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| **Content Area** | Social Studies | | | **Grade Level** | High School | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. History | 1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources | | | | | | SS09-GR.HS-S.1-GLE.1 |
| 1. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time | | | | | | SS09-GR.HS-S.1-GLE.2 |
| 1. The significance of ideas as powerful forces throughout history | | | | | | SS09-GR.HS-S.1-GLE.3 |
| 1. Geography | 1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions | | | | | | SS09-GR.HS-S.2-GLE.1 |
| 1. Explain and interpret geographic variables that influence the interaction of people, places, and environments | | | | | | SS09-GR.HS-S.2-GLE.2 |
| 1. The interconnected nature of the world, its people and places | | | | | | SS09-GR.HS-S.2-GLE.3 |
| 1. Economics | 1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources | | | | | | SS09-GR.HS-S.3-GLE.1 |
| 1. Economic policies impact markets | | | | | | SS09-GR.HS-S.3-GLE.2 |
| 1. Government and competition impact markets | | | | | | SS09-GR.HS-S.3-GLE.3 |
| 1. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL) | | | | | | SS09-GR.HS-S.3-GLE.4 |
| 1. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL) | | | | | | SS09-GR.HS-S.3-GLE.5 |
| 1. The components of personal credit to manage credit and debt (PFL) | | | | | | SS09-GR.HS-S.3-GLE.6 |
| 1. Identify, develop, and evaluate risk-management strategies (PFL) | | | | | | SS09-GR.HS-S.3-GLE.7 |
| 1. Civics | 1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies | | | | | | SS09-GR.HS-S.4-GLE.1 |
| 1. Purposes of and limitations on the foundations, structures and functions of government | | | | | | SS09-GR.HS-S.4-GLE.2 |
| 1. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government | | | | | | SS09-GR.HS-S.4-GLE.3 |
| **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* | | **Reading & Writing Standards for Literacy**  **in History/Social Studies 6 - 12**  **Reading Standards**   * Key Ideas & Details * Craft And Structure * Integration of Knowledge and Ideas * Range of Reading and Levels of Text Complexity   **Writing Standards**   * Text Types & Purposes * Production and Distribution of Writing * Research to Construct and Present Knowledge * Range of Writing | | | | | |
| **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** |  | |  | |
| **CCSS Reading Standards for Literacy in History/ Social Studies 9-12** | **Grades 9-10** | **Grades 11-12** | **CCSS Writing Standards for Literacy in History/ Social Studies 9-12** | **Grades 9-10** | | **Grades 11-12** |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | |
| **Unit Strands** |  | | | | | |
| **Foundational Historical/ Geographic Concepts** |  | | | | | |
| **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:** |  | |