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

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Social Studies</th>
<th>Grade Level</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name/Course Code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Grade Level Expectations:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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: | Think Deep, Think Different |
| Information Literacy: | Untangling the Web |
| Self-Direction: | Own Your Learning |
| Invention: | Creating Solutions |

<table>
<thead>
<tr>
<th>Unit Titles:</th>
<th>Length of Unit/Contact Hours:</th>
<th>Unit Number/Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boom and Bust</td>
<td>4-5 weeks</td>
<td>3</td>
</tr>
<tr>
<td>Territory to statehood</td>
<td>4-5 weeks</td>
<td>1</td>
</tr>
<tr>
<td>Unity and diversity</td>
<td>4-5 weeks</td>
<td>2</td>
</tr>
<tr>
<td>Public vs. private good</td>
<td>4-5 weeks</td>
<td>4</td>
</tr>
<tr>
<td>Land and lives</td>
<td>4-5 weeks</td>
<td>5</td>
</tr>
</tbody>
</table>
Curriculum Development Unit Plan  
Conceptual Planning For Each Unit  

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Boom and Bust</th>
<th>Length of Unit</th>
<th>4-5 weeks</th>
</tr>
</thead>
</table>
| 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

**Topics:**  
Mountain Men, Fur Trade, Regions of Colorado, 1850s Gold Rush

---

**Generalizations**

<table>
<thead>
<tr>
<th>My students will <strong>Understand that...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, cultural and economic forces can bring about cycles of boom and bust (S1-GLE.1-RA.1)</td>
</tr>
<tr>
<td>Humans alter and adapt to the land to meet their needs (S.2-GLE.2-EO.a, S.2-GLE.2-.RA.2)</td>
</tr>
<tr>
<td>People must consider risks and benefits when making economic decisions (S.3-GLE.2-EO.a-e[PFL])</td>
</tr>
</tbody>
</table>

**Critical Content**

<table>
<thead>
<tr>
<th>My students will <strong>Know...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The realities and impact of the Colorado Fur Trade and the Colorado Mining Industry (S.1-GLE.1-EO.c, d)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>The opportunity-cost relationship that exists in any economic decision (S.3-GLE.2-EO.a,b; S.3-GLE.2-N.1 [PFL])</td>
</tr>
</tbody>
</table>

**Key Content Skills**

<table>
<thead>
<tr>
<th>My students will be able to <strong>Do</strong>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze cause and effect relationships between societal values/needs and individual lives, the physical environment, and the economy (S.1-GLE.1-EO.c)</td>
</tr>
<tr>
<td>Use maps to locate Colorado resources and regions</td>
</tr>
<tr>
<td>Analyze primary and secondary sources to place significant Colorado events in historical sequence (S.1-GLE.1-IQ.3)</td>
</tr>
</tbody>
</table>

**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.c, 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.*

---

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
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
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.
Deliverables:
✓ Customizable template
✓ Process Guides with definitions
✓ Crosswalk with district curriculum design models

Curriculum Blueprint
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.
Development: Developed by teachers and district leaders across Colorado supported by CDE content specialists.
Deliverables:
✓ Sample curriculum blueprints
  ✓ K-8 and High School
  ✓ All content areas
✓ State and regional samples
✓ Support for local development upon request

Instructional Units
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:
✓ 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

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

Deliverables:
- Customizable template
- Process Guides with definitions
- Crosswalk with district curricula

Curriculum Blueprint

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

Instructional Units

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

Template

- Colorado Legacy Educator Effectiveness Summit
- CDE’s Summer Symposia
- BOCES
- Colorado Content Collaboratives

Template Process Guides

- Higher Education Meetings
- State and Regional Workshops with CO Educators
- LDC/MDC Trainings
- BOCES
- Colorado Content Collaboratives
- Superintendent Meetings

Template Process Guides Blueprints Units

- Higher Education Meetings
- State and Regional Workshops with CO Educators
- LDC/MDC Trainings
- BOCES
- Colorado Content Collaboratives
- Superintendent Meetings