|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area** | Social Studies | | | **Grade Level** | 1st Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. History | 1. Describe patterns and chronological order of events of the recent past | | | | | | SS09-GR.1-S.1-GLE.1 |
| 1. Family and cultural traditions in the United States in the past | | | | | | SS09-GR.1-S.1-GLE.2 |
| 1. Geography | 1. Geographic tools such as maps and globes to represent places | | | | | | SS09-GR.1-S.2-GLE.1 |
| 1. People in different groups and communities interact with each other and the environment | | | | | | SS09-GR.1-S.2-GLE.2 |
| 1. Economics | 1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income | | | | | | SS09-GR.1-S.3-GLE.1 |
| 1. Identify short term financial goals (PFL) | | | | | | SS09-GR.1-S.3-GLE.2 |
| 1. Civics | 1. Effective groups have responsible leaders and team members | | | | | | SS09-GR.1-S.4-GLE.1 |
| 1. Notable people, places, holidays and patriotic symbols | | | | | | SS09-GR.1-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** | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **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:** |  | |