


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

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

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**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, <i>Who wore their Beaver Hat to school today?</i>)? (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		
Topics	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.2-.RA.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: <i>Using diaries and other primary sources from William Bent’s time, the cause and effect of the fur trade boom is easy to see.</i>			

***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.

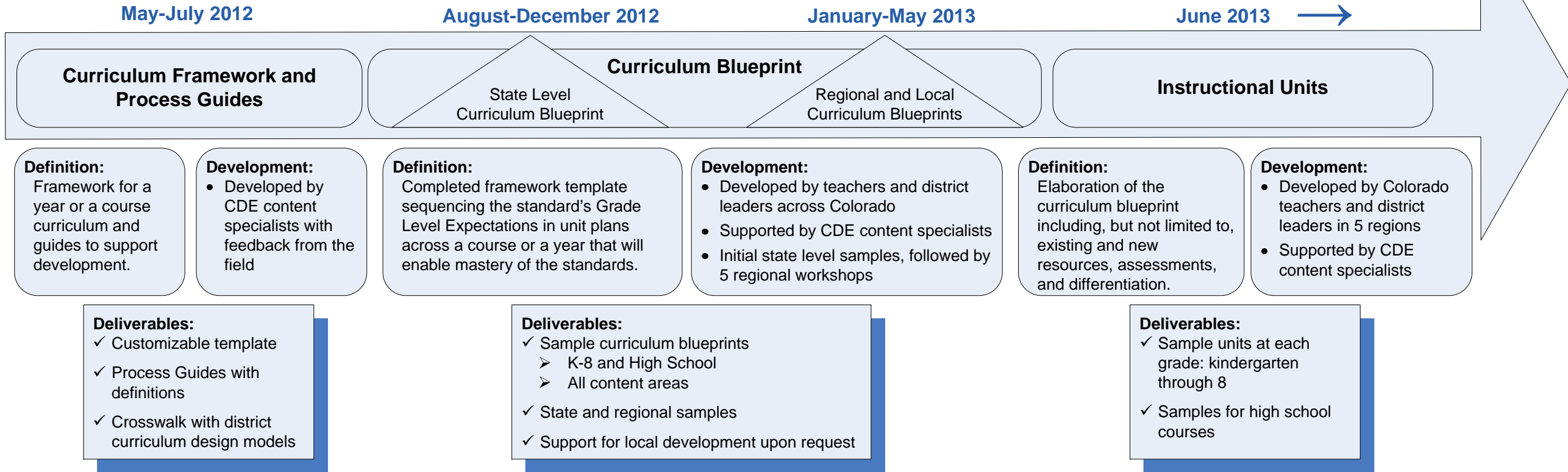
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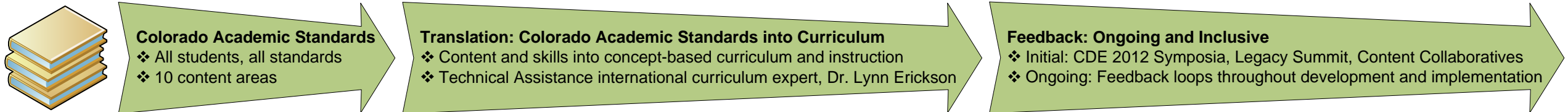
Development Plan for Colorado's Model Curriculum

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



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



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

Model Curricula:

CDE's Plan for Continuous Feedback and Revision Opportunities

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