

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado

Evidence Outcomes

Students can:

- a. Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history
- b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships
- c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado
- d. Identify and describe how major political and cultural groups have affected the development of the region

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How have past events influenced present day Colorado and the Rocky Mountain region?
2. Why is it important to know the sequence of events and people in Colorado history?
3. How can primary sources help us learn about the past or create more questions about our state's history?
4. What social and economic decisions caused people to locate in various regions of Colorado?

Relevance and Application:

1. Individuals recognize important events and can put them in chronological in order to understand cause and effect such as migration west and clashes with Native Americans; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and prohibition of slavery.

Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers use chronology to organize time and to study cause-and-effect relationships.
3. Historical thinkers use primary sources as references for research.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States

Evidence Outcomes

Students can:

- 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
- Describe interactions among people and cultures that have lived in Colorado
- 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
- 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

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. In what ways have geographic, economic, cultural, and technological changes influenced Colorado today?
2. Why did people of various cultures migrate to and settle in Colorado?
3. To what extent have unity and diversity shaped Colorado?
4. How have various individuals, groups, and ideas affected the development of Colorado?

Relevance and Application:

1. The context and information from the past is used to make connections and inform current decisions. For example, Colorado has had a history of boom and bust cycles that should influence the decisions of city and state planners.
2. Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from the Gold Rush to modern pollution.

Nature of History:

1. Historical thinkers analyze patterns and themes across time periods.
2. Historical thinkers seek accounts of history from multiple perspectives and from multiple sources.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Use several types of geographic tools to answer questions about the geography of Colorado

Evidence Outcomes

Students can:

- a. Answer questions about Colorado regions using maps and other geographic tools
- b. Use geographic grids to locate places on maps and images to answer questions
- c. Create and investigate geographic questions about Colorado in relation to other places
- d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity
- e. Describe similarities and differences between the physical geography of Colorado and its neighboring states

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Which geographic tools are best to locate information about a place?
2. Why did settlements and large cities develop where they did in Colorado?
3. How are the regions of Colorado defined by geography?
4. How does the physical location of Colorado affect its relationship with other regions of the United States and the world?

Relevance and Application:

1. Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter.
2. Individuals and businesses use geographic tools to collect and analyze data regarding the area where they live.

Nature of Geography:

1. Spatial thinkers gather appropriate tools to formulate and answer questions related to space and place.
2. Spatial thinkers use tools to compare and contrast geographic locations.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Examine places and regions and the connections among them

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. Connections within and across human and physical systems are developed

Evidence Outcomes

Students can:

- Describe how the physical environment provides opportunities for and places constraints on human activities
- Explain how physical environments influenced and limited immigration into the state
- Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment
- Describe how places in Colorado are connected by movement of goods and services and technology

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado?
- How did Colorado settlers alter their environment to facilitate communication and transportation?
- How does the physical environment affect human activity?
- How does human activity affect the environment?

Relevance and Application:

- Individuals and businesses consider geographic factors in making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains.
- Individuals and businesses adapt to and modify the environment. For example, businesses and resorts have been created near hot springs throughout the state.

Nature of Geography:

- Spatial thinkers evaluate how physical features affect the development of a sense of place.

Content Area: Social Studies

Standard: 3. Economics

Prepared Graduates:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. People respond to positive and negative incentives

Evidence Outcomes

Students can:

- Define positive and negative economic incentives
- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives
- Explain how the productive resources – natural, human, and capital – of Colorado have influenced the types of goods produced and services provided

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why are different goods and services important at different times in Colorado's history?
- How have science and technology changed the economy of Colorado?
- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado?

Relevance and Application:

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities.
- Negative incentives influence behavior predictably over time. For example, people move or refuse to relocate due to poor climate or resource shortages.
- Groups use both positive and negative incentives to affect behavior. For example, the tourism industry uses incentives to attract tourists and government agencies use tickets to discourage speeding. and fines for not following regulations

Nature of Economics:

- Economic thinkers consider the influence of changing resources and demand on the productivity of a state economy.
- Economic thinkers study changes in the relationship between the availability of resources and the production of goods and services.