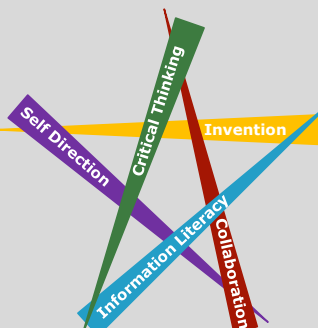


**Curriculum Development Course at a Glance
Planning For High School Social Studies**

Content Area	Social Studies	Grade Level	High School
Course Name/Course Code	Economics		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	N/A		
2. 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	
	2. Explain and interpret geographic variables that influence the interaction of people, places, and environments	SS09-GR.HS-S.2-GLE.2	
	3. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3	
3. 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	
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2	
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3	
	4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)	SS09-GR.HS-S.3-GLE.4	
	5. 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	
	6. The components of personal credit to manage credit and debt (PFL)	SS09-GR.HS-S.3-GLE.6	
	7. Identify, develop, and evaluate risk-management strategies (PFL)	SS09-GR.HS-S.3-GLE.7	
4. Civics	1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies	SS09-GR.HS-S.4-GLE.1	
	2. Purposes of and limitations on the foundations, structures and functions of government	SS09-GR.HS-S.4-GLE.2	
	3. 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	

**Curriculum Development Course at a Glance
Planning For High School Social Studies**

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	<p align="center">Reading & Writing Standards for Literacy in History/Social Studies 6 - 12</p> <p>Reading Standards</p> <ul style="list-style-type: none"> • Key Ideas & Details • Craft And Structure • Integration of Knowledge and Ideas • Range of Reading and Levels of Text Complexity <p>Writing Standards</p> <ul style="list-style-type: none"> • 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
Decisions, Decisions, Decisions	3 – 5 weeks	1
Show Me the Money	3 – 5 weeks	2
You, Me, or We?	3 – 5 weeks	3
What's in it For Me?	3 – 5 weeks	4
So, You Want to Be a Millionaire?	3 – 5 weeks	5

**Curriculum Development Overview
Unit Planning for High School Social Studies**

Unit Title	Decisions, Decisions, Decisions		Length of Unit	3-5 weeks	
Focusing Lens(es)	Choices	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.2 SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.3-GLE.3	SS09-GR.HS-S.3-GLE.4 SS09-GR.HS-S.3-GLE.5 SS09-GR.HS-S.3-GLE.7 SS09-GR.HS-S.4-GLE.1 SS09-GR.HS-S.4-GLE.3	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.RH.9-10.2 CCSS.RH.9-10.3 CCSS.RH.9-10.7 CCSS.RH.9-10.9	Grades 11-12 CCSS.RH.11-12.2 CCSS.RH.11-12.3 CCSS.RH.11-12.7 CCSS.RH.11-12.9	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.WHST.9-10.4 CCSS.WHST.9-10.6 CCSS.WHST.9-10.10	Grades 11-12 CCSS.WHST.11-12.4 CCSS.WHST.11-12.6 CCSS.WHST.11-12.10
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> Why pay taxes? (SS09-GR.HS-S.3-GLE.5-EO.c) and (SS09-GR.HS-S.4-GLE.1-EO.d) How do you evaluate various sources of income in developing your financial plan? (SS09-GR.HS-S.3-GLE.4-IQ.3) What entrepreneurial ideas would solve some of the world's scarcity issues? (SS09-GR.HS-S.3-GLE.1-EO.d; IQ.4) What would happen if everyone was equal? (SS09-GR.HS-S.3-GLE.4-EO.a) What if there was no government? (SS09-GR.HS-S.4-GLE.1-EO.d) 				
Unit Strands	Geography, Economics, Civics				
Concepts	Financial plan, short and long-term goals, investments, economic cycles, government, policies, media sources, influences, roles, governmental practices, strategies, risk, choice, decision-making, data, issues, resolutions, environment, opportunity cost, scarcity, consumerism, recycling				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Opportunity costs across alternative choices inform government policy and individual financial decisions. (SS09-GR.HS-S.3-GLE.1-EO.b,c) and (SS09-GR.HS-S.4-GLE.3-EO.a,b) and (SS09-GR.HS-S.3-GLE.5-EO.a,b)	What is an example of opportunity cost? What types of policy decisions are made at the local level? State level? Federal level? What may be the opportunity costs of building a new high school?	Why is considering opportunity cost important in making governmental decisions? What role does opportunity cost play in how a business allocates its resources?
Effective financial plans account for and define the use of scarce resources thereby contributing to the creation of attainable short and long-term goals (SS09-GR.HS-S.3-GLE.4-EO.a)	How can you develop short and long term financial goals and plans that reflect personal objectives? (SS09-GR.HS-S.3-GLE.4-IQ.1)	How does scarcity influence personal financial plans? How does scarcity of resources influence civic participation?
Governments alter their monetary and fiscal policies in response to economic cycles. (SS09-GR.HS-S.3-GLE.5-EO.c) and (SS09-GR.HS-S.4-GLE.1-EO.d)	What is the difference between monetary and fiscal policy?	How can monetary and fiscal policy be used to stabilize an economy? (SS09-GR.HS-S.3-GLE.2-EO.f)

**Curriculum Development Overview
Unit Planning for High School Social Studies**

Analysis of environmental impact can inform economic decision-making by individuals, businesses and government. (SS09-GR.HS-S.2-GLE.2-EO.a) and (SS09-GR.HS-S.3-GLE-.1-EO.c)	What recycling policies are in place in your school?	What would happen if nations did not consider the environment when making decisions?
Data informs choices in decision-making and evaluating risk (SS09-GR.HS-S.2-GLE.1-EO.a, b) and (SS09-GR.HS-S.3-GLE.7-EO.c)	What types of data might you use to make a purchase decision?	How can financial planners use data to reduce risk?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Stocks and bonds, personal financial portfolios, mutual funds, IRAs (SS09-GR.HS-S.3-GLE.5-EO.a) Types of insurance (car, home, health, life) (SS09-GR.HS-S.3-GLE.7-EO.c) Interest rates, Federal Reserve system, economic indicators (GDP, inflation, unemployment) (SS09-GR.HS-S.4-GLE.1-EO.d) State, local, and federal government, taxes (income, sales) (SS09-GR.HS-S.4-GLE.1-EO.d) Natural resources and hazards, recycling, land use, pollution (SS09-GR.HS-S.2-GLE.2-EO.a) How opportunity cost influences governmental policy (national and foreign) (SS09-GR.HS-S.4-GLE.3-EO.c,d) The contributions of influential entrepreneurs and how they have utilized resources to produce goods and services (SS09-GR.HS-S.3-GLE.1-EO.d) 	<ul style="list-style-type: none"> Set up a monthly budget (SS09-GR.HS-S.3-GLE.4-EO.a) Conduct a cost-benefit analysis (SS09-GR.HS-S.3-GLE.1-EO.b) Analyze different types of graphs (SS09-GR.HS-S.2-GLE.1-EO.a,b,c) Develop short and long-term financial goals (SS09-GR.HS-S.3-GLE.4-EO.a) Create an individual financial plan (SS09-GR.HS-S.3-GLE.4-EO.a) Identify which level of government is appropriate for various policy design and implementation (SS09-GR.HS-S.4-GLE.1-EO.d) Identify and create different types of graphs (bar, line, pie, plot) (SS09-GR.HS-S.2-GLE.1-EO.a,b,c)

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):	<i>Evaluating opportunity costs leads to informed decision-making.</i>
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Academic Vocabulary:	Evaluate, investigate, critique, analyze, determine, identify, develop
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Technical Vocabulary:	Economic cycle, allocation, decision-making, short and long-term goals, scarcity, consumerism, economy, fiscal policy, monetary policy, stabilization, budget, financial plans, stock market, portfolio, opportunity cost, mutual funds, interest rates, taxes, federal reserve, stocks and bonds, IRA’s
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Curriculum Development Overview
Unit Planning for High School Social Studies

Unit Title	Show Me the Money		Length of Unit	3-5 weeks	
Focusing Lens(es)	Distribution	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.2-GLE.2 SS09-GR.HS-S.2-GLE.3 SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.3 SS09-GR.HS-S.4-GLE.2 SS09-GR.HS-S.4-GLE.3		
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.RH.9-10.5	<u>Grades 11-12</u> CCSS.RH.11-12.5	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.WHST.9-10.7 CCSS.WHST.9-10.9	<u>Grades 11-12</u> CCSS.WHST.11-12.7 CCSS.WHST.11-12.9
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • Can a country ever have too much wealth? (SS09-GR.HS-S.2-GLE.3-EO.a) • What predictions can you make based on the relationship between conflict and distribution of resources? (SS09-GR.HS-S.2-GLE.3-EO.a) • How has the presence of oil impacted the distribution of wealth around the world? (SS09-GR.HS-S.3-GLE.1-EO.a) and (SS09-GR.HS-S.2-GLE.2-EO.d) • What role, if any, should the government play in creating equity in the distribution of resources? (SS09-GR.HS-S.3-GLE.3-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.c) • How have 19th century philosophers influenced current economic policies? (SS09-GR.HS-S.3-GLE.3-EO.a) and (SS09-GR.HS-S.4-GLE.2-EO.a) 				
Unit Strands	Geography, Economics, Civics				
Concepts	Economic goals, allocation, utilized resources, competition, market structures, distribution, nations, regions, cooperation, cultural groups, conflict, settlements, diffusion, human systems, physical environment, policies, resource use, philosophers, property rights, entrepreneurs				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Voluntary trade can create wealth between individuals domestically or entrepreneurs internationally (SS09-GR.HS-S.2-GLE.3-EO.a) and (SS09-GRHS-S.3-GLE.2-EO.b; IQ.2)	In what ways do nations create wealth? How does the geography of a nation influence trade patterns and the wealth of a nation?	What determines the distribution of wealth among nations?
Different economic systems emphasize different economic goals (freedom, growth, equity, stability, efficiency) (SS09-GR.HS-S.3-GLE.1-EO.a) and (SS09-GR.HS-S.3-GLE.3-EO.c)	What are examples of scarce resources?	How do societal values influence the fundamental economic questions around what is produced, how to produce, and for whom? How do scarce resources affect a nation's wealth?

**Curriculum Development Overview
Unit Planning for High School Social Studies**

The market structure determines competition for resources at different levels (SS09-GR.HS-S.3-GLE.3-EO.b)	What are examples of different market structures? How does a country's market structure influence resource allocation?	How does competition impact world markets?
Economic policies impact the use of resources by identifying economic priorities (SS09-GR.HS-S.2-GLE.2-EO.d)	What are types of economic policies?	How have foreign policies been used to justify war?
The uneven distribution of scarce resources in the world can lead to cooperative trade or trade restrictions. (SS09-GR.HS-S.2-GLE.3-EO.a) and (SS09-GR.HS-S.3-GLE.2-EO.b)	In what ways are scarce resources utilized?	How do cooperation and conflict influence the division and control of the social, economic, and political spaces on earth? (SS09-GR.HS-S.2-GLE.3-IQ.2)

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Relationships between economic goals and allocation of scarce resources (SS09-GR.HS-S.3-GLE.1-EO.a) How the uneven distribution of resources can lead to conflict, competition or cooperation (SS09-GR.HS-S.2-GLE.3-EO.a) The role of competition within different market structures (SS09-GR.HS-S.3-GLE.3-EO.b) The contributions of key philosophers (SS09-GR.HS-S.4-GLE.2-EO.a) 	<ul style="list-style-type: none"> Identify types of economic competition (SS09-GR.HS-S.2-GLE.3-EO.a) Recognize various levels of resource distribution (SS09-GR.HS-S.3-GLE.1-EO.a) Explain the contribution of economic philosophers (SS09-GR.HS-S.4-GLE.2-EO.a) Analyze different types of market structures (SS09-GR.HS-S.3-GLE.3-EO.b) Explain the relationship between the interdependence and the distribution of scarce resources (SS09-GR.HS-S.2-GLE.3-EO.a, d) Research how unequal distribution of resources causes conflict (SS09-GR.HS-S.2-GLE.3-EO.d)

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: <i>"Mark Twain exposes the hypocrisy of slavery through the use of satire."</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Unequal distribution of resources guides economic domestic and foreign policies.</i>
Academic Vocabulary:	Analyze, describe, identify, explain, interpret, research
Technical Vocabulary:	Goods and services, tariffs, protectionism, trade barriers, treaties, isolationism, NGO's, NAFTA, IMF, EU, poverty, welfare, standard of living, laissez-faire, regulation, social security, embargoes, subsidies

Curriculum Development Overview
Unit Planning for High School Social Studies

Unit Title	You, Me, or We?		Length of Unit	3-5 weeks	
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.2-GLE.2 SS09-GR.HS-S.2-GLE.3 SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2	SS09-GR.HS-S.3-GLE.3 SS09-GR.HS-S.4-GLE.2 SS09-GR.HS-S.4-GLE.3	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.RH.9-10.2 CCSS.RH.9-10.7	Grades 11-12 CCSS.RH.11-12.2 CCSS.RH.11-12.7	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.WHST.9-10.6 CCSS.WHST.9-10.9	Grades 11-12 CCSS.WHST.11-12.6 CCSS.WHST.11-12.9
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> Why do countries view global issues from different perspectives? (SS09-GR.HS-S.4-GLE.3-IQ.1) Why do countries and cultures struggle to maintain a national identity? (SS09-GR.HS-S.2-GLE.2-IQ.3) What might happen if we thought locally and acted globally? (SS09-GR.HS-S.2-GLE.2-IQ.4) Why are cultural relationships important? (SS09-GR.HS-S.2-GLE.2-EO.e) What role will globalization play in your life? (SS09-GR.HS-S.3-GLE.1-IQ.2) 				
Unit Strands	Geography, Economics, Civics				
Concepts	Decision-making, local economy, state economy, national economy, local issues, economic systems, civic life, domestic and world events, democracy, values, global issues, freedom, security, common good, rights and responsibilities, natural rights, civic activities, ethics, community service, policy, governmental actions, environment, place, perceptions, migration, goods, ideas, cultural diffusion, globalization, fascism, globalization, national identity, capitalism, socialism, communism,				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Global issues influence decision-making at all levels of government (SS09-GR.HS-S.3-GLE.1-EO.c)	What are different levels of government? (SS09-GR.HS-S.4-GLE.3-EO.f) What are the various roles of government in a market economy? (SS09-GR.HS-S.3-GLE.2-EO.d)	What role do governments play in resolving global issues? (SS09-GR.HS-S.4-GLE.3-IQ.1) How is geography an economic global issue?
Increased and more fluid movement of people, goods and ideas around the world (globalization) can influence the perceptions and actions of individuals, businesses and governments and oftentimes challenge traditional cultural values. (SS09-GR.HS-S.2-GLE.3-EO.c) and (SS09-GR.HS-S.3-GLE.1-IQ.2)	What is globalization? (SS09-GR.HS-S.2-GLE.2-EO.e)	How are cultural values defined? (SS09-GR.HS-S.3-GLE.1-IQ.2) How are financial decisions influenced by culture? How do trade policies influence a nation's cultural values?
Different economic systems promote varying degrees of individual freedoms (SS09-GR.HS-S.3-GLE.1-EO.c)	What are economic systems?	How are individual freedoms tied to economic systems?

**Curriculum Development Overview
Unit Planning for High School Social Studies**

The extent of individual rights and responsibilities correlates with systems of government (SS09-GR.HS-S.4-GLE.3-EO.f)	What are your rights and responsibilities as a citizen?	How have governments influenced rights and responsibilities?
Community service strengthens the common good (SS09-GR.HS-S.4-GLE.2-EO.c)	What are types of community service?	What would happen if nations did not work for the common good?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The effects, consequences and possibilities inherent in increased globalization (SS09-GR.HS-S.2-GLE.2-EO.e) and (SS09-GR.HS-S.3-GLE.1-IQ.2) The economic and social power and promise of various forms of community service (SS09-GR.HS-S.4-GLE.2-EO.c) Individual economic rights and responsibilities (SS09-GR.HS-S.4-GLE.3-EO.f) and (SS09-GR.HS-S.4-GLE.2-EO.c) Various systems of government and levels of government (SS09-GR.HS-S.4-GLE.3-EO.f) and (SS09-GR.HS-S.3-GLE.2-EO.c) Different forms of economic systems and the philosophies that inform them (SS09-GR.HS-S.3-GLE.1-EO.c) Cultural diffusion patterns and effects (SS09-GR.HS-S.2-GLE.3-EO.f) Migration patterns and their economic origins and effects (SS09-GR.HS-S.2-GLE.3-EO.c) The various roles of government in a market economy (SS09-GR.HS-S.3-GLE.2-EO.d) 	<ul style="list-style-type: none"> Identify types of community service (SS09-GR.HS-S.4-GLE.2-EO.c) Compare and Contrast economic systems in terms of their ability to achieve economic goals (SS09-GR.HS-S.3-GLE.3-EO.c) Compare and Contrast systems of government (SS09-GR.HS-S.4-GLE.3-EO.f) Analyze the responsibilities of different levels of government (SS09-GR.HS-S.3-GLE.2-EO.c) Recognize migration patterns (SS09-GR.HS-S.2-GLE.3-EO.c) Investigate the impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-EO.f)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Increased globalization drives relationships and interdependence.</i>
Academic Vocabulary:	Explain, discuss, analyze, evaluate, understand, identify, compare and contrast, differentiate, decision-making
Technical Vocabulary:	Globalization, local issues, capitalism, socialism, communism, command economy, civic life, free enterprise, mixed economy, dictatorships, fascism, trade and barter, entrepreneurship, national identity, local economy, state economy, national economy, local issues, economic systems, domestic and world events, democracy, values, global issues, freedom, security, common good, rights and responsibilities, natural rights, ethics, community service, policy, governmental actions, environment, place, perceptions, migration, goods, ideas, cultural diffusion

Curriculum Development Overview
Unit Planning for High School Social Studies

Unit Title	What's In It For Me?		Length of Unit	3-5 weeks	
Focusing Lens(es)	Persuasion	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.2-GLE.2 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.4-GLE.3		
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.RH.9-10.3 CCSS.RH.9-10.9	Grades 11-12 CCSS.RH.11-12.3 CCSS.RH.11-12.9	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.WHST.9-10.1 CCSS.WHST.9-10.9	Grades 11-12 CCSS.WHST.11-12.1 CCSS.WHST.11-12.9
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • Should government create incentives to promote the development of green energy? (SS09-GR.HS-S.3-GLE.2-EO.e) • How does domestic policy affect foreign policy SS09-GR.HS-S.4-GLE.3-IQ.2) • Does your opinion matter? (SS09-GR.HS-S.4-GLE.3-EO.b) • Reduce, Reuse, Recycle: does it make a difference? (SS09-GR.HS-S.2-GLE.2-EO.f) • Which of the recent civic movements have been most effective in persuading current policy? (SS09-GR.HS-S.4-GLE.3-EO.b) 				
Unit Strands	Geography, Economics, Civics				
Concepts	Environment, prosperity, dilemmas, sustainability, economic policies, incentives, choices, structure and function of government, state issues, civic affairs, shaping policies, foreign policy, global issues, domestic policy, monetary policy, fiscal policy				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Positive and negative incentives (sometimes created by government policy) influence the pursuit of economic growth and sustainability. (SS09-GR.HS-S.2-GLE.2-EO.f) and (SS09-GR.HS-S.3-GLE.2-EO-e; RA.4)	What tools can governments use to encourage savings?	How do people respond to incentives?
Nations sometimes use economic incentives as foreign policy tools to respond to global issues. (SS09-GR.HS-S.4-GLE.3-EO.d) and (SS09-GR.HS-S.3-GLE2-EO.b)	What options do nations have at restricting trade?	In what ways have nations addressed global issues with foreign policy?
Environmental policies/actions may bring prosperity to some places and still create environmental dilemmas elsewhere (SS09-GR.HS-S.2-GLE.2-EO.c)	How have humans assimilated to certain environmental conditions?	What are the maximum limits of human activity on the earth? (SS09-GR.HS-S.2-GLE.2-IQ.5)

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Domestic policy can sometimes (and/or inadvertently) lay the foundation for prosperity only for particular groups (SS09-GR.HS-S.2-GLE.2-EO.c) and (SS09-GR.HS-S.3-GLE.2-EO.a, b)	What is domestic policy? (SS09-GR.HS-S.3-GLE.2-EO.b) How do government activities/policies such as taxation and monetary policies affect individual finances?	How is prosperity measured? (SS09-GR.HS-S.2-GLE.2-EO.c)
Civic affairs persuade states to respond to current economic issues through protest and reform (SS09-GR.HS-S.4-GLE.3-EO.b)	What characterizes civic affairs?	How have groups used protest and reform to persuade economic policy? (SS09-GR.HS-S.2-GLE.2-EO.f) and (SS09-GR.HS-S.3-GLE.2-EO.e)

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Incentives, rewards and punishments, government role in influencing choices (SS09-GR.HS-S.3-GLE.2-EO.e) Civic participation and domestic policy (SS09-GR.HS-S.4-GLE.3-EO.b) Benefits of conservation, arguments surrounding sustainability, prosperity (SS09-GR.HS-S.2-GLE.2-EO.f) Interaction between foreign and domestic policies (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.d) 	<ul style="list-style-type: none"> Recognize the interaction between foreign and domestic economic policies (SS09-GR.HS-S.3-GLE.2-EO.b) Investigate civic movements and their economic motivations (SS09-GR.HS-S.4-GLE.3-EO.b) Identify government incentives that affect local, state, and national economies (SS09-GR.HS-S.3-GLE.2-EO.e) Analyze goals and tools used by the United States in developing foreign policy (SS09-GR.HS-S.4-GLE.3-EO.d) Define sustainability (SS09-GR.HS-S.2-GLE.2-EO.c)

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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Incentives are persuasions used to produce desired results.</i>
Academic Vocabulary:	Define, explain, discuss, analyze, recognize, evaluate, compare and contrast, investigate
Technical Vocabulary:	Monetary policy, fiscal policy, foreign aid, tax cuts, write-offs, tariffs, subsidies, quotas, embargoes, tax incentives, tax credits, green energy, alternative energy, conservation, 99% movement, Tea Party, civil rights movement, Equal Pay Act, United Farm Workers Movement, Lilly Ledbetter Act, congressional powers, appropriations, NAFTA

Curriculum Development Overview
Unit Planning for High School Social Studies

Unit Title	So, You Want to Be a Millionaire?		Length of Unit	3-5 weeks	
Focusing Lens(es)	Wealth	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.3-GLE.3 SS09-GR.HS-S.3-GLE.4 SS09-GR.HS-S.3-GLE.5 SS09-GR.HS-S.3-GLE.6 SS09-GR.HS-S.3-GLE.7		
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.RH.9-10.7 CCSS.RH.9-10.9	Grades 11-12 CCSS.RH.11-12.7 CCSS.RH.11-12.9	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.WHST.9-10.2 CCSS.WHST.9-10.6 CCSS.WHST.9-10.9	Grades 11-12 CCSS.WHST.11-12.2 CCSS.WHST.11-12.6 CCSS.WHST.11-12.9
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can you become a millionaire? (SS09-GR.HS-S.3-GLE.5-EO.b) • What are the best choices for protecting your investments? (SS09-GR.HS-S.3-GLE.5-EO.b) • How does a consumer determine the accuracy, relevancy, and security of financial information? (SS09-GR.HS-S.3-GLE.4-IQ.2) • How does insurance help the individual prepare for the unexpected? (SS09-GR.HS-S.3-GLE.7-IQ.3) 				
Unit Strands	Economics				
Concepts	Identity protection, deductions, expenditures, financial plan, insurance, savings, income, investments, liabilities, liquidity, economic cycle, portfolio, economic principles, risk, credit, taxes, diversification, growth, disaster, employment, wealth				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Investment decisions determine the level of growth for individual financial portfolios and future prosperity (SS09-GR.HS-S.3-GLE.5-EO.b,d)	How might changes in the economic cycle affect future earnings on an individual's investments? (SS09-GR.HS-S.3-GLE.5-IQ.2)	What is the consequence of NOT creating an investing portfolio? (SS09-GR.HS-S.3-GLE.5-RA.2)
Insurance may alleviate financial disaster by transferring risk (SS09-GR.HS-S.3-GLE.7-EO.b)	What are the benefits of car, health, life, mortgage, long-term care, liability, disability, home and apartment insurance? (SS09-GR.HS-S.3-GLE.7-EO.a; IQ.1)	How does insurance alleviate risk?
A good credit history facilitates a person's ability to gain employment, manage risk, and plan for the future (SS09-GR.HS-S.3-GLE.6-EO.c; RA. 1,2)	In what ways does credit rating affect purchasing power? (SS09-GR.HS-S.3-GLE.6-EO.c) How does the stability of various lending sources, services and financial institutions protect your credit? (SS09-GR.HS-S.3-GLE.6-EO.a)	Why do people use credit?

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Managing savings and investments through diversification can mitigate unforeseen reductions in wealth and disruptions of income (SS09-GR.HS-S.3-GLE.5-EO.b)	How does a consumer choose between savings options?	How might changes in the economic cycle affect savings? (SS09-GR.HS-S.3-GLE.5-IQ.2)
Effective identity protection secures wealth and assists in the achievement of financial goals (SS09-GR.HS-S.3-GLE.4-EO.b)	What types of technology are available to help protect identity theft?	How can identity fraud be eliminated?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Types of insurance, risk management (SS09-GR.HS-S.3-GLE.7-RA.2) Financial plans (SS09-GR.HS-S.3-GLE.4-EO.a, d) Different types of savings and investment opportunities (SS09-GR.HS-S.3-GLE.5-EO.b) Impact of economic cycles (SS09-GR.HS-S.3-GLE.5-RA.2) Different types of taxes (SS09-GR.HS-S.3-GLE.3-EO.d) Forms of technology used in financial planning and security (SS09-GR.HS-S.3-GLE.4-RA.3) Interest rates (SS09-GR.HS-S.3-GLE.5-RA.4) Components of personal credit (SS09-GR.HS-S.3-GLE.6-RA.1,2) Sources of personal income and any likely deductions and expenditures (SS09-GR.HS-S.3-GLE.4-EO.d) The factors affecting take home pay (SS09-GR.HS-S.3-GLE.4-EO.c) 	<ul style="list-style-type: none"> Calculate interest rates (compound interest, rate of return) (SS09-GR.HS-S.3-GLE.5-IQ.4) Determine risk vs. reward (SS09-GR.HS-S.3-GLE.7-EO.c; RA.2) Develop a personal financial plan (SS09-GR.HS-S.3-GLE.4-EO.a) Develop personal career plan (SS09-GR.HS-S.3-GLE.5-RA.3) Develop a loan payoff schedule (SS09-GR.HS-S.3-GLE.6-EO.c; RA.1) Investigate the legal and personal responsibilities which affect lenders and borrowers (SS09-GR.HS-S.3-GLE.6-EO.b) Determine payment schedules based on interest (SS09-GR.HS-S.3-GLE.6-EO.c; RA.1) Evaluate appropriate insurance coverage (SS09-GR.HS-S.3-GLE.7-EO.b; RA.1) Explain the elements of good credit (SS09-GR.HS-S.3-GLE.6-EO.c) Identify steps to prevent identity theft (SS09-GR.HS-S.3-GLE.4-EO.b) Describe the legal and ethical responsibilities of tax liabilities (SS09-GR.HS-S.3-GLE.4-EO.e)

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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Developing investment strategies secures individual wealth.</i>
Academic Vocabulary:	Evaluate, describe, differentiate, explain, investigate, identify, make connections, compare and contrast, create, consider, understand
Technical Vocabulary:	Portfolio, lenders, insurance, financial institutions, identity protection, savings and investments, income, borrowers, liquidity, technology, progressive tax, regressive tax, proportional tax, economic cycle, consumer, liabilities, risk, interest rates