Curriculum Development Year at a Glance Conceptual Planning For Each Grade Level

	Social Studies		Grade Level 4	
Course Name/Course Code				
Standard:	Grade Level Expectations:			
1. History	 Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States 			
2. Geography	 Use several types of geographic tools to answer questions about the geography of Colorado Connections within and across human and physical systems are developed 			
3. Economics	 People respond to positive and negative incentives The relationship between choice and opportunity cost (PFL) 			
4. Civics	 Analyze and debate multiple perspectives on an issue The origins, structure, and functions of the Colorado government 			
Colorado 21 st Century Skills	Critical Thinking and Reasoning: Think Deep, Think Different Information Literacy: Untangling the Web Collaboration: Working Together, Learning Together Self-Direction: Own Your Learning Invention: Creating Solutions			
Unit Titles:	Length of Unit/Contact Hours:	Uni	it Number/Sequence:	
Boom and Bust	4-5 weeks	3		
Territory to statehood	4-5 weeks	1		
Unity and diversity	4-5 weeks	2		
BOTH TO STATE OF THE STATE OF T	I A E MOOKS			
Public vs. private good Land and lives	4-5 weeks 4-5 weeks	5		

Synergistic Thinking: When we can rise above the facts and see the patterns and make connections between the facts and related concepts . . .then we can say our thinking is integrated at a conceptual level. (Erickson, 2007, p. 11)

Questions or comments: sevier b@cde.state.co.us

Curriculum Development Unit Plan Conceptual Planning For Each Unit

Unit Title	Boom and Bust	Length of Unit	4-5 weeks	
Conceptual Lens(es)	Cycles	Standards and Grade Level Expectations	Social Studies: Standard 1 (History) GLE 1 Social Studies: Standard 2 (Geography) GLE 2 Social Studies: Standard 3 (Economics) GLE 1 and 2 [PFL]	
Inquiry Questions (Provocative- Debatable):	How do the decisions we make and the values we hold affect the people around us and the state in which we live (or, Who wore their Beaver Hat to school today)? (S.3-GLE.1-EO.c, S.3-GLE.1-IQ.1) Why are some demands "passing fads" while others remain constant? (S.3-GLE.1-EO.b) What examples of each of these demands are we currently experiencing and what are their effects/impacts?			
Concepts (Unit Strands)	History, Geography, and Economics			
Micro Concepts	Mining, Habitats, Natural Resources, Supply and Demand, Scarcity			
	Mountain Men, Fur Trade, Regions of Colorado, 1850s Gold Rush			

For each statement you create below use the Standards Template to provide appropriate codes (e.g., Standard, Grade Level Expectations and Evidence Outcomes).

Generalizations My students will Understand that	Critical Content My students will Know	Key Content Skills My students will be able to (Do)
Social, cultural and economic forces can bring about cycles of boom and bust (S1-GLE.1-RA.1) Humans alter and adapt to the land to meet their needs (S.2-GLE.2-EO.a, S.2-GLE.2RA.2) People must consider risks and benefits when making economic decisions (S.3-GLE.2-EO.a-e[PFL])	The realities and impact of the Colorado Fur Trade and the Colorado Mining Industry (S.1-GLE.1-EO.c, d) The definition of natural resources and it specific application to the physical regions and associated populations in Colorado (S.2-GLE.1-EO.a, b) The opportunity-cost relationship that exists in any economic decision (S.3-GLE.2-EO.a,b; S.3-GLE.2-N.1 [PFL])	Analyze cause and effect relationships between societal values/needs and individual lives, the physical environment, and the economy (S.1-GLE.1-EO.c) Use maps to locate Colorado resources and regions Analyze primary and secondary sources to place significant Colorado events in historical sequence (S.1-GLE.1-IQ.3)

Guiding Questions

(Factual and Conceptual): What were the major cycles of Boom and Bust in Colorado over the past 150 years? (S.1-GLE.1-EO.b, c) (F) How do economic forces and physical resources impact migratory or demographic shifts? (C)

Critical Language*

Academic Vocabulary (Tier 2): Cause and effect, relationships, resources

Technical Vocabulary (Tier 3): Primary and secondary sources, boom, bust, regions

Critical Language Example: A student who masters the critical language of this unit can apply and comprehend this statement: *Using diaries and other primary sources from William Bent's time, the cause and effect of the fur trade boom is easy to see.*

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^{*}Critical Language includes the Academic and Technical (Tier 2 and Tier 3) vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.



Development Plan for Colorado's Model Curriculum An investment in creating model curricula is an investment in purposeful and effective instructional design.

Developed by Colorado Educators and Supported by the Colorado Department of Education

May-July 2012 **August-December 2012** January-May 2013

June 2013

Curriculum Framework and Process Guides

Curriculum Blueprint State Level

Regional and Local Curriculum Blueprints

Instructional Units

Definition:

Framework for a year or a course curriculum and guides to support development.

Development:

 Developed by CDE content specialists with feedback from the field

Definition:

Completed framework template sequencing the standard's Grade Level Expectations in unit plans across a course or a year that will enable mastery of the standards.

Curriculum Blueprint

Development:

- Developed by teachers and district leaders across Colorado
- · Supported by CDE content specialists
- Initial state level samples, followed by 5 regional workshops

Definition:

Elaboration of the curriculum blueprint including, but not limited to, existing and new resources, assessments, and differentiation.

Development:

- Developed by Colorado teachers and district leaders in 5 regions
- Supported by CDE content specialists

Deliverables:

- ✓ Customizable template
- ✓ Process Guides with definitions
- ✓ Crosswalk with district curriculum design models

Deliverables:

- √ Sample curriculum blueprints
- K-8 and High School
- All content areas
- ✓ State and regional samples
- ✓ Support for local development upon request

Deliverables:

- ✓ Sample units at each grade: kindergarten through 8
- ✓ Samples for high school courses

Built upon the Colorado Academic Standards, research-based practices, and public feedback



Colorado Academic Standards

- All students, all standards
- 10 content areas

Translation: Colorado Academic Standards into Curriculum

- Content and skills into concept-based curriculum and instruction
- ❖ Technical Assistance international curriculum expert, Dr. Lynn Erickson

Feedback: Ongoing and Inclusive

- ❖ Initial: CDE 2012 Symposia, Legacy Summit, Content Collaboratives
- ❖ Ongoing: Feedback loops throughout development and implementation

Informed by the Field

Field driven:

- ➤ Colorado Association of School Superintendents and Senior Administrators letter
- ➤ Colorado Standards Implementation Summit

Field generated:

- Colorado teacher leaders
- > Colorado district curriculum specialists

Field relevant:

- Customizable template and processes
- > Honors local control
- Diverse curriculum design models

7/18/2012 DRAFT

Model Curricula:

CDE's Plan for Continuous Feedback and Revision Opportunities

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