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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
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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** |  |  |
| **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:** |  |