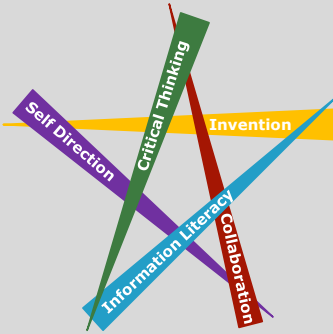


**Curriculum Development Course at a Glance
Planning For 4th Grade Social Studies**

Content Area	Social Studies	Grade Level	4 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado	SS09-GR.4-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States	SS09-GR.4-S.1-GLE.2	
2. Geography	1. Use several types of geographic tools to answer questions about the geography of Colorado	SS09-GR.4-S.2-GLE.1	
	2. Connections within and across human and physical systems are developed	SS09-GR.4-S.2-GLE.2	
3. Economics	1. People responded to positive and negative incentives	SS09-GR.4-S.3-GLE.1	
	2. The relationship between choice and opportunity cost (PFL)	SS09-GR.4-S.3-GLE.2	
4. Civics	1. Analyze and debate multiple perspectives on an issue	SS09-GR.4-S.4-GLE.1	
	2. The origins, structure, and functions of the Colorado government	SS09-GR.4-S.4-GLE.2	

Colorado 21st Century Skills



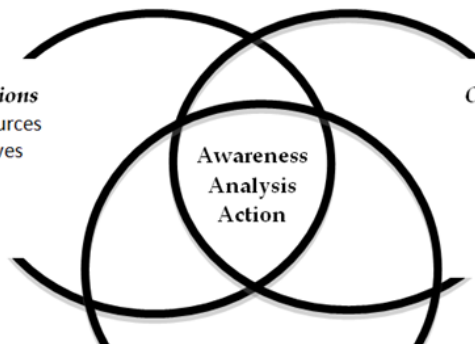
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



Historical Investigations

- Analysis of sources and perspectives
- Students as historians

Contemporary Connections

- Application of past events to current day
- Personal relevance of history, geography, civics, and economics

Civic/Democratic life

- Community roles/responsibilities
- Civic participation

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Baby Steps: From Territory to Statehood	6-8 weeks	1
How We Identify Ourselves: Project ID	4-6 weeks	2
Choices & Consequences	4-6 weeks	3
Boom and Bust	4-5 weeks	4
Risky Business	4-5 weeks	5

**Curriculum Development Course at a Glance
Planning For 4th Grade Social Studies**

Unit Title	Boom and Bust		Length of Unit	4-5 weeks
Focusing Lens(es)	(State) Cycles	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.4-S.1-GLE.1 SS09-GR.4-S.1-GLE.2 SS09-GR.4-S.2-GLE.1 SS09-GR.4-S.2-GLE.2 SS09-GR.4-S.3-GLE.1 SS09-GR.4-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do the decisions we make and the values we hold affect people around us and the state in which we live? (Or, <i>Who wore their Beaver Hat to school today?</i>) (SS09-GR.4-S.3-GLE.1-EO.c, S.3-GLE.1-IQ.1) Why are some demands “passing fads” while others remain constant? (SS09-GR.4-S.3-GLE.1-EO.b) What examples of these demands are we currently experiencing? How are they connected to the unique resources of our region/state? What are their (potential) effects/impacts? 			
Unit Strands	History, Geography, and Economics			
Concepts	Mining, natural resources, supply and demand, opportunity cost (risks and benefits), boom and bust, regions, primary and secondary sources, cycles, culture, economy, ideas, cause and effect, space, maps, physical and geographic location, human activity, place			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth (SS09-GR.4-S.1-GLE.1-EO.b,c)	What were the major cycles of Boom and Bust in Colorado over the past 150 years? (SS09-GR.4-S.1-GLE.2-RA.2)	How are personal or social values represented by the economic choices we make in our daily lives?
Humans alter and adapt to existing natural resources to meet personal, cultural, and economic needs (SS09-GR.4-S.2-GLE.2-EO.a)	Which natural resources are typically associated with the distinct physical regions of Colorado?	How do cultural beliefs, economic forces and physical resources impact land-use decisions?
Every economic decision involves both potential risks and benefits (SS09-GR.4-S.3-GLE.2-EO.a,b,c,d,e)*	What examples from Colorado history illustrate the social and personal components of economic risk/reward decision-making? (SS09-GR.4-S.3-GLE.2-EO.a,b) and (SS09-GR.4-S.3-GLE.2-N.1)*	Which factors are most significant in determining the right risk-benefit balance in economic decision-making?

**Curriculum Development Course at a Glance
Planning For 4th Grade Social Studies**

Physical characteristics and human activity (availability and allocation of resources) within different regions and locations contribute to the sustainability of “booms” (SS09-GR.4-S.2-GLE.1-EO.a,d) and (SS90-GR.4-S.1-GLE.2-RA.2)	What specific resources are distinctly tied to particular regions and economic “booms” in Colorado? (SS09-GR.4-S.2-GLE.1-EO.a,c)	Who decides the best ways to manage resources to the benefit of local communities and larger state or national interests?
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The realities and impact of the Colorado Fur Trade and the Colorado Mining Industry (SS09-GR.4-S.1-GLE.1-EO.c,d; RA.1) and (SS09-GR.4-S.3-GLE.1-EO.b) • The definition of natural resources and its specific application to the physical regions and associated populations in Colorado and neighboring states (SS09-GR.4-S.2-GLE.1-EO.a,c) • The opportunity-cost relationship that exists in any economic decision (SS09-GR.4-.3-GLE.2-EO.a,b; N.1) * 	<ul style="list-style-type: none"> • Analyze cause and effect relationships between societal values/needs and individual lives, the physical environment, and the economy (SS09-GR.4-S.1-GLE.1-EO.c) and (SS09-GR.4-S.2-GLE.1-EO.d) • Define positive/negative economic incentives (SS09-GR.4-S.3-GLE.1-EO.a) • Use maps to locate resources and regions (SS09-GR.4-S.2-GLE.1-EO.a,b,c) • Analyze primary and secondary sources to place significant events in historical sequence (SS09-GR.4-S.1-GLE.1-IQ.3)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Using diaries and other primary sources from the era of the mountain men, the cause and effect relationship of the fur trade boom is easy to see.</i></p>
<p>Academic Vocabulary:</p>	<p>Cause and effect, relationships, resources</p>
<p>Technical Vocabulary:</p>	<p>Primary and secondary sources, boom, bust, regions</p>

*Denotes a connection to Personal Financial Literacy (PFL)