

## **Colorado Standards Alignment Information:**

### **“Colorado” Social Studies Unit**

#### **(Part 1) Getting to Know Colorado**

##### **History 5: Political History**

**5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.**

**C. describe national holidays , symbols, and celebrations exemplifying the fundamental ideas and the principles of democracy in the United States.**

##### ***Essential Lessons in Jefferson County’s “Colorado” unit include:***

Colorado Symbols

Explorers in Colorado

San Luis Valley

Trappers, Mountain Men, and Traders

Miners

Colorado’s Mix of People

##### **Geography 1: Tools of Geography**

**1.1 Students will know how to use maps, globes, and other geographic tools.**

**B. display information on maps, globes, geographic models, graphs, diagrams, and charts.**

**1.2 Students will develop knowledge of Earth to locate people, places, and environments.**

**A. locate major physical and human features; and**

**B. locate places within their own and nearby communities in Colorado; and**

**C. locate major physical and human features in the world and the United States.**

**CRRM connection: 1.2, C—Human features includes railroads. We have maps that can be used with students.**

**1.3 Students will know how to analyze the spatial organization of people, places and environments.**

A. use the concepts of location, direction, movement, and region; and

B. identify the different ways and reasons that places are connected and the reasons for those connections; and

**CRRM connection: 1.3, B— Railroads connect places in Colorado for specific economic reasons.**

C. make and explain locational decisions for human activity.

**CRRM connection: 1.3, B— Railroads connect places in Colorado for specific economic reasons.**

*Essential Lessons in Jefferson County's "Colorado" unit include:*

Colorado Location

Colorado's Regions

Great Divide

## **Geography 2: Place and Region**

**2.1 Students will know the physical and human characteristics of places.**

A. identify and classify the human and physical characteristics of places.

**2.2 Students will know how and why people define regions.**

A. identify a region as an area of Earth's surface with unifying geographic characteristics; and

B. explain the similarities and differences among regions.

## **"Colorado" Social Studies Unit**

### **(Part 2) Peopling of Colorado**

#### **History 1: Chronology**

**1.1 Students know the general chronological order of people and events in history.**

A. chronologically organize significant people and major events in Colorado and the United States ; and

B. describe historical events and people from United States history in the chronological context of the history of the Americas and the world.

**CRRM connection: 1.1, A, B—Railroads played a significant role in the historical events and people from US history. This information is chronicled at the museum in displays and print material.**

**1.2 Students use chronology to organize historical events and people.**

- A. create time lines that show people and events in sequence using days, weeks, months, years, and decades.**

**CRRM connection: 1.2, A—The museum has a display, organized by date, which would help students create their timelines.**

**1.3 Students use chronology to examine and explain historical relationships.**

**CRRM connection: 1.3-- The history of Colorado and the development of the transportation system that served early Colorado are intertwined. The museum is uniquely positioned to interpret this relationship for student populations.**

***Essential Lessons in Jefferson County's "Colorado" unit include:***

Ancestral Puebloans

The Utes in Colorado

Explorers in Colorado

San Luis Valley

Trappers, Mountain Men, and Traders

Miners

Colorado's Mix of People

### **History 3: Nature of Societies**

**3.1 Students understand the development of social organizations in various societies.**

**3.2 Students understand how physical and cultural environment have influenced societies.**

- A. describe the ways the physical environment influences how people live; and**
- B. give examples of the diversity of the cultural heritage of the United States.**

**3.3 Students will know how various societies were affected by contacts and exchanges among diverse peoples.**

- B. describe the history, interactions, and contributions of the various groups that have lived or migrated to the area that is now Colorado.**

**CRRM connection: 3.1, 3.2: A, B—The railroads played a significant role in the interaction between various cultural groups. By providing rapid, inexpensive transportation, many cultural groups were exposed to other groups. Additionally, trains allowed people to settle in areas that were not easily accessible by other means.**

### **History 5: Political History**

**5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.**

**C. identify historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good.**

**CRRM connection: 5.1, C—The railroads provided the first method for political figures to interact with the population in a timely manner. Campaign ‘whistle-stop tours’ became the norm for politicians.**

### **Civics 3: Structure and function of government**

**3.2 Students will know how power and responsibility are distributed , shared, and limited in the government.**

**A. recognize that power and authority are often distributed and shared.**

**3.3 Students will explain how national, state, and local governments are organized and what they do.**

**A. explain the major things governments do in their communities; and**

**B. know that there is a President of the United States and a governor of Colorado.**

**3.4 Students will know how laws are enacted in local, state, and national governments.**

**A. explain the purpose of rules and laws; and**

**B. evaluate rules and laws using identified criteria.**

**3.5 Students will distinguish among the different types of law and public policy and identify how they impact individuals .**

**A. Recognize that there are different rules in different places and situations.**

**3.6 Students will recognize that the American political process provides for choice and offers opportunities for participation.**

**A. identify how citizens influence government; and**

**B. identify ways that citizens monitor decisions of their government.**

### **Civics 5: Rights and Responsibilities of Citizenship**

**5.2 Students will know the rights and responsibilities of citizenship.**

**A. identify the responsibilities of citizens (including, but not limited to voting, obeying rules and laws, respecting the rights of others) at home, at school, and the community; and**

**B. understand their responsibilities at home, at school, and in the community.**

***Essential Lessons in Jefferson County's "Colorado" unit include:***

Who's Who and Where They Fit

Colorado Counties and Services

Rules, Rights, and Responsibilities of Citizenship

**History 5: Political History**

**5.1 Students will understand how democratic ideas and institutions in the United States have developed, changed and/or been maintained.**

**A. explain the need for and benefits of rules and personal responsibility in a family, school, neighborhood, community, and region; and**

**B. know that schools, cities, and towns, states, and the United States have written documents to maintain order and protect citizens.**

**5.2 Students will know the characteristics of various systems of government and will be able to identify and describe historical examples.**

**A. explain how and why rules are established and enforced in the school and the community; and**

**B. give examples of different forms of government.**