

DISCOVER COLORADO: ITS PEOPLE, PLACES, & TIMES

APPLICATION OF COLORADO'S NEW CONTENT STANDARDS

February 2012

■ CHAPTER 1: REGIONS OF COLORADO

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

2. GEOGRAPHY

Concepts and Skills Students Master

Standard 2.1: Use several types of geographic tools to answer questions about the geography of Colorado.

Standard 2.2: Connections within and across human and physical systems are developed.

Evidence Outcomes:

Students can:

- Answer questions about Colorado regions using maps and other geographic tools. (2.1.a)
- Describe how the physical environment provides opportunities for and places constraints on human activities. (2.2.a)

Inquiry Question:

- How are the regions of Colorado defined by location, landforms, and climate? (2.1.3)
- Which region's physical characteristics were best suited for building towns and cities? (2.2.1)

Relevance and Application

- Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter (2.1)
- Individuals and businesses consider geographic factors in making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains. (2.2)

■ CHAPTER 2: COLORADO LIFE ZONES

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

2. GEOGRAPHY

Concepts and Skills Students Master

Standard 2.1: Use several types of geographic tools to answer questions about the life zones of Colorado.

Standard 2.2: Connections within and across human and physical systems are developed.

Evidence Outcomes:

Students can:

- Answer questions about Colorado life zones using maps and other geographic tools. (2.1.a)
- Describe how the physical environment provides opportunities for and places constraints on plant and animal life (2.2.a)

Inquiry Question:

- How are the life zones of Colorado defined by location, plant, and animal life? (2.1.3)
- How does the physical environment affect plants and animals? (2.2.3)

Relevance and Application

- Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, building houses and office buildings in the forested foothills is safer when the dead and downed timber is cleared from around buildings, a hazard not encountered on the plains. (2.1)
- Individuals and businesses adapt to and modify the environment. For example, native grasses on the plains largely have been replaced with exotic plants and grasses. (2.2)

■ CHAPTER 3: EARLY HUNTERS OF COLORADO

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in the [prehistory] of Colorado.

Evidence Outcomes:

Students can:

- Explain the cause-and effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado. (1.1.c)
- Analyze various eras in Colorado [hunter and gatherer prehistory] and the changes in Colorado over time.(1.2.a)

Inquiry Question:

- (Why is it important to know the sequence of events and people in Colorado history? (1.1.2)
- Why did the people of various [prehistoric] cultures migrate to and settle in Colorado? (1.2.2)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as how the sequence of hunter–gatherer cultures in Colorado was related to the extinction of prehistoric game animals. (1.1)
- Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from the Gold Rush to modern pollution. (1.2)

■ CHAPTER 4: BASKETMAKERS AND PUEBLO DWELLERS

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in the [prehistory] of Colorado.

Evidence Outcomes:

Students can:

- Explain the cause and effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado. (1.1.c)

- Identify and describe how major political and cultural groups have affected the development of the region. (1.1.d)

Inquiry Questions:

- Why is it important to know the sequence of events and people in Colorado history? (1.1.2)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the development of agriculture in the Four Corners area and different phases of Anasazi cultural development. (1.1)

■ CHAPTER 5: THE UTE INDIANS

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.

Evidence Outcomes:

Students can:

- Identify and describe how major political and cultural groups have affected the development of the region. (1.1.b)
- Describe interactions among people and cultures that have lived in Colorado (1.2.c)

Inquiry Questions:

- In what ways did geographic, economic, cultural and technological changes influence the prehistoric people of Colorado? (1.2.1)
- Why did the people of various [prehistoric] cultures migrate to and settle in Colorado? (1.2.2)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the impact of the Spanish introduction of horses and its impact on Ute culture. (1.1)

- The context and information from the [prehistoric] past can be used to make connections and inform current decisions. For example, since prehistoric times, Colorado has had cycles of climatic change that should inform the decisions of city and state planners. (1.2)
- Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from prehistoric times to the present. (1.2)

■ CHAPTER 6: THE PLAINS INDIANS

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1. 1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.

Evidence Outcomes:

Students can:

- Identify and describe how major political and cultural groups have affected the development of the region. (1.1.b)
- Describe interactions among people and cultures that have lived in Colorado (1.2.c)

Inquiry Questions:

- How can primary sources help us learn about the past or create more questions about our state's history? (1.1.3)
- Why did the people of various cultures migrate to and settle in Colorado? (1.2.2)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the Arapaho and Cheyenne migration to Colorado and their adoption of bison hunting (1.1)
- Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from bison hunting times to the present. (1.2)

2. GEOGRAPHY

Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

Evidence Outcomes:

Students can:

- Describe how the physical environment provides opportunities for and places constraints on human activities. (2.2.a)

Inquiry Question:

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? (2.2.1)

Relevance and Application

- Individuals and businesses consider geographic factors in making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains. (2.2)

3. ECONOMICS

Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

Evidence Outcomes:

Students can:

- Define positive and negative economic incentives. (3.1.a)
- Analyze different choices and their opportunity costs (3.2.b)

Inquiry Question:

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a good decision? (3.2.2)

Relevance and Application

- Groups use both positive and negative incentives to affect behavior. For example, the Cheyenne Indians knew that migrating to the plains to live as bison hunters involved benefits and risks. (3.3)
 - Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, the Cheyenne decided that the benefits of having more food by hunting bison outweighed the dangers posed by enemy tribes (3.2)

■ CHAPTER 7: THE PATHFINDERS

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.

Evidence Outcomes:

Students can:

- Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history (1.1.a)
- Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time. (1.2.a)

Inquiry Questions:

- How have past events influenced present day Colorado and the Rocky Mountain region? (1.1.1)
- How have various individuals, groups, and ideas affected the development of Colorado? (1.2.4)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the sequence of explorers who helped inform people in the east about the Great Plains and Rocky Mountain regions (1.1)
- The context and information from the past can be used to make connections and inform current decisions. For example, since the early explorers and fur trappers perceptions of Colorado and its economic opportunities have changed from one generation to another. (1.2)

2. GEOGRAPHY

Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

Evidence Outcomes:

Students can:

- Describe how the physical environment provides opportunities for and places constraints on human activities. (2.2.a)

Inquiry Question:

- How does the physical environment affect human activity? (2.2.3)

Relevance and Application

- Individuals and businesses consider geographic factors in making settlement decisions. For example, the idea that the Great Plains was a Great American Desert may have discouraged settlement in Colorado prior to the Gold Rush.. (2.2)

■ CHAPTER 8: THE HISPANIC SETTLERS

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.

Evidence Outcomes:

Students can:

- Identify and describe how major political and cultural groups have affected the development of the region. (1.1.d)
- Describe interactions among people and cultures that have lived in Colorado. (1.2.b)

Inquiry Questions:

- What social and economic decisions caused people to locate in various regions of Colorado? (1.1.4)
- to what extent have unity and diversity shaped Colorado? (1.2.3)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the settlement of the San Luis Valley and treaties that reduced the Ute's territory. (1.1)

- The context and information from the past can be used to make connections and inform current decisions. For example, the settlement of the San Luis Valley and the continuing presence of Hispanic people in Colorado. (1.2)

2. GEOGRAPHY

Concepts and Skills Students Master

Standard 2. 2: Connections within and across human and physical systems are developed.

Evidence Outcomes:

Students can:

- Explain how physical environments influenced and limited immigration into the state. (2.2.b)

Inquiry Question:

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? (2.2.1)

Relevance and Application

- Individuals and businesses consider geographic factors in making settlement decisions. For example, Hispanic settlers moved into the San Luis Valley because the environment was similar to their former home in New Mexico. (2.2)

3. ECONOMICS

Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Evidence Outcomes:

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.b)

Inquiry Question:

- Why are different goods and services important at different times in Colorado's history? (3.2.1)

Relevance and Application

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as Hispanic farmers did when they moved into the San Luis Valley. (3.1)

■ CHAPTER 9: GOLD AND SILVER MINERS

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1. 1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1. 2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.

Evidence Outcomes:

Students can:

- Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado. (1.1.c)
- Describe the impact of various technological developments, including changes in gold and silver mining techniques. (1.2.d)

Inquiry Questions:

- What social and economic decisions caused people to locate in various regions of Colorado? (1.1.4)
- In what ways have geographic, economic, cultural, and technological changes influenced Colorado today? (1.2.1)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the important discoveries of gold and silver in Colorado. (1.1)
- Technological developments continue to evolve and affect the present. For example, chemists developed improved extraction processes for recovering more gold from a ton of ore . (1.2)

2. GEOGRAPHY

Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

Evidence Outcomes:

Students can:

- Explain how physical environments influenced and limited immigration into the state. (2.2.B)

Inquiry Question:

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? (2.2.1)

Relevance and Application

- Individuals and businesses consider geographic factors in making settlement decisions. For example, miners brought their families only to mining regions that had developed productive mines. Colorado. (2.2)

3. ECONOMICS

Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

Evidence Outcomes:

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.B)
- Analyze different choices and their opportunity costs (3.2.b)

Inquiry Question:

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a good decision? (3.2.2)

Relevance and Application

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as miners, merchants, and laborers did when they moved to Colorado. (3.1)
- Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, many miners, merchants, and laborers decided that Colorado offered a better living despite the expense involved in getting there. (3.2)

■ CHAPTER 10: FARMERS AND RANCHERS**Content Standards**

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1. 1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1. 2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.

Evidence Outcomes:

Students can:

- Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado. (1.1.c)
- Describe the impact of various technological developments, including changes in farming methods. (1.2.d)

Inquiry Questions:

- What social and economic decisions caused people to locate in various regions of Colorado? (1.1.4)
- In what ways have geographic, economic, cultural, and technological changes influenced Colorado today? (1.2.1)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the expansion of agricultural settlements in the river valleys and high plains of Colorado. (1.1)
- Technological developments continue to evolve and affect the present. For example, farmers overcame Colorado's semi-arid climate by using irrigation and dry land farming techniques. (1.2)

2. GEOGRAPHY

Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

Evidence Outcomes:

Students can:

- Explain how physical environments influenced and limited immigration into the state. (2.2.B)

Inquiry Question:

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? (2.2.1)

Relevance and Application

- Individuals and businesses consider geographic factors in making settlement decisions. For example, farmers settled first in the river valleys of Colorado because they needed water to irrigate their fields. (2.2)

3. ECONOMICS

Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

Evidence Outcomes:

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.B)
- Analyze different choices and their opportunity costs (3.2.b)

Inquiry Question:

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a good decision? (3.2.2)

Relevance and Application

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as farmers did when they moved to Colorado. (3.1)
- Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, farmers decided that they could make a better living in Colorado despite incurring the costs of irrigating their fields. (3.2)

4. CIVICS

Concepts and Skills Students Master

Standard 4.2: The origins, structure, and functions of the Colorado government.

Evidence Outcomes:

Students can:

- Explain the historical foundation and the events that led to the formation of the Colorado government. (4.2.b)

Inquiry Question:

- What would Colorado be like without a state government? (4.2.3)

Relevance and Application

- Knowledge of the origins, structure, and functions of Colorado's government provides for participation, influence and benefits. For example, individuals can vote on ballot issues that affect taxes. (4.2)

■ CHAPTER 11: CHANGING TIMES, 1890-1941

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.

Evidence Outcomes:

Students can:

- Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history. (1.1.a)
- Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time. (1.2.a)

Inquiry Questions:

- How have past events influenced present day Colorado and the Rocky Mountain region? (1.1.1)
- In what ways have geographic, economic, cultural, and technological changes influenced Colorado today? (1.2.1)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as how national developments correspond to local events in Colorado. (1.1)
- The context and information from the past is used to make connections and inform current decisions. For example, Colorado has had a history of boom and bust cycles that should influence the decisions of city and state planners. (1.2)

3. ECONOMICS

Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

Evidence Outcomes:

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.B)
- Analyze different choices and their opportunity costs (3.2.b)

Inquiry Question:

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a bad decision? (3.2.3)

Relevance and Application

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as farmers did when they moved to Colorado. (3.1)
- Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, farmers decided that they could make a better living in Colorado despite incurring the costs of irrigating their fields.

4. CIVICS

Concepts and Skills Students Master

Standard 4.1: Analyze and debate multiple perspectives on an issue

Evidence Outcomes:

Students can:

- Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved.. (4.1.c)

Inquiry Question:

- How can government answer questions about issues in a state in various ways? (4.1.1)

Relevance and Application

- The ability to critically analyze multiple perspectives for solutions allows for improved problem solving. For example, members of a social organization review multiple proposals to select a philanthropic cause for the year. (4.1)

■ CHAPTER 12: RECENT TIMES, 1941-2000

Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter:

1. HISTORY

Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.

Evidence Outcomes:

Students can:

- Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history. (1.1.a)
- Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time. (1.2.a)

Inquiry Questions:

- How have past events influenced present day Colorado and the Rocky Mountain region? (1.1.1)
- In what ways have geographic, economic, cultural, and technological changes influenced Colorado today? (1.2.1)

Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as how national developments correspond to local events in Colorado. (1.1)
- The context and information from the past is used to make connections and inform current decisions. For example, Colorado has had a history of boom and bust cycles that should influence the decisions of city and state planners. (1.2)

2. GEOGRAPHY

Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

Evidence Outcomes:

Students can:

- Explain how physical environments influenced and limited immigration into the state. (2.2.b)

Inquiry Question:

- How does human activity affect the environment? (2.2.4)

Relevance and Application

- Individuals and businesses consider geographic factors in making settlement decisions. For example, farmers settled first in the river valleys of Colorado because they needed water to irrigate their fields. (2.2)

3. ECONOMICS

Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

Evidence Outcomes:

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.b)
- Analyze different choices and their opportunity costs (3.2.b)

Inquiry Question:

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a good decision? (3.2.2)

Relevance and Application

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as farmers did when they moved to Colorado. (3.1)
- Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, farmers decided that they could make a better living in Colorado despite incurring the costs of irrigating their fields. (3.2)

4. CIVICS

Concepts and Skills Students Master

Standard 4.2: The origins, structure, and functions of the Colorado government.

Evidence Outcomes:

Students can:

- Describe how the decisions of the state government affect local government and interact with federal law. (4.2.e)

Inquiry Question:

- Why is Colorado's Constitution important to individuals? (4.2.1)

Relevance and Application

- Technology helps to investigate resources and ask for government support and services, For example, someone wanting to open a restaurant can visit the Department of Health website to get information. (4.2)

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