

Project Archaeology: Investigating Rock Art
No. 4 Investigating Fourmile Petroglyph

Colorado Academic Standards 4th Grade Correlation

Social Studies

Fourth Grade Standard 1. History

| Grade Level Expectation 1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado. | | | Curriculum Lessons and Assessment | | | | | |
|---|---|---|-----------------------------------|---|---|---|---|-----|
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| SS.4.1.1 | <i>Students can:</i> | Draw inferences about Colorado history from primary sources such as journals, diaries, maps, treaties, oral histories, etc. | | | | ● | | |
| | | Explain, through multiple perspectives, the human interactions among people and cultures that are indigenous to or migrated to present-day Colorado. Including but not limited to: historic tribes of Colorado, the Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders. | | ● | | ● | | |
| | <i>Colorado Essential Skills:</i> | Identify and explain the perspectives of the various groups important to Colorado history when exploring the development of the state. | | | | ● | | ● |
| | <i>Inquiry Questions:</i> | How have past events influenced present-day Colorado and the Rocky Mountain Region? | | | | | | ● |
| | | How can primary sources help us learn about the past to create more questions about our state's history? | | | | ● | | ● |
| | <i>Nature and Skills of History:</i> | Historical thinkers seek accounts of history from multiple perspectives and from multiple sources. | | | | ● | | |
| | | Historical thinkers use primary sources as references for research. | | | | ● | | ● |
| | <i>Disciplinary, Information, and Media Literacy:</i> | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | ● | | ● |

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|--|--|--|--|--|--|---|---|---|
| | | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | | | ● | | ● |
| | | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | ● | | ● |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | ● | ● | ● |
| | | Communicate information through the use of technologies. | | | | | | ● |

Abbreviations (Colorado Academic Standards): Subject: SS, RW, VA; Grade Level: 4; Grade Level Expectation: 1-4; Evidence Outcomes: a-d.

Abbreviations (*Investigating Rock Art*): 1 – 5 = Lessons One through Five; FPU = Final Performance of Understanding

Fourth Grade Standard 1. History

| Grade Level Expectation 2. Describe the historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period. | | | Curriculum Lessons and Assessment | | | | | |
|--|--------------------------------------|---|-----------------------------------|---|---|---|---|-----|
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| SS.4.1.2 | <i>Inquiry Questions:</i> | Why did people of various cultural groups such as...Indigenous Peoples...migrate to and settle in Colorado? | | | | ● | | |
| | <i>Nature and Skills of History:</i> | Historical thinkers use context and information from the past to make connections and inform current decisions. | | | | | ● | ● |
| | | Historical thinkers compare life in specific historical time periods to life today. | | ● | | | | |
| | | Historical thinkers construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. | | | | ● | | ● |

Fourth Grade Standard 2. Geography

| Grade Level Expectation 2. Examine the relationship between the physical environment and its effect on human activity. | | | Curriculum Lessons and Assessment | | | | | |
|--|--|--|-----------------------------------|---|---|---|---|-----|
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| SS.4.2.2 | <i>Students can:</i> | Describe how the physical environment provides opportunities for and places constraints on human activities. | | | | ● | | |
| | | Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment. | | | | ● | | |
| | <i>Inquiry Questions:</i> | What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? | | | | ● | | |
| | | How does the physical environment affect human activity? | | | | ● | | |
| | <i>Nature and Skills of Geography:</i> | Geographic thinkers evaluate how physical features affect the development of a sense of place. | | | | ● | | |
| | | Geographic thinkers explain how human settlements and movements relate to the locations and use of various natural resources. | | | | ● | | |
| | <i>Disciplinary, Information, and Media Literacy</i> | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | | ● | ● | ● |
| | | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | ● | | ● |
| | | Communicate information using technology. | | | | | | ● |

Fourth Grade Standard 4. Civics

| Grade Level Expectation 1. Investigate multiple perspectives on civic issues. | | | Curriculum Lessons and Assessment | | | | | |
|---|----------------------|--|-----------------------------------|---|---|---|---|-----|
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| SS.4.4.1 | <i>Students can:</i> | Give examples of issues faced by the state of Colorado and develop possible solutions. | | | | | ● | ● |

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|--|---|--|--|--|--|--|--|---|---|
| | <i>Inquiry Questions:</i> | Why is it important for those who are most impacted by an issue to be involved in creating solutions? | | | | | | ● | ● |
| | <i>Nature and Skills of Civics:</i> | Civic-minded individuals understand that virtues, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, should be used when they interact with each other on public matters. | | | | | | ● | ● |
| | <i>Disciplinary, Information, and Media Literacy:</i> | Understanding the consequences of how and what one chooses to communicate. | | | | | | ● | ● |

Reading, Writing, and Communicating

Fourth Grade, Standard 1. Oral Expression and Listening

| Grade Level Expectation 1. Pose thoughtful questions after actively listening to others. | | | Curriculum Lessons and Assessment | | | | | |
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| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| RW.4.1.1 | <i>Students can:</i> | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. | ● | ● | ● | ● | ● | ● |
| | | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | ● | | | | | |
| | <i>Colorado Essential Skills:</i> | Ask questions to develop further personal understanding. | ● | ● | ● | ● | ● | |
| Grade Level Expectation 2. Create a plan to effectively present information both informally and formally. | | | Curriculum Lessons and Assessment | | | | | |
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| RW.4.1.2 | <i>Students can:</i> | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | ● | ● | ● | ● | ● | ● |

Fourth Grade, Standard 2. Reading for All Purposes

| Grade Level Expectation 2. Apply strategies to comprehend and interpret informational texts. | | | Curriculum Lessons and Assessment | | | | | |
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| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| RW.4.2.2 | <i>Students can:</i> | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | | ● | ● | |
| | | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | | | | ● | | |
| | | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to <i>grade 4 topic or subject area</i> . | ● | ● | ● | ● | ● | ● |
| | | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | | ● | | |
| | | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | ● | ● | |
| | <i>Colorado Essential Skills:</i> | Identify and explain multiple perspectives (cultural/global) when exploring events, ideas, issues. | | | | ● | | |

Fourth Grade, Standard 3. Writing and Composition

| Grade Level Expectation 1. Write opinion pieces on topics or texts supporting a point of view with reasons and information. | | | Curriculum Lessons and Assessment | | | | | |
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| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| RW.4.3.1 | <i>Students can:</i> | Introduce a topic or a text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | | | | | ● | ● |
| | | Provide reasons that are supported by facts and details. | | | | | ● | ● |
| | | Provide a concluding statement or section related to the opinion presented. | | | | | ● | ● |

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| | <i>Essential Questions:</i> | How does audience and purpose affect an author’s word choice. | | | | | ● | ● |
| Grade Level Expectation 2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary. | | | Curriculum Lessons and Assessment | | | | | |
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| RW.4.3.2 | <i>Students can:</i> | Organize relevant ideas and details to convey a central idea or prove a point. | | ● | | ● | | ● |
| | | Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | ● | | ● | | ● |
| | | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | ● | | ● | | ● |
| | | Provide a concluding statement or section related to the information or explanation presented. | | ● | | ● | | ● |
| | <i>Essential Reasoning Skills:</i> | Critical writers organize and use accurate facts to convey information. | | ● | | ● | | ● |
| Grade Level Expectation 4. Understand why and how writers use the conventions of Standard English grammar, usage, and mechanics to clarify their meaning. | | | Curriculum Lessons and Assessment | | | | | |
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| RW.4.3.4 | <i>Students can:</i> | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | | ● | | ● | ● | ● |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | | | | ● |
| | | Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | | | | ● | ● | ● |

Fourth Grade, Standard 4. Research Inquiry and Design

| Grade Level Expectation 1. Use a variety of resources to build and communicate knowledge related to open-ended research questions. | | | Curriculum Lessons and Assessment | | | | | |
|--|-----------------------------------|---|-----------------------------------|---|---|---|---|-----|
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| RW.4.4.1 | <i>Students can:</i> | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | | ● | | ● |
| | | Draw evidence from informational texts to support analysis, reflection, and research. | | | | ● | | ● |
| | <i>Colorado Essential Skills:</i> | Investigate to form hypotheses, make observations, and draw conclusions. | | | | ● | | ● |
| | | Communicate information through the use of technologies. | | | | | | ● |
| | | Researchers understand that clear concepts and ideas must be supported with facts. | | | | ● | | ● |

Visual Arts

Fourth Grade, Standard 1. Observe and Learn to Comprehend

| Grade Level Expectation 2. Respond to an artist's point of view being mindful of historical, contemporary, and cultural context. | | | Curriculum Lessons and Assessment | | | | | |
|--|----------------------|---|-----------------------------------|---|---|---|---|-----|
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| VA.4.1.2 | <i>Students can:</i> | Recognize how the human experience is expressed in diverse ways. | ● | ● | ● | ● | ● | ● |
| | | Respond to works of art using inference and empathy. | | | ● | ● | ● | |
| | | Look for and value different perspectives expressed by others in works of art and design. | | | ● | ● | | |

Fourth Grade, Standard 3. Invent and Discover to Create

| Grade Level Expectation 2. Utilize media in traditional and inventive ways to communicate personal intent. | | | Curriculum Lessons and Assessment | | | | | |
|---|--|--|--|----------|----------|----------|----------|------------|
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| VA.4.3.2 | <i>Students can:</i> | Problem-solve and persist to determine the outcome of a final product. | | | | | | ● |
| | | Prepare works of visual art and design for presentation. | | ● | ● | | ● | ● |
| | <i>Colorado Essential Skills and Meaning Making:</i> | Create works of art and design through the use of technologies. | | | | | | ● |

Fourth Grade, Standard 4. Relate and Connect to Transfer

| Grade Level Expectation 1. Investigate and discuss how diverse communities address issues relevant to their culture, place, and times by sharing and creating art. | | | Curriculum Lessons and Assessment | | | | | |
|---|--|---|--|----------|----------|----------|----------|------------|
| GLE Code | Subheading | Statement | 1 | 2 | 3 | 4 | 5 | FPU |
| VA.4.4.1 | <i>Students can:</i> | Identify and describe how visual art and design communicate meaning between any subject, discipline, event, or issue. | | ● | ● | ● | | ● |
| | | Compare how artists work in different cultures and at different times in history. | | | | ● | | |
| | <i>Colorado Essential Skills and Meaning Making:</i> | Consider purpose, formality of context, audience, and distinct cultural norms when planning content, mode, delivery, and expression in works of art and design. | | ● | ● | | | ● |
| | <i>Inquiry Questions:</i> | How can students understand the interdisciplinary connections evident in art and design? | | | ● | | | |
| | | How can students investigate how diverse art traditions reflect time, place, and culture? | | | | ● | | |
| | <i>Learning Experience and Transfer:</i> | Artists are agents of their own cultures. | | | ● | ● | | |