solutions (DOK 1-3) b. Provide supportive arguments for both sides of a current public policy debate (DOK 1-3) c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved (DOK 1-3)		
	2. The origins, structure, and functions of the Colorado government a. Explain the origins, structure, and functions of the three branches of the state government and the relationships among them (DOK 1-2) b. Identify and explain a variety of roles leaders, citizens, and others play in state government (DOK 1-2) c. Identify and explain the services state government provides and how those services are funded (DOK 1-2) d. Explain the historical foundation and the events that led to the formation of the Colorado government (DOK 1-2) e. Describe how the decisions of the state government affect local government and interact with federal law (DOK 1-3)		
	TOTAL	**100%**	**81**

Notes:

Each standard may be assessed with various item types

Each standard will be assessed with items representing all DOK levels

PFL = Personal Financial Literacy is included in Economics