

**CURRICULUM FRAMEWORK**

**CONTENT AREA: SOCIAL SCIENCE**

**GRADE LEVEL/COURSE: 4<sup>TH</sup> GRADE**

What is to be taught	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p><b>STANDARDS/BENCHMARKS</b></p> <p>1. Enduring understandings Derived from standards/expectations Answered through</p> <p>2. Essential questions (What should students understand by the end of a unit(s) in this time period?)</p>	<p><b>Unit/Topic: Map Skills</b> <i>Students will understand:</i> <b>Common processes and methods help us locate places on maps and globes</b> <i>Derived from:</i> <b>Standards/Expectations:</b> GSt 1: Use of geographic tools</p> <ol style="list-style-type: none"> <li>measure various distances using scale</li> <li>understand meridians and time zones</li> <li>read maps and globes using longitude, latitude, coordinates and degrees</li> </ol> <p>GSt 2: Understand physical and human characteristic of places to define and study regions</p> <ol style="list-style-type: none"> <li>understand relationship between latitude and climate</li> <li>demonstrate an understanding of particular large geographic areas such as continents and oceans</li> </ol> <p><b>Answered through:</b> Essential Question(s):</p> <ol style="list-style-type: none"> <li>Why are latitude and longitude universally used?</li> <li>How can latitude and longitude help us locate places?</li> <li>What is the relationship between latitude and climate?</li> </ol>	<p><b>Unit/Topic: Colorado History</b> <i>Students will understand:</i> <b>Certain cause and effect relationships of events and people helped shaped the society of Colorado</b> <i>Derived from:</i> <b>Standards/Expectations:</b> HSt1: Understand chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships</p> <ol style="list-style-type: none"> <li>create a brief historical narrative that chronologically organizes people and events in a select period of Colorado history</li> <li>describe cause and effect relationships in a series of events</li> </ol> <p>HSt 3: Understand that societies are diverse and have changed over time</p> <ol style="list-style-type: none"> <li>Identify the location of Mexican and other settlements in Colorado</li> <li>Compare how and why people traveled to Colorado and the major trails which they used</li> </ol> <p>GSt 4: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict</p> <ol style="list-style-type: none"> <li>understand how elements of culture are shaped by geography of a region</li> </ol>	<p><b>Unit/Topic: Colorado Geography</b> <i>Students will understand:</i> <b>Natural resources and land forms have influenced settlement patterns of Colorado</b> <i>Derived from:</i> <b>Standards/Expectations:</b> GSt 2: Understand physical and human characteristic of places to define and study regions</p> <ol style="list-style-type: none"> <li>Identify various land forms of Colorado</li> <li>Understand necessary natural resources for settlement</li> <li>Examine and explain human impact on environment</li> <li>Identify why people settled where they did and the lifestyles of people who live in particular regions</li> </ol> <p>GSt 3: Understand how physical processes shape Earth's surface patterns and systems</p> <ol style="list-style-type: none"> <li>Describe environment of the area where they live and areas they have visited</li> <li>Understand how environment can affect human settlement</li> <li>Explain reasons for locations of certain cities/settlements in relation to the relief and resources available</li> <li></li> </ol> <p><b>Answered through:</b> Essential Question(s):</p> <ol style="list-style-type: none"> <li>How did the geography and natural resources of Colorado affect settlement patterns?</li> </ol>	<p><b>Unit/Topic: Colorado Economy and Government</b> <i>Students will understand:</i> <b>Different levels of government affects individual lives. Colorado's economy is linked to the rest of the world and affects individual lives.</b> <b>Standards/Expectations:</b> GSt 4: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict</p> <ol style="list-style-type: none"> <li>Identify major economic activities in Colorado and how it affected settlement</li> <li>Describe major economic networks used in daily life</li> </ol> <p>HSt5: Understand political institutions and theories that have developed and changed over time</p> <ol style="list-style-type: none"> <li>Identify and study the contents of the Constitution of Colorado as they affect our lives</li> <li>Describe the purpose, structure, and functions of state government</li> <li>Examine how states, regions and countries have become interdependent</li> <li>Predict how Colorado's expanding role in a world economy might affect the future of the state</li> </ol> <p><b>Answered through:</b> Essential Question(s):</p> <ol style="list-style-type: none"> <li>How do the policies of local and state government affect</li> </ol>

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		<p>b. understand that human conflict are based on competition for land and its resources</p> <p><b>Answered through:</b> Essential Question(s):</p> <p>a. Why is Colorado like it is today?</p> <p>b. How have specific events, people and places shaped Colorado?</p>		<p>our everyday lives?</p> <p>b. How do economic conditions in our state affect your lives?</p>
<p><b>CURRICULUM ALIGNMENT</b></p> <p>1. Key knowledge and skills</p> <p>2. Materials</p>	<p><b>Learned Through:</b></p> <p><b>Key Knowledge:</b></p> <p>a. Shape and location of continents</p> <p>b. Location of oceans</p> <p>c. Concept of time zones</p> <p>d. Latitude and climate relationship</p> <p><b>Key Skills:</b></p> <p>a. Use of scales to measure distances</p> <p>b. Use of latitude and longitude to locate places</p> <p>c. Use of coordinates to locate places</p> <p><b>Materials</b></p>	<p><b>Learned Through:</b></p> <p><b>Key Knowledge:</b></p> <p>a. Bent’s Fort</p> <p>b. Ft. Garland</p> <p>c.Santa Fe Trail</p> <p>d. Smoky Hill Trail</p> <p>e.Overland Trail</p> <p>e. Discovery of gold</p> <p>f. Fur trappers</p> <p>g. Settlers and influence on areas</p> <p><b>Key Skills:</b></p> <p>a. Constructing a timeline</p> <p>b. Creating historical narrative</p> <p>c. Determining cause and effect relationships</p> <p><b>Materials</b></p>	<p><b>Learned Through:</b></p> <p><b>Key Knowledge:</b></p> <p>a. Geographic regions- plains, plateaus, mountains, deserts</p> <p>b. Major rivers- Colorado, Platte, South Platte, Arkansas</p> <p>c. Natural resources- gold, trapping, agriculture</p> <p>d. Settlement patterns and people</p> <p><b>Key Skills:</b></p> <p>a. Construct an accurate geographical map of Colorado</p> <p>b. Read topographical and relief maps and globes</p> <p><b>Materials</b></p>	<p><b>Learned Through:</b></p> <p><b>Key Knowledge:</b></p> <p>a. Different levels of government- local, county, state</p> <p>b. Different branches of government- legislative, judicial, executive</p> <p>c. Roles and functions of government</p> <p>d. Major elements of Colorado’s economy- agriculture, tourism, technology</p> <p><b>Key Skills:</b></p> <p>a. Diagram major parts of government</p> <p>b. Construct graphs of economic activity</p> <p><b>Materials</b></p>
<p><b>COMPETENCIES</b></p> <p>(What lifelong competencies can be integrated to help develop these? Literacy (reading, writing frameworks should be supported)Problem solving, communication, technology</p>	Literacy Skills/ Strategies:	Literacy Skills/ Strategies:	Literacy Skills/ Strategies:	Literacy Skills/ Strategies:

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<p><b>ASSESSMENT/EVIDENCE OF UNDERSTANDING</b></p> <p>1. Performance tasks (High IQ) (note: High IQ performance tasks are summarized. Teachers may have to fill in specifics related to their class e.g. timelines, formats, specific products etc. High IQ also written to meet accreditation requirement of 40% of all culminating assessments are High IQ.)</p> <p>2. Quizzes, tests, prompts</p> <p>3. Unprompted and student self-assessment</p>	<p><b>High IQ Performance Task</b></p> <p>1. Imagine you are a captain of a ship and you discover a lost continent. Describe its location, climate and time zone using correct geographical terms and symbols.</p> <p><b>Quizzes, tests, prompts</b></p> <p>1. Quiz on oceans and continents</p> <p>2. Test on scales to measure distances</p> <p>3. Latitude and longitude activities</p> <p>4. Map out trips</p> <p><b>Unprompted and student self-assessment</b></p> <p>1. Class discussions</p> <p>2. Teacher observations</p> <p>3. Map skill centers</p>	<p>High IQ Performance Task</p> <p>Quizzes, tests, prompts</p> <p><b>Unprompted and student self-assessment</b></p>	<p><b>High IQ Performance Task</b></p> <p>1. Nike is going to build a new manufacturing plant. If you were hired to decide where to put this plant in Colorado, where would be the best place to build it and why? Use what you have learned about natural resources and landforms to help you decide the best place.</p> <p><b>Quizzes, tests, prompts</b></p> <p>1. Draw a free hand map of Colorado</p> <p>2. Quiz an rivers, regions, landforms</p> <p>3. Write an essay on the essential question.</p> <p><b>Unprompted and student self-assessment</b></p> <p>1. Weekly KWWL charts</p> <p>2. Journaling</p> <p>3. Checklists</p>	<p>High IQ Performance Task</p> <p>Quizzes, tests, prompts</p> <p><b>Unprompted and student self-assessment</b></p>
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