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| **Content Area** | Social Studies | | | **Grade Level** | 5th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. History | 1. Analyze historical sources from multiple points of view to develop an understanding of historical context | | | | | | SS09-GR.5-S.1-GLE.1 |
| 1. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government | | | | | | SS09-GR.5-S.1-GLE.2 |
| 1. Geography | 1. Use various geographic tools and sources to answer questions about the geography of the United States | | | | | | SS09-GR.5-S.2-GLE.1 |
| 1. Causes and consequences of movement | | | | | | SS09-GR.5-S.2-GLE.2 |
| 1. Economics | 1. Government and market structures influence financial institutions | | | | | | SS09-GR.5-S.3-GLE.1 |
| 1. Utilizing financial institutions to manage personal finances (PFL) | | | | | | SS09-GR.5-S.3-GLE.2 |
| 1. Civics | 1. The foundations of citizenship in the United States | | | | | | SS09-GR.5-S.4-GLE.1 |
| 1. The origins, structure, and functions of the United States government | | | | | | SS09-GR.5-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |