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| **Content Area** | Social Studies | **Grade Level** | 6th Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. History
 | 1. Analyze and interpret historical sources to ask and research historical questions
 | SS09-GR.6-S.1-GLE.1 |
| 1. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another
 | SS09-GR.6-S.1-GLE.2 |
| 1. Geography
 | 1. Use geographic tools to solve problems
 | SS09-GR.6-S.2-GLE.1 |
| 1. Human and physical systems vary and interact
 | SS09-GR.6-S.2-GLE.2 |
| 1. Economics
 | 1. Identify and analyze different economic systems
 | SS09-GR.6-S.3-GLE.1 |
| 1. Saving and investing are key contributors to financial well being (PFL)
 | SS09-GR.6-S.3-GLE.2 |
| 1. Civics
 | 1. Analyze the interconnected nature of the United States to other nations
 | SS09-GR.6-S.4-GLE.1 |
| 1. Compare multiple systems of governments
 | SS09-GR.6-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* | **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
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| **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** |  |
| **Reading & Writing Standards for Literacy in History/ Social Studies 6 - 12** | **Reading Standards:** | **Writing Standards:**  |
| **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:** |  |