

Odyssey Social Studies Content Map – DRAFT March, 2015

<p>Grade level: 2/3 Year A (2011-12)</p>	<p>Standards Domain/Topic: History, Geography, Civics/Denver: Then and Now</p>
<p>Starting Points for Guiding Questions (based on the Colorado State Standards)</p>	
<ol style="list-style-type: none"> 1. How have events and ideas from the past shaped the identity of communities and neighborhoods today? 2. How do available resources and their uses create change in a community? 3. What are the various groups in a community and how are they alike and different? 4. How are resources used in various communities? 5. How has the region changed and yet remained the same over time? 	
<p>Case Studies</p>	
<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • Need two neighborhoods... or a source of conflict to narrow this expedition. <p>Possible case studies:</p>	<p>Colorado State Standards:</p> <p><u>Grade Level Standards assessed:</u></p> <p>2nd History 1: Identify historical sources and utilize the tools of a historian 2nd History 2: People in the past influenced the history of neighborhoods and communities 3rd History 2: People in the past influenced the development and interaction of different communities 2nd Geography 1: Use geographic terms and tools to describe space and place 2nd Geography 2: People in communities manage, modify, and depend on their environment 2nd Civics 1: Responsible community members advocate for their ideas 3rd Civics 2: The origin, structure and function of local government</p> <p><u>Standards from other grade levels to be assessed:</u></p> <p>4th Economics 1: People responded to positive and negative incentives.</p>
<p>Specific Content: Documented by teachers on expedition planners</p>	<p>Big Ideas:</p> <p><u>Geographic Relationships</u> 2: Humans have an effect on the places they live.</p> <p><u>Universals of Culture</u> 2: People form communities based on their culture, beliefs, traditions, and values. 3: Communities are dynamic.</p> <p><u>Sources of Conflict</u> 2: Cooperation and conflict among people contribute to political, economic, and social change.</p>
<p>Grade level Colorado State standards assessed <i>outside</i> of the expedition:</p>	

2nd Economics 2: Apply decision-making processes to financial decision-making

3rd Economics 1: Describe producers and consumers and how goods and services are exchanged (Science expedition on Soil and Food?)

3rd Economics 2: describe how to meet short-term financial goals

This expedition Needs Work!!!! Revise during school year

<p>Grade level: 2/3 Year B (2012-13)</p>	<p>Standards Domain/Topic: History, Geography, and Economics: Colorado History and Regions of Colorado</p>
<p>Starting Points for Guiding Questions (based on the Colorado State Standards)</p>	
<ol style="list-style-type: none"> 1. How have past events influenced present day Colorado and the Rocky Mountain region? 2. In what ways have geographic, economic, cultural, and technological changes influenced Colorado today? 3. Why did people of various cultures migrate to and settle in Colorado? 4. How have various individuals, groups, and ideas affected the development of Colorado? 5. How does the geography of where we live influence how we live? 	
<p>Case Studies</p>	
<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • Settling in Colorado, then and now • Regions of Colorado with focus on why people settle there and what is produced in this region • Interaction between settlers • Specific technology through time (e.g. mining, transportation) • Development of cities & towns in CO (boom towns/urban planning) <p>Possible case studies:</p> <ul style="list-style-type: none"> • Front Range vs. Western Slope • Trappers & traders • Mining • Transportation around CO 	<p>Colorado State Standards:</p> <p><u>Grade Level Standards assessed:</u></p> <p>2nd Economics 1: The scarcity of resources affects the choices of individuals and communities</p> <p>3rd History 1: Use a variety of sources to distinguish historical fact from fiction</p> <p>3rd History 2: People in the past influenced the development and interaction of different regions</p> <p>3rd Geography 1: Use various types of geographic tools to develop spatial thinking</p> <p>3rd Geography 2: The concept of regions is developed through an understanding of similarities and differences in places</p> <p><u>Standards from other grade levels to be assessed:</u></p> <p>4th History 1: Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado. Move to 6th grade?</p> <p>4th History 2: The historical eras, groups, ideas and themes in Colorado History and their relationships to key events in the United States.</p> <p>4th Geography 1: Use several types of geographic tools to answer questions about the geography of Colorado</p>

<p>Specific Content: Documented by teachers on expedition planners</p>	<p>Big Ideas:</p> <p><u>Geographic Relationships</u></p> <ol style="list-style-type: none"> 1. Regions have diverse natural resources and geography 2. Resources and the physical environment dictate what life is like in a particular region. <p><u>Challenge of Progress</u></p> <ol style="list-style-type: none"> 1. Society drives the development of technology, and technology drives societal change. <p><u>Historical Inquiry</u></p> <ol style="list-style-type: none"> 1. Historical patterns can be used to make sense of present events and predict future outcomes.
<p>Grade level Colorado State standards assessed <i>outside</i> of the expedition: 2nd Civics 2: People use multiple ways to resolve conflicts or differences.</p>	

Grade level: 4/5 Year A (2011-12)	Standards Domain/Topic: History and Civics/Early American History: the Foundations and Continuation of American Government and Ideals
Starting Points for Guiding Questions (based on the Colorado State Standards)	
<ol style="list-style-type: none"> 2. Who is government? (What does it mean to be a democracy?) 3. How did important American documents shape American beliefs and values? 4. To what extent did individuals and their ideas contribute to the foundation of the United States government? 5. What is the most important right / responsibility of a citizen? (What makes a citizen?) 6. What are democratic ideals and practices and their historic origins? 	
Case Studies	
<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • The American Colonies: 1776 • Civil Rights • Digital Citizenship? <p>Possible case studies:</p> <ul style="list-style-type: none"> • Foundations of our rights as citizens • Little Rock 9: rights • Denver School Choice/Equity or Citizenship 	<p>Colorado State Standards:</p> <p><u>Grade Level Standards assessed:</u></p> <p>5th History 1: Analyze historical sources from multiple points of view to develop an understanding of historical context</p> <p>5th History 2: The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government</p> <p>5th Civics 1: The foundations of citizenship in the United States</p> <p>5th Civics 2: The origins, structure, and functions of the United States government</p> <p>4th Economics 2: The relationship between choice and opportunity cost this one doesn't seem to fit here!</p> <p><u>Standards from other grade levels to be assessed:</u></p> <p>3rd Civics 1: Respecting the views and rights of others as components of a democratic society</p>
<p>Specific Content:</p> <p>Documented by teachers on expedition planners</p>	<p>Big Ideas:</p> <p><u>Evolution of Governance</u></p> <p>1: A community's government affects its culture, and a community's culture affects its government.</p> <p>2: Governance is how a community makes decisions and communicates a value of the role of the institution and the role of the individual.</p> <p>3: Democracy depends on the understanding and participation of its citizens.</p>
<p>4th Civics 2: The origins, structure and functions of the Colorado government (move to 6th grade?)</p>	

<p>Grade level: 4/5 Year B (2012-13)</p>	<p>Standards Domain/Topic: History and Geography/Ancient civilizations of the Western Hemisphere – Clash of cultures</p>
<p>Starting Points for Guiding Questions (based on the Colorado State Standards)</p>	
<p>How do cultures deal with conflict? How do cultures influence one another? Why can different sources on the same topic vary, and how can we determine which sources are most helpful in interpreting the past?</p>	
<p>Case Studies</p>	
<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • Inca • Aztec • Maya <p>Possible case studies for Inca:</p> <ul style="list-style-type: none"> • Conquest • _____: an example where cultures meet and build each other. • Odyssey: Where are we? 	<p>Colorado State Standards:</p> <p><u>Grade Level Standards assessed:</u></p> <p>5th History 1: Analyze historical sources from multiple points of view to develop an understanding of historical context</p> <p>5th Geography 2: Causes and consequences of movement</p> <p>4th Geography 2: Connections within and across human and physical systems are developed</p> <p>4th Civics 1: Analyze and debate multiple perspectives on an issue</p> <p><u>Standards from other grade levels to be assessed:</u></p> <p>6th History 2: The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another</p>
<p>Specific Content: Documented by teachers on expedition planners</p>	<p>Big Ideas:</p> <p><u>Historical Inquiry</u></p> <p>2: Examining multiple perspectives enriches our understanding of historical events.</p> <p><u>Sources of Conflict</u></p> <p>1: Differences in the access to resources can lead to conflict.</p> <p>2: Cooperation and conflict among people contribute to political, economic, and social change.</p> <p>3: Cultural differences and/or misunderstandings can lead to conflict.</p>

Grade level: 6	Standards Domain/Topic: History and Geography/Development and Change in the Western Hemisphere
Starting Points for Guiding Questions (based on the Colorado State Standards)	
<ol style="list-style-type: none"> 1. Why are there greater challenges and opportunities when multiple groups interact? 2. How does where we live influence how we live? 3. How has land been acquired by countries? 4. How have geographic factors influenced human settlement and economic activity? 5. How have people interacted with the environment over time in a positive or negative way? 6. Was it “Westward Expansion” or “Territorial Convergence?” 7. What happens when we compete over similar resources? 	
Case Studies	
<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • Native American cultures of N. America • Major explorers <p>Possible case studies:</p> <ul style="list-style-type: none"> • Dust Bowl • Westward Expansion • Immigration: Access Bill? 	<p>Colorado State Standards:</p> <p><u>Grade Level Standards assessed:</u></p> <p>6th History 1: Analyze and interpret historical sources and ask and research historical questions</p> <p>6th History 2: The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another</p> <p>6th Geography 2: Human and physical systems vary and interact</p> <p>6th Civics 1: Analyze the interconnected nature of the United States to other nations</p> <p>6th Civics 2: Compare multiple systems of governments</p> <p>6th Economics 1: identify and analyze different economic systems</p> <p>6th Geography 1: Use geographic tools to solve problems</p>
<p>Specific Content:</p> <p>Documented by teachers on expedition planners</p>	<p>Big Ideas:</p> <p><u>Geographic Relationships</u></p> <p>3. Resources and the physical environment dictate what life is like in a particular region.</p> <p><u>Sources of Conflict</u></p> <p>2. Cooperation and conflict among people contribute to political, economic, and social change.</p> <p><u>Historical Inquiry</u></p> <p>1. Historical patterns can be used to make sense of present events and predict future outcomes.</p>

Grade level: 7/8 Year A (2011-12)	Standards Domain/Topic: History and Civics/Development and Change in the Eastern Hemisphere
Starting Points for Guiding Questions (based on the Colorado State Standards)	
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Case Studies	
Possible narrowed topics: <ul style="list-style-type: none"> Holocaust and Human Behavior Possible case studies: <ul style="list-style-type: none"> 	Colorado State Standards: <u>Grade Level Standards assessed:</u> <ul style="list-style-type: none"> 7th History 1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence 7th History 2: The historical eras, individuals, groups, ideas and themes within the regions of the Eastern Hemisphere and their relationships with one another. 7th Civics 1: Compare how various nations define the rights, responsibilities, and roles of citizens 7th Civics 2: Different forms of government and international organizations and their influence in the world
Specific Content: Documented by teachers on expedition planners	Big Ideas: Sources of Conflict 3. Cultural differences and/or misunderstandings can lead to conflict. Historical Inquiry 1. Historical patterns can be used to make sense of present events and predict future outcomes. 2. Examining multiple perspectives enriches our understanding of historical events.

Grade level: 7/8 Year 1 (2011-12)	Standards Domain/Topic: History, Civics, and Geography/Development and Change in the Western Hemisphere
Starting Points for Guiding Questions (based on the Colorado State Standards)	
Case Studies	
Possible narrowed topics: <ul style="list-style-type: none"> • Israel and Palestine Possible case studies: <ul style="list-style-type: none"> • 	Colorado State Standards: <u>Grade Level Standards assessed:</u> <ul style="list-style-type: none"> • 7th History 1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence • 7th History 2: The historical eras, individuals, groups, ideas and themes within the regions of the Eastern Hemisphere and their relationships with one another. • 7th Civics 1: Compare how various nations define the rights, responsibilities, and roles of citizens • 7th Civics 2: Different forms of government and international organizations and their influence in the world • 8th Civics 2: Different forms of government and international organizations and their influence in the world • 7th Geography 1: Use geographic tools to gather data and make geographic inferences and predictions • 7th Geography 2: Regions have different issues and perspectives • 8th Geography 1: Use geographic tools to analyze patterns in human and physical systems • 8th Geography 2: Conflict and cooperation occur over space and resources
Specific Content: Documented by teachers on expedition planners	Big Ideas: Sources of Conflict 2. Cooperation and conflict among people contribute to political, economic, and social change. 3. Cultural differences and/or misunderstandings can lead to conflict. Historical Inquiry 2. Examining multiple perspectives enriches our understanding of historical events.

Grade level: 7/8 Year 2 (2012-13)	Standards Domain/Topic: History and Economics/ Natural Resources and the Market Economy of the Eastern Hemisphere
Starting Points for Guiding Questions (based on the Colorado State Standards)	
<ol style="list-style-type: none"> 1. How does supply and demand drive an economy? 2. How does trade impact a society's culture? 3. How is it advantageous and disadvantageous when a country has valuable resources located within its borders? 4. How does the availability or the lack of resources influence production and distribution? 5. What ideas have fundamentally changed different cultures in the Eastern Hemisphere? 	
Case Studies	
<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • West Africa – Gold trade to slave trade • Silk Road • Persia, Ancient China, India, or Egypt • Oil <p>Possible case studies for Gold trade to slave trade:</p> <ul style="list-style-type: none"> • Market Economy Personal Level • Scramble for Africa & colonialism • Transarahan Slave Trade 	<p>Colorado State Standards:</p> <p><u>Grade Level Standards assessed:</u></p> <ul style="list-style-type: none"> • 7th History 2: The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another • 7th Geography 1: Use geographic tools to gather data and make geographic inferences and predictions. • 7th Economics 1: Supply and demand influence price and profit in a market economy. • 7th Economics 2: Distribution of resources influences economic productivity and individual choices. • 8th Economics 1: Economic freedom, including free trade, is important for economic growth.
<p>Specific content students will study:</p> <p>To be documented by teachers on expedition planners</p>	<p>Big Ideas/broader concepts:</p> <p><u>The Challenge of Progress</u></p> <p>7. Economic systems impact decisions about the use of resources</p> <p><u>Sources of Conflict</u></p> <ol style="list-style-type: none"> 1. Differences in the access to resources can lead to conflict 2. Cooperation and conflict among people contribute to political, economic, and social change
<p>Grade level Colorado State standards assessed <i>outside</i> of the expedition:</p> <p>8th Economics 2: Manage person credit and debt.</p>	

Economics 2: Saving and investing are key contributors to financial well-being.

<p>Grade level: 7/8 Year 2 (2012-13)</p>	<p>Standards Domain/Topic: History and Civics/ Early American History and American Democracy</p>
<p>Guiding Questions</p>	
<p>Colorado State Standards Inquiry Questions (Starting Points for Guiding Questions):</p> <ol style="list-style-type: none"> 1. What is a patriot? 2. What is the “common good?” 3. How has the United States balanced individual rights and law? 4. Which primary documents have had the greatest impact on the people of the United States? 	
<p>Case Studies</p>	
<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • Patriotism over time • Role of judicial system <p>Possible case studies for patriotism over time:</p> <ul style="list-style-type: none"> • Boston Tea Party (Revolution) • Patriots of Revolutionary War (e.g., Patrick Henry, Paul Revere) • Loyalists & Patriots of Civil War • Question of the Negro: Patriotism and Recon-struction (“2nd” Civil War) 	<p>Standards:</p> <p><u>Grade Level Standards assessed:</u></p> <ul style="list-style-type: none"> • 8th History 1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence • 8th History 2: The historical eras, individuals, groups, ideas and themes within the regions of the Eastern Hemisphere and their relationships with one another. • 7th Geography 2: Regions have different issues and perspectives • 8th Civics 1: Compare how various nations define the rights, responsibilities, and roles of citizens
<p>Specific content students will study:</p> <p>To be documented by teachers on expedition planners</p>	<p>Big Ideas/broader concepts:</p> <p><u>Evolution of Governance</u></p> <ol style="list-style-type: none"> 1. A community’s government affects its culture, and a community’s culture affects its government. 2. Governance is how a community makes decisions and communicates a value of the role of the institution and the role of the individual. 3. Democracy depends on the understanding and participation of its citizens

