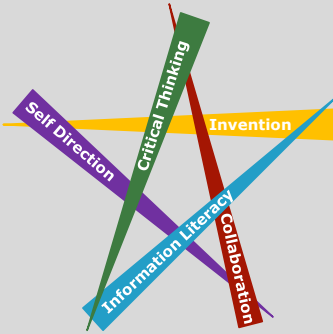


**Curriculum Development Course at a Glance  
Planning For 4<sup>th</sup> Grade Social Studies**

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	4 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
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 21<sup>st</sup> Century Skills**



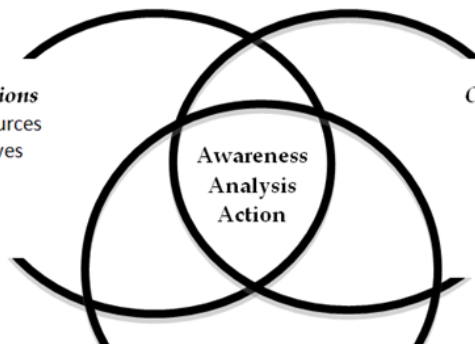
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**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

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
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 Overview  
Unit Planning for 4<sup>th</sup> Grade Social Studies**

<b>Unit Title</b>	Baby Steps: From Territory to Statehood		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	(State) Origins/Evolution	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Why do we have and why do we need states? (SS09-GR.4-S.1-GLE.1)</li> <li>• What would Colorado be like without a state government? (SS09-GR.4-S.4-GLE.2-IQ.3)</li> <li>• What role did geography play in the creation of Colorado?</li> <li>• Whose perspectives do you hear in history?</li> </ul>			
<b>Unit Strands</b>	History, Geography, Economics, Civics			
<b>Concepts</b>	Development, growth, change, technology, settlement, boundaries, transportation, statehood, territory, regionalism, incentives			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Interactions between groups of people (indigenous people, settlers, immigrants) lay the foundation for territorial (and eventual state) construction/ governance (SS09-GR.4-S.1-GLE.1-EO.c, d) and (SS09-GR.4-S.4-GLE.2-EO.b)	What are examples of some of the diverse populations that have called Colorado (territory and statehood) home? When and how did Colorado become part of the United States? (SS09-GR.4-S.4-GLE.2-EO.a, d) How have various individuals, ideas and groups affected the development of Colorado? (SS09-GR.4-S.1-GLE.2-IQ.4)	Why is important to consider multiple perspectives when studying history? (SS09-GR.4-S.1-GLE.2-N.2) Who has a right to live in a specific area? Who decides?
The formation of a state provides structure and infrastructure for people inhabiting a common territory (SS09-GR.4-S.4-GLE.2-EO.a, d)	How were the boundaries of Colorado determined and when? How and why did Colorado become a state? What economic incentives brought people to Colorado? (SS09-GR.4-S.3-GLE.1-EO.a)	Why do states form? What do states offer their citizens? (SS09-GR.4-S.4-GLE.2-EO.c)
A state's government develops and evolves over time in response to the demands and needs of its citizens (SS09-GR.4-S.1-GLE.2-EO.c)	How has Colorado's government changed over time?	How are governments formed?

**Curriculum Development Overview  
Unit Planning for 4<sup>th</sup> Grade Social Studies**

<p>Societal development and corresponding advances in technology/transportation facilitate economic and physical growth within a state (SS09-GR.4-S.1-GLE.2-EO.d; RA.2)</p>	<p>What advancements in Colorado’s mining technology have affected the economy? Why did settlements and large cities develop where they did in Colorado? (SS09-GR.4-S.2-GLE.1-IQ.2) How has transportation in Colorado changed over time? (SS09-GR.4-S.2-GLE.2-IQ.2)</p>	<p>How do advancements in transportation support a growing economy? What is the most important factor in the development of a city?</p>
<p>People consider geographic factors in making settlement decisions and adapt to and modify their physical environment (SS09-GR.4-S.2-GLE.1-EO.d) and (SS09-GR.4-S.2-GLE.2-EO.b, c; RA.1,2)</p>	<p>What physical characteristics led various cultural groups to choose settlement in Colorado? (SS09-GR.4-S.2-GLE.2-IQ.1) How did Colorado settlers alter their environment to facilitate communication and transportation? (SS09-GR.4-S.2-GLE.2-IQ.2)</p>	<p>How do people adapt to and modify their physical environments?</p>

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• The impact of various technological developments on Colorado (mining, communication, and transportation technologies) (SS09-GR.4-S-GLE.2-EO.d; RA.2)</li> <li>• Ways people have adapted to and modified the local environment (SS09-GR.4-S.2-GLE.2-EO.c)</li> <li>• Examples of groups of people have settled in Colorado and how they got here and how they have interacted with each other (Anasazi, Hispanos, Europeans, Native Americans) (SS09-GR.4-S.1-GLE.1-EO.d) and (SS09-GR.4-S.1-GLE.2-EO.b)</li> <li>• Specifics of Colorado’s evolution from territory to statehood (SS09-GR.4-S.4-GLE.2-EO.a, d)</li> <li>• Examples of how the government of Colorado has changed over time (SS09-GR.4-S.4-GLE.2-EO.a, d)</li> <li>• The changes that human activity have produced in Colorado’s physical and social environments (SS09-GR.4-S.2-GLE.1-EO.d)</li> <li>• The origins, structure and function of the three branches of Colorado’s government.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a timeline of historical events (SS09-GR.4-S.1-GLE.1-EO.a; RA.1)</li> <li>• Analyze primary source documents to understand multiple perspectives (SS09-GR.4-S.1-GLE.1-EO.b)</li> <li>• Use geographic tools to illustrate the ways in which places have changed and developed over time (SS09-GR.4-S.2-GLE.2-EO.b, d)</li> <li>• Use geographic tools to answer questions (SS09-GR.4-S.2-GLE.2-EO.a, b, c; N.1)</li> <li>• Determine the function of each branch of government.</li> </ul>

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Social Studies**

**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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Colorado developed as a territory and achieved statehood in the late 19th century.</i>
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<b>Academic Vocabulary:</b>	Evolve, develop, growth, boundaries, perspective, region, incentives
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<b>Technical Vocabulary:</b>	Settlement, transportation, technology, government, statehood, territory, Constitution
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**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Social Studies**

<b>Unit Title</b>	How We Identify Ourselves: Project ID		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	(State) Unity/Diversity	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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.4-GLE.1 SS09-GR.4-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How does diversity enrich and unite a population or a community? (SS09-GR.4-S.4-GLE.1-IQ.2)</li> <li>• What unifies us?</li> <li>• How would school, community, or state be different if different populations and diverse voices were (or were not) represented?</li> <li>• How does government (dis)allow the fair inclusion of everyone?</li> </ul>			
<b>Unit Strands</b>	History, Geography, Civics			
<b>Concepts</b>	State government, immigration, politics, cause and effect relationships, culture, migration, physical environment, identity, roles and responsibilities, leadership, diversity, unity			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
State government can create unity among diverse populations by providing services and opportunities for civic participation and influence (SS09-GR.4-S.4-GLE.1-EO.c; N.1) and (SS09-GR.4-S.4-GLE.2-EO.b, c)	What diverse populations have been and are currently represented in Colorado state government? To what extent were various individuals and organizations in the state important in the development of Colorado's government? (SS09-GR.4-S.4-GLE.2-IQ.4) What services does the government provide?	How can individuals affect change in the government? How can government influence the population? How can governments unify opposing populations?
Physical environments (with their constraints and opportunities) often determine where people decide to live and which communities they can join (SS09-GR.4-S.2-GLE.2-EO.b; IQ.1)	What physical characteristics led various cultural groups to select the places for settlement in Colorado? (SS09-GR.4-S.2-GLE.2-IQ.1)	How do physical characteristics and natural resources drive migration today? How does human activity affect the environment? (SS09-GR.4-S.2-GLE.2-IQ.4)
Checks and balances can provide the means for state and federal governments to reach responsible consensus and honor diverse opinions (SS09-GR.4-S.4-GLE.2-EO.a, e) and (SS09-GR.4-S.1-GLE.2-EO.c)	What are the three branches of Colorado state government and their roles? (SS09-GR.4-S.4-GLE.2-EO.a) How do checks and balances work in Colorado state government?	What happens when governments don't use checks and balances? (SS09-GR.4-S.4-GLE.2-EO.a; IQ.2) What would happen if a government is unable to reach consensus on an issue?

**Curriculum Development Overview  
Unit Planning for 4<sup>th</sup> Grade Social Studies**

A state’s identity can change as it strives to include the diverse cultures and traditions of newcomers and new additions to the state’s population (SS09-GR.4-S.1-GLE.1-EO.c)	To what extent have diversity and unity shaped Colorado? What cultures are part of our state’s population but are not typically well-known?	How does a culture or cultural tradition become part of the “mainstream”? How do diverse opinions help shape society? (SS09-GR.4-S.4-GLE.1-IQ.2)
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Cause and effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (e.g. Japanese-Americans (internment), German-Americans, German-Russians, Mexican-Americans, Hispanos, Native Americans, African Americans) (SS09-GR.4-S.1-GLE.1-EO.c)</li> <li>• Similarities and differences between the physical geography of Colorado and its neighboring states (SS09-GR.4-S.2-GLE.1-EO.e)</li> <li>• Specific examples of how physical environments have influenced and limited immigration into Colorado (SS09-GR.4-S.2-GLE.2-EO.b)</li> <li>• The variety of roles that diverse populations have played in the state and state government (SS09-GR.4-S.4-GLE.2-EO.a, b)</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a timeline of immigration (SS09-GR.4-S.1-GLE.1-EO.a,c) (SS09-GR.4-S.2-GLE.2-EO.b)</li> <li>• Describe the development and function of state government (SS09-GR.4-S.1-GLE.2-EO.c) (SS09-GR.4-S.4-GLE.2-EO.a)</li> <li>• Create a map displaying significant physical geographical features (SS09-GR.4-S.2-GLE.1-EO.e)</li> <li>• Explain services state government provides and how they are funded (SS09-GR.4-S.4-GLE.2-EO.c)</li> </ul>

<p><b>Critical Language:</b> 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><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>The state government seeks to unify Colorado by representing the diverse populations and viewpoints among its people.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Identity, leadership, unity, roles, cause and effect relationships, environment, inclusion</p>
<p><b>Technical Vocabulary:</b></p>	<p>Branches of government, immigration, migration, diversity, checks and balances, services, citizen, government, culture</p>

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Social Studies**

Unit Title	Choices & Consequences		Length of Unit	4-6 weeks
Focusing Lens(es)	(State) Interdependence	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.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> <li>• Where does the state government get its money? (SS09-GR.4-S.4-GLE.2-EO.c)</li> <li>• What should a citizenry expect from its government?</li> <li>• What should a citizenry contribute to its government?</li> </ul>			
Unit Strands	History, Geography, Economics, Civics			
Concepts	Interdependence, cause and effect relationships, government, goods and services, trade, tourism, economy, physical environment, citizenship, taxes			

Generalizations My students will <b>Understand</b> that...	Guiding Questions	
	Factual	Conceptual
The mutually dependent relationship between state and federal governments provides services, regulates economic activities and protects citizens (SS09-GR.4-S.4-GLE.2-EO.a, c, e)	What public services are funded by taxes in Colorado? How does a financial issue move from being decided locally to federally? How is the Colorado Constitution similar to the United States Constitution? (SS09-GR.4-S.4-GLE.2-IQ.1)	How do state and federal governments work cooperatively? How does a government protect all citizens? What happens when a state is unable to provide adequate services for its citizens? (firefighters, tornado relief, FEMA) How do governments fund the services they provide? (SS09-GR.4-S.4-GLE.2-EO.c)
The effectiveness (and the improvement) of state government depends on participation from its citizens (voting, taxation, compliance) (SS09-GR.4-S.4-GLE.2-RA.1)	What are some examples of recent ballot issues in Colorado? What positions in Colorado government are appointed? What items are taxed in Colorado?	Why is it important to understand how the government works? (SS09-GR.4-S.4-GLE.2-EO.a; RA.1; N.1) Why are citizens able to vote on some issues while others are decided at the state level?
The economic cycles that states and nations experience often have a direct connection with the success of (trade and tourism) industries (SS09-GR.4-S.3-GLE.1-EO.c) and (SS09-GR.4-S.1-GLE.2-EO.a)	What industries affect the economy of Colorado? How have various industries changed in Colorado? (SS09-GR.4-S.3-GLE.1-IQ-1)	How is the state's economy a reflection of the nation's economy at a given moment in time? How does the geography of a region determine the major trade and tourism industries of that region? (SS09-GR.4-S.2-GLE.2-EO.a,d)

**Curriculum Development Overview  
Unit Planning for 4<sup>th</sup> Grade Social Studies**

Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development (SS09-GR.4-S.3-GLE.1)	What physical resources are significant to the social and economic well-being of the state of Colorado?	How should we sustain our physical resources while still providing for economic stability?
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>The cause and effect relationship between the physical environment and the economy of Colorado (cattle ranching, mining, fruit industry) (SS09-GR.4-S.2-GLE.2-EO.a, d)</li> <li>Examples of natural resources and events that impact industry in Colorado (e.g., droughts can impact ski industry, increase the threat of forest fires, and alter camping and fishing practices) (SS09-GR.4-S.3-GLE.1-EO.b)</li> <li>The ways in which local, state and federal governments are interconnected (SS09-GR.4-S.4-GLE.2-EO.e)</li> <li>The ways in which the movement of goods and services and technology create connections between people and regions of Colorado (SS09-GR.4-S.2-GLE.2-EO.d) (SS09-GR.4-S.1-GLE.2-EO.d)</li> <li>Events in Colorado history are related to events in U.S. and world history (SS09-GR.4-S.1-GLE.1-EO.a)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze primary source historical accounts to understand cause and effect relationships (SS09-GR.4-S.1-GLE.1-EO.b)</li> <li>Create and investigate geographic questions (SS09-GR.4-S.2-GLE.1-EO.c)</li> <li>Describe how the physical environment affects human activities (SS09-GR.4-S.2-GLE.2-EO.a; IQ.3)</li> <li>Describe the impact of various technological developments on the environment and economy (SS09-GR.4-S.1-GLE.2-EO.d) (SS09-GR.4-S.3-GLE.1-IQ.2)</li> <li>Construct a timeline that illustrates the connection between state, national and world events (SS09-GR.4-S.1-GLE.1-EO.a; RA.1)</li> </ul>

<b>Critical Language:</b> 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>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>The government depends on taxes from citizens to provide services.</i>
<b>Academic Vocabulary:</b>	Environment, cause and effect, interdependence
<b>Technical Vocabulary:</b>	Trade, tourism, industry, government, taxes, services, citizen



**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Social Studies**

<b>Unit Title</b>	Boom and Bust		<b>Length of Unit</b>	4-5 weeks
<b>Focusing Lens(es)</b>	(State) Cycles	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>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)</li> <li>Why are some demands “passing fads” while others remain constant? (SS09-GR.4-S.3-GLE.1-EO.b)</li> <li>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?</li> </ul>			
<b>Unit Strands</b>	History, Geography, and Economics			
<b>Concepts</b>	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			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	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 Overview  
Unit Planning for 4<sup>th</sup> 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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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>The opportunity-cost relationship that exists in any economic decision (SS09-GR.4-.3-GLE.2-EO.a,b; N.1) *</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Define positive/negative economic incentives (SS09-GR.4-S.3-GLE.1-EO.a)</li> <li>Use maps to locate resources and regions (SS09-GR.4-S.2-GLE.1-EO.a,b,c)</li> <li>Analyze primary and secondary sources to place significant events in historical sequence (SS09-GR.4-S.1-GLE.1-IQ.3)</li> </ul>

<b>Critical Language:</b> 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>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<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>
<b>Academic Vocabulary:</b>	Cause and effect, relationships, resources
<b>Technical Vocabulary:</b>	Primary and secondary sources, boom, bust, regions

\*Denotes a connection to Personal Financial Literacy (PFL)

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Social Studies**

<b>Unit Title</b>	Risky Business		<b>Length of Unit</b>	4-5 weeks
<b>Focusing Lens(es)</b>	(State) Conflict/ Resolution	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.4-S.2-GLE.2 SS09-GR.4-S.3-GLE.1 SS09-GR.4-S.3-GLE.2 SS09-GR.4-S.4-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Can/should we try to resolve all conflicts? (SS09-GR.4-S.4-GLE.1-EO.a, b, c)</li> <li>• How many sides are there to a conflict? Is one of them always wrong...or right? (SS09-GR.4-S.4-GLE.1-IQ.2)</li> <li>• Is it important to be able to disagree with someone and still listen to and respect his/her opinion? (SS09-GR.4-S.4-GLE.1-EO.c; RA.1)</li> <li>• What makes an issue a “big deal”? (SS09-GR.4-S.4-GLE.1-IQ.3)</li> <li>• What makes a risk worth taking? (SS09-GR.4-S.3-GLE.2-EO.b,d; RA.2, 3; N.3,4)</li> </ul>			
<b>Unit Strands</b>	Geography, Civics and Economics			
<b>Concepts</b>	Economic, physical, human and natural resources; incentives, goods and services, risk, opportunity costs, public policy, conflict resolution, business, industry, debate, citizens			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Respectful debate allows informed and responsible individuals to facilitate constructive conversation about community conflict (e.g. public policy, resource utilization) (SS09-GR.4-S.4-GLE.1-EO.b; RA.1)	<p>How can individuals voice their concerns or opinions (use of natural resources, community issues, policy decisions, etc) in Colorado?</p> <p>What policy issues created conflict in Colorado and how were they resolved? (SS09-GR.4-S.4-GLE.1-EO.b)</p> <p>What current policy issues are creating conflict in Colorado? (SS09-GR.4-S.4-GLE.1-EO.b)</p>	<p>How do diverse opinions enrich a community? (SS09-GR.4-S.4-GLE.1-IQ.2)</p> <p>How does an individual’s experience and background influence perception of an issue? (SS09-GR.4-S.4-GLE.1-IQ.3)</p> <p>Why is it important to research issues and engage in civil debates? (SS09-GR.4-S.4-GLE.1-IQ.4)</p>
By evaluating opportunity costs, businesses and individuals strengthen their assessment of risk, leading to responsible economic decision-making, which affects society as a whole (SS09-GR.4-S.3-GLE.2-EO.a, b, c, d, e; RA.1, 2, 3)*	<p>What are some risks past Coloradoans needed to assess before making decisions (explorers, miners, traders, Hispanic farmers)?</p> <p>What are some risks that Coloradoans need to assess before making decisions (starting a new business, moving to another part of the state)?</p>	<p>How do businesses and individuals assess risk? (SS09-GR.4-S.3-GLE.2-RA.1,3)*</p>
Scarcity of economic, physical, human and/or natural resources often leads to conflict, the resolution of which relies on society’s ability to adapt and evolve (SS09-GR.4-S.3-GLE.1-EO.c; IQ.3; N.2)	<p>What conflicts have arisen in Colorado and how were they resolved (Ludlow Mine, fur trade, Sand Creek, migrant workers, water rights, oil and gas)?</p> <p>What are Colorado’s economic, physical, human and natural resources and how have they changed over time?</p>	<p>How can a society adapt and evolve to resolve conflict? What happens if a society is unable to adapt and evolve in response to conflict?</p>

**Curriculum Development Overview  
Unit Planning for 4<sup>th</sup> Grade Social Studies**

Economic incentives and disincentives often provide a means to resolve conflicts and maintain or improve quality of life (SS09-GR.4-S.3-GLE.1-EO.a,b; RA.1,2,3)	How have economic, physical, human, and natural resources had both positive and negative impacts on the development of Colorado? (SS09-GR.4-S.3-GLE.1- IQ.3; N.2)  What past economic incentives have been offered in Colorado and what effect did they have on the quality of life and/or the growth of the state?	How do economic incentives influence behavior? (SS09-GR.4-S.3-GLE.1-RA.1,2,3)  What makes an economic incentive successful?
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Examples of risks individuals took in Colorado economics (SS09-GR.4-S.3-GLE.2-EO.d; RA.2, 3)*</li> <li>• The cause and effect between choice and opportunity cost (SS09-GR.4-S.3-GLE.2-EO.a, b, c; RA.1, 2)*</li> <li>• Historical and contemporary public policy issues in Colorado (SS09-GR.4-S.4-GLE.1-EO.b)</li> <li>• Details about the goods and services in Colorado’s economy (SS09-GR.4-S.3-GLE.1-EO.b, c; IQ.1; N.2)</li> <li>• Historical and contemporary examples of how places in Colorado are connected by movement of goods and services and technology (SS09-GR.4-S.2-GLE.2-EO.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze opportunity costs and risk associated with making decisions (SS09-GR.4-S.3-GLE.2-EO.a, b, c, d; IQ.1, 2, 3; RA.1, 2, 3; N.1, 2, 3, 4)*</li> <li>• Use maps of regions to identify resources (SS09-GR.4-S.2-GLE.1-EO.a)</li> <li>• Differentiate between goods, services and resources (SS09-GR.4-S.3-GLE.1-EO.b)</li> <li>• Research multiple perspectives of an issue in order to provide relevant and supportive arguments (debate or written argument) (SS09-GR.4-S.4-GLE.1-EO.b; RA.1, 2)</li> <li>• Describe how positive and negative incentives affect behavior (SS09-GR.4-S.3-GLE.1-EO.a; RA.1, 2, 3)</li> </ul>

<b>Critical Language:</b> 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>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Conflicts can result from public policy and the way people use resources.</i>
<b>Academic Vocabulary:</b>	Perspective, Conflict, Debate, Resources
<b>Technical Vocabulary:</b>	Opportunity cost, Industry, Risk, Resolution, Incentives, Public policy, Economy

\*Denotes a connection to Personal Financial Literacy (PFL)