

Project Archaeology: Investigating Rock Art

No. 4 Investigating Fourmile Petroglyph

**Colorado Academic Standards 5<sup>th</sup> Grade Correlation**

**Social Studies**

**Fifth Grade, Standard 1. History**

Grade Level Expectation 1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.			Curriculum Lessons and Assessment						
GLE Code	Subheading	Statement	1	2	3	4	5	FPU	
SS.5.1.1	<i>Students can:</i>	Interpret timelines of eras and themes in North America from early Indigenous Peoples through the European Age or Exploration/post-Columbian colonization and the establishment of the United States Government.		●					
		Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in early North America.	●		●	●			
	<i>Colorado Essential Skills:</i>	Make observations and draw conclusions from a variety of sources when studying American history.	●		●	●			
		Identify and explain multiple perspectives when exploring events, ideas, and issues in United States history.				●			
	<i>Nature and Skills of History:</i>	Historical thinkers analyze and interpret primary and secondary sources to make inferences about various time periods and show cause-and-effect relationships.	●			●			
		Historical thinkers seek people, places, and events that tell the story of history from multiple perspectives.				●			
		Historical thinkers apply the historical method of inquiry to continuously interpret and refine history.				●			
		Historical thinkers explain connections among historical contexts and people’s perspectives at the time.		●		●			
		Historical thinkers use evidence to develop claims in response to compelling questions.				●	●	●	

<i>Disciplinary, Information, and Media Literacy:</i>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.				●		
	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				●		●
	Provide logically ordered reasons that are supported by facts and details.				●	●	●
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				●		●
	Draw evidence from literary or informational texts to support analysis, reflection, and research.				●	●	●
	Communicate information using technology.						●

Abbreviations (Colorado Academic Standards): Subject: SS, RW, VA; Grade Level: 5; Grade Level Expectation: 1-4; Evidence Outcomes: a-f.

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

### Fifth Grade, Standard 1. History

<b>Grade Level Expectation 2.</b> Examine the historical eras, individuals, groups, ideas, and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government.			<b>Curriculum Lessons and Assessment</b>					
<b>GLE Code</b>	<b>Subheading</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>FPU</b>
SS.5.1.2	<i>Students can:</i>	Explain interactions among various groups such as Indigenous Peoples...and European colonists.		●		●		
	<i>Colorado Essential Skills:</i>	Identify and explain multiple perspectives including...Indigenous Peoples...when exploring events, ideas, and issues in United States history.		●		●		
	<i>Inquiry Questions:</i>	Why is it important to understand the perspectives and multiple diverse groups involved in early United States history?				●	●	●
	<i>Nature and Skills of History:</i>	Historical thinkers examine the context and information from the past to make connections and inform decisions in the present.					●	●

		Historical thinkers use evidence to develop a claim about the past.				●	●	●
	<i>Disciplinary, Information, and Media Literacy:</i>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	●	●	●	●	●	●
		Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.						●
		Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					●	●

**Fifth Grade, Standard 4. Civics**

<b>Grade Level Expectation 1.</b> Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United States.			<b>Curriculum Lessons and Assessment</b>					
<b>GLE Code</b>	<b>Subheading</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>FPU</b>
SS.5.4.1	<i>Students can:</i>	Give examples of group and individual actions that illustrate civic ideals in the founding of the United States.					●	
	<i>Colorado Essential Skills:</i>	Recognize how members of a community rely on each other through a variety of ways when creating rules and norms.					●	
	<i>Nature and Skills of Civics:</i>	Civic-minded individuals understand that civic virtues such as civility, cooperation, respect, and responsible participation are foundational components of our society.					●	
		Civic-minded individuals gather information from a variety of sources and evaluate the relevance of that information when constructing opinions, explanations, or arguments.					●	

## Reading, Writing, and Communication

### Fifth Grade, Standard 1. Oral Expression and Listening

Grade Level Expectation 1. Collaborate in discussions that serve various purposes and address various situations.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.5.1.1	<i>Students can:</i>	Listen to others' ideas and form their own opinions.	●	●	●	●	●	●
		Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●	●	●
		Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●					

### Fifth Grade, Standard 1. Oral Expression and Listening

Grade Level Expectation 2. Present to express an opinion, persuade, or explain/provide information.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.5.1.2	<i>Students can:</i>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas and themes.			●		●	●
		Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.					●	●
	<i>Essential Reasoning Skills:</i>	Effective communicators consider their audience and context of information when planning presentations and discussions.					●	

### Fifth Grade, Standard 2. Reading for All Purposes

Grade Level Expectation 2. Apply strategies to interpret and analyze various types of informational texts.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.5.2.2	<i>Students can:</i>	Apply strategies to interpret and analyze various types of informational texts.				●	●	
		Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 5 topic or subject area</i> .	●	●	●	●	●	●

### Fifth 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, for a variety of purposes and audiences.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.5.3.1	<i>Students can:</i>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose					●	●
	<i>Colorado Essential Skills:</i>	Identify and explain multiple perspectives (cultural, global), when exploring events, ideas, issues.					●	
Grade Level Expectation 2. Write informative/explanatory texts that provide a clear focus and the use of the text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.5.3.2	<i>Students can:</i>	Introduce a topic or text clearly, provide a general observation and focus, and group related information logically.		●		●		●
		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.		●		●		●
		Provide a concluding statement or section related to the information or explanation presented.		●		●		●

	<i>Colorado Essential Skills</i>	Investigate to form hypotheses to make observations and draw conclusions.				●		●
	<i>Essential Questions:</i>	How do we write to effectively explain complex topics?						●
<b>Grade Level Expectation 3.</b> Apply understanding of the conventions of Standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.			<b>Curriculum Lessons and Assessment</b>					
<b>GLE Code</b>	<b>Subheading</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>FPU</b>
RW.5.3.4	<i>Students can:</i>	Produce clear and coherent writing in which 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, editing, rewriting, or trying a new approach.				●		●
		With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.						●
		Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	●	●	●	●	●	●

**Fifth Grade, Standard 4. Research Inquiry and Design**

<b>Grade Level Expectation 1.</b> Research to locate, summarize, synthesize, and document information from print and digital sources, and communicate findings appropriately.			<b>Curriculum Lessons and Assessment</b>					
<b>GLE Code</b>	<b>Subheading</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>FPU</b>
RW.5.4.1	<i>Students can:</i>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			●	●		
		Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	●	●	●	●	●	●
		Draw evidence from literary or informational texts to support analysis, reflection, and research.				●	●	●

## Visual Arts

### Fifth Grade, Standard 1. Observe and Learn to Comprehend

Grade Level Expectation 1. Investigate and analyze how specific points of view can be communicated through the language of visual art and design.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
VA.5.1.1	<i>Students can:</i>	Explore connections between works of art from different cultures through time.			●	●		
		Infer intended meaning using the language of visual art and design.			●	●		
		Investigate how artists communicate points of view through personal works of art based on lived experiences.			●	●		

### Fifth Grade, Standard 4. Relate and Connect to Transfer

Grade Level Expectation 1. Using interdisciplinary knowledge, investigate and interpret how diverse communities address issues relevant to their place and times.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
VA.5.4.1	<i>Students can:</i>	Investigate how the reciprocal relationship between a work of visual art and design and the context of its culture deepens understanding.			●	●	●	
		Discuss how art reflects diverse social values and beliefs.			●	●		●