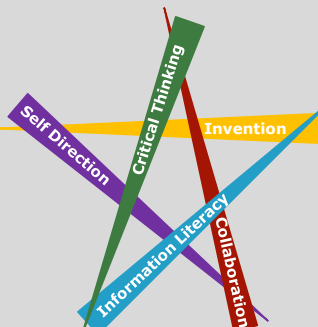


**Curriculum Development Course at a Glance  
Planning For 5<sup>th</sup> Grade Social Studies**

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	5 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. History	1. Analyze historical sources from multiple points of view to develop an understanding of historical context	SS09-GR.5-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government	SS09-GR.5-S.1-GLE.2	
2. Geography	1. Use various geographic tools and sources to answer questions about the geography of the United States	SS09-GR.5-S.2-GLE.1	
	2. Causes and consequences of movement	SS09-GR.5-S.2-GLE.2	
3. Economics	1. Government and market structures influence financial institutions	SS09-GR.5-S.3-GLE.1	
	2. Utilizing financial institutions to manage personal finances (PFL)	SS09-GR.5-S.3-GLE.2	
4. Civics	1. The foundations of citizenship in the United States	SS09-GR.5-S.4-GLE.1	
	2. The origins, structure, and functions of the United States government	SS09-GR.5-S.4-GLE.2	

### Colorado 21<sup>st</sup> Century Skills



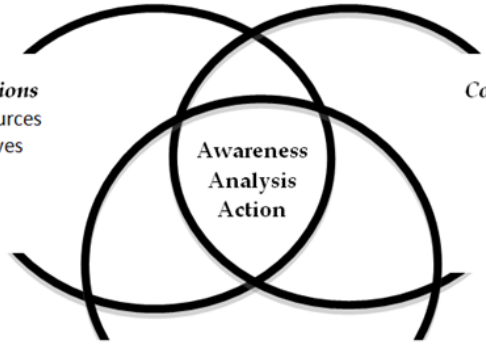
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



**Historical Investigations**

- Analysis of sources and perspectives
- Students as historians

**Contemporary Connections**

- Application of past events to current day
- Personal relevance of history, geography, civics, and economics

**Civic/Democratic life**

- Community roles/responsibilities
- Civic participation

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Melting Pot?	6-8 weeks	1
As Empires Expand, a Nation is Built	6-8 weeks	2
The Push and the Pull (1754-1800)	6-8 weeks	3
Money Makes the World Go 'Round... Or Does It?	6-8 weeks	4

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Social Studies**

<b>Unit Title</b>	The Melting Pot?		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	(National) Diversity/Adaptation	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.5-S.1-GLE.2 SS09-GR.5-S.2-GLE.1 SS09-GR.5-S.3-GLE.1 SS09-GR.5-S.4-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do diversity and adaptation contribute to and increase the likelihood of survival? (SS09-GR.5-S.1-GLE.2-IQ.2)</li> <li>• What challenges come from being new to a place?</li> <li>• Is there value in interaction with people who are different from you?</li> </ul>			
<b>Unit Strands</b>	History, Geography, Civics, Economics, Culture			
<b>Concepts</b>	Unity, diversity, perspectives, cause and effect relationships, discovery, exploration, technological development, migration, rights and responsibilities, citizens, regions, immigration, trade, adaptation, cultural interactions			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Interactions among diverse groups change the existing cultural/traditional patterns through the introduction, assimilation, and/or preservation of cultural aspects (e.g., foods, celebrations, religions, and social norms) (SS09-GR.5-S.1-GLE.2-EO.a)	What are some examples of the outcomes of the Columbian Exchange that changed cultural patterns of Europeans? What parts of current Thanksgiving celebrations originated from the interactions between the Puritans and the Wampanoag?	How do interactions between groups of peoples create change in cultural patterns and traditions?
Migration and interactions of diverse groups require individuals to adapt as a means of survival (SS09-GR.5-S.2-GLE.2-EO.a, b, c)	How did people in the first settlements adapt and survive? What challenges did they face and have to overcome?	Why is adaptation important to survival and immigration?
Regional resources frequently motivate migration patterns of groups and individuals (SS09-GR.5-S.2-GLE.1-EO.a, b, c)	Why did each European group choose particular locations to colonize?	What resources are necessary to sustain successful communities?
Economic desires to fulfill both wants and needs can often drive decisions to migrate (SS09-GR.5-S.3-GLE.1-EO.b)	What economic benefits did some colonists gain through migration to the New World?	How does economics motivate an individual or group to action?
Differences in beliefs and values can promote the desire for migration (SS09-GR.5-S.1-GLE.2-EO.b)	What reasons did the Puritans have for coming to the New World? How were the motivations for settling early New England (Puritans, etc) and Virginia (Jamestown, etc) different and/or similar?	How does preservation of cultural beliefs, (e.g., religion) spur individuals to launch new endeavors?

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Social Studies**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Cultural interactions of the Columbian exchange, between European and Native Americans, and between colonists and enslaved Africans. (SS09-GR.5-S.1-GLE.2-EO.a)</li> <li>• Significant individuals and groups to include Native Americans (e.g., Iroquois and Algonquin) and European colonists (i.e., French, English, Dutch, Puritans, Catholics, debtors, indentured servants) before and through the American Revolution. (SS09-GR.5-S.1-GLE.2-EO.a) and (SS09-GR.5-S.1-GLE.2-EO.b)</li> <li>• Physical and cultural regions of Colonial America using various geographic tools. (SS09-GR.5-S.2-GLE.1-EO.a, b)</li> <li>• Reasons associated with discovery, exploration and migration (SS09-GR.5-S.2-GLE.2-EO.a, b)</li> <li>• Explain the reasons for the settlement of the American colonies (SS09-GR.5-S.4-GLE.1-EO.c)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify outcomes of the interactions of native and non-native cultures. (SS09-GR.5-S.1-GLE.2-EO.a)</li> <li>• Explain how historical events, groups, and individuals contribute to diversity in the United States. (SS09-GR.5-S.1-GLE.2-EO.b)</li> <li>• Use various maps and other geographic tools to identify, locate and describe geographic information correctly. (SS09-GR.5-S.2-GLE.1-EO.b)</li> <li>• Explain migration, trade, and cultural patterns that result from interactions related to discovery, exploration and migration. (SS09-GR.5-S.2-GLE.2-EO.a, b)</li> </ul>

<p><b>Critical Language:</b> 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></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Migration, immigration and cultural interactions create the need for adaptation of groups and individuals.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Cause and effect, Illustrate, define, investigate, evaluate, analyze, identify, describe, locate, communicate, unity, diversity, perspectives, interactions, culture</p>
<p><b>Technical Vocabulary:</b></p>	<p>Discovery, exploration, technological development, migration, rights and responsibilities, citizens, regions, immigration, trade, adaptation</p>

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Social Studies**

<b>Unit Title</b>	As Empires Expand, a Nation is Built		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	(National) Perspectives/ Change	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.5-S.1-GLE.1 SS09-GR.5-S.1-GLE.2 SS09-GR.5-S.2-GLE.1	SS09-GR.5-S.2-GLE.2 SS09-GR.5-S.4-GLE.1 SS09-GR.5-S.4-GLE.2
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What beliefs are worth standing up for? (SS09-GR.5-S.4-GLE.2-IQ.3)</li> <li>• Why is migration important to a nation’s development, transformation and growth?</li> <li>• What democratic ideals emerge from cultural diversity and cultural interactions?</li> </ul>			
<b>Unit Strands</b>	History, Geography, Civics			
<b>Concepts</b>	Perspectives, point of view, cause-and-effect relationships, beliefs and values, liberty, rights and responsibilities, citizenship, cultural interactions, influence, human interaction, migration, immigration, discovery, exploration, democratic ideals, technology, revolution			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Historically, the sharing of individual/group perspectives contributes to the construction and reconstruction of national ideals (SS09-GR.5-S.4-GLE.2-EO.a, b)	How did the change from the Articles of Confederation to the Constitution strengthen our government?	To what extent did individuals and their ideas contribute to the foundation of the United States government?
The continuous cycle of cultural influence and technological development affects the evolution and growth of the nation (SS09-GR.5-S.1-GLE.2; IQ.1, 4; RA.2)	Thomas Paine’s <i>Common Sense</i> was mass-produced for the colonists. Why was this publication so significant? What made its production and distribution possible? What if its publication had not happened?	How does the use of technology promote or impede ideals change ?
Without citizens fulfilling their responsibilities to the nation, citizens’ rights may not be protected (SS09-GR.5-S.4-GLE.1; N.2)	What is the most important right of a citizen? What is the most important responsibility? How have historical documents defined the rights and responsibilities of the citizens?	How are citizens’ rights and responsibilities interdependent?
The desire to protect and promote beliefs and values initiates migration, which results in the development of the nation (SS09-GR.5-S.2-GLE.2-EO.b; RA.1; IQ.1, 3)	Why did people choose to migrate to North America beginning in the 1500s? How did the exploration and migration to North America disrupt Native cultural groups?	What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time?

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Social Studies**

The desire for liberty can inspire revolution (SS09-GR.5-S.1-GLE.2-EO.d)	<p>What political, social, economic, and military developments led to and occurred during the American Revolution?</p> <p>What were the Colonists' grievances against Great Britain?</p> <p>How did the Colonists attempt to resolve issues between themselves and Great Britain?</p>	How do events, groups, and individuals' point of view contribute to change in government systems?
--	---	---

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Historical context and sources within contexts such as artifacts of the explorers along with motivation for exploration, and perspectives of Native Peoples (SS09-GR.5-S.1-GLE.2-EO.a, b)</li> <li>• Documents including, but not limited to, the Mayflower Compact, the Stamp Act, Thomas Paine's Common Sense, The Articles of Confederation, the Declaration of Independence, and the Constitution (SS09-GR.5-S.4-GLE.1-EO.b)</li> <li>• Historical and cultural interactions to include the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans (SS09-GR.5-S.1-GLE.2-EO.a, b)</li> <li>• Individuals and groups, and their ideas that contributed to the foundation of democratic ideals and the U.S. Government (SS09-GR.5-S.4-GLE.2-EO.a, b) and (SS09-GR.5-S.4-GLE.1-EO.b)</li> <li>• Define the criteria and process for becoming a citizen (SS09-GR.5-S.4-GLE.1-EO.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze sources (primary and secondary) relevant to early beginnings of national history and identity (SS09-GR.5-S.4-GLE.1-EO.a)</li> <li>• Create examples of chronology (sequence) relevant to origins and history of national history (SS09-GR.5-S.4-GLE.1)</li> <li>• Identify and explain cultural interactions in the early development of a nation</li> <li>• Identify and describe individuals and groups significant to the creation of a nation (SS09-GR.5-S.4-GLE.1-EO.d)</li> </ul>

<p><b>Critical Language:</b> 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></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Using primary source documents like Common Sense, and The Declaration of Independence clarifies the relationship between government policy and revolution.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Analyze, contribute, examine, identify, explain, describe, cause and effect, resources, sequence, foundation, technology,</p>
<p><b>Technical Vocabulary:</b></p>	<p>Chronology, diversity, citizenship, primary and secondary sources, migration, immigration, government, cycle, exploration, cultural interaction, political, social, economic, perspective, mass production, ideals, cause and effect, revolution</p>

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Social Studies**

<b>Unit Title</b>	The Push and the Pull (1754-1800)		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	Conflict and Resolution	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.5-S.1-GLE.2 SS09-GR.5-S.2-GLE.1 SS09-GR.5-S.2-GLE.2 SS09-GR.5-S.4-GLE.1 SS09-GR.5-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• When can conflict, and perhaps creating conflict, a good thing for the citizenry and for citizens? (SS09-GR.5-S.1-GLE.2-EO.d)</li> <li>• How can government and independence co-exist?</li> <li>• Is it important to have a say in governance?</li> </ul>			
<b>Unit Strands</b>	History, Geography, Civics			
<b>Concepts</b>	Revolution, political, social, economic, military, diversity, liberty, perspective, resources, access, cooperation, conflict, division, migration, rights, democracy, principles, foundations, government, independence, taxation, representation			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Social, economic, and political differences that challenge prevailing beliefs can often bring about national conflict and division (SS09-GR.5-S.1-GLE.2-EO.d)	To what extent did individuals and their ideas contribute to the foundation of the United States? (For example: Thomas Jefferson, Stamp Act, Boston Massacre) (SS09-GR.5-S.1-GLE 2-IQ.4)	How do events and individuals' point of view contribute to change in government systems?
Increasing expressions of self-determination (independence), lead to and require meaningful and participatory forms of governance (SS09-GR.5-S.4-GLE.2-EO.b)	Following the Revolutionary War, how did the Colonists create a system of governance?	When does independence require a system of governance?
Adherence to the principles of democracy requires responsible civic participation, which drives authentic and meaningful governance (a truly representative government) (SS09-GR.5-S.4-GLE.2-EO.b; RA.1)	What are some examples of civic participation in the United States?	What does responsible civic participation look like?
Truly representative governance responds to the needs and wants of the people (SS09-GR.5-S.4-GLE.2-EO.c, d)	What is the definition of a representative government? What is a republic?	Who does/should government represent? How can you tell when government is truly responsive to the people's interests?

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Social Studies**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Important social, political, economic, and military developments leading to and during American Revolution. For example: creation of militias and a Continental army, negotiations with France and Spain, formation of a national identity, access to new markets, etc (SS09-GR.5-S.1-GLE.2-EO.d)</li> <li>• Resources of North America from 1491 to 1791 that helped the Colonists win the war(SS09-GR.5-S.2-GLE.1-EO.c)</li> <li>• Examples of cooperation and conflict, such as: Constitutional Convention, Benjamin Franklin’s ambassadorship to Great Britain, Virginia’s House of Burgesses, Slave Trade (SS09-GR.5-S.2-GLE.2-EO.d; RA.1)</li> <li>• Actions illustrate civic virtues, such as civility, cooperation, respect, and responsible participation are foundational components of our society. Examples include: peaceful assembly, respectful behavior during a performance or speech (SS09-GR.5-S.4-GLE.1-EO.a; RA.1, 2)</li> <li>• Civic ideals to include but not limited to: freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation (SS09-GR.5-S.4-GLE.1-EO.b)</li> <li>• The origins, structure, and function of the United States government are studied to create an informed, civically literate, and responsible society (SS09-GR.5-S.4-GLE.2-RA.1)</li> <li>• The economic reasons for settlement of the American colonies (incentives) (SS09-GR.5-S.4-GLE.1-EO.c)</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and identify national resources (SS09-GR.5-S.2-GLE.1-EO.c)</li> <li>• Describe influence of access to resources on the economic development of colonies and the war effort (SS09-GR.5-S.2-GLE.1-EO.c)</li> <li>• Analyze examples of cooperation and conflict that contributed to political, economic, and social division (SS09-GR.5-S.1-GLE.2-EO.d)</li> <li>• Make connections between international conflict and economic hardship, which sometimes leads to relocation (SS09-GR.5-S.2-GLE.2-RA.1)</li> <li>• Describe and provide sources and examples of individual rights (SS09-GR.5-S.4-GLE.1-EO.b)</li> <li>• Identify and explain political principles of democracy and how founding documents can reflect and preserve these principles (SS09-GR.5-S.4-GLE 2-EO.a)</li> </ul>

<p><b>Critical Language:</b> 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></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Citizens in a democracy adhere to common principles related to representative government.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Analyze, contribute, examine, identify, explain, describe, resources, negotiate</p>
<p><b>Technical Vocabulary:</b></p>	<p>Diversity, citizenship, migration, representation, governance, government, documents, political, social, economic, ideals, principles, revolution, resolution, conflict, governance, treaty</p>

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Social Studies**

<b>Unit Title</b>	Money Makes the World Go 'Round... Or Does It?		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	Interdependence	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.5-S.3-GLE.1 SS09-GR.5-S.3-GLE.2 SS09-GR.5-S.4-GLE.1 SS09-GR.5-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Who has and who should have a say in the distribution and use of your income? (SS09-GR.5-S.3-GLE.2)*</li> <li>How and when does money give people power?</li> <li>What are the limits of what money can do for you?</li> <li>How do wants and needs get met?</li> </ul>			
<b>Unit Strands</b>	Economics, Civics			
<b>Concepts</b>	Interdependence, capitalism, government, savings, investment, scarcity, resources, benefits, risks, opportunity cost, needs, wants, institutions, civic ideals, responsibility, policy, power, financial security			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Government actions help shape the services and policies of financial institutions, which in turn determine financial limitations and opportunities for individuals (SS09-GR.5-S.3-GLE.2-RA.1)*	What are examples of different types of U.S. financial institutions and their origins? (SS09-GR.5-S.3-GLE.1-IQ.1)	In a market economy, who has the most power? (SS09-GR.5-S.3-GLE.1-IQ.2)
Economic upswings and downturns reverberate across society because of the interdependent relationship between government and financial institutions in a market economy (SS09-GR.5-S.3-GLE.1-EO.b) and (SS09-GR.5-S.3-GLE.2)*	<p>What historical examples demonstrate the different roles the U.S. government has played in the economy?</p> <p>What were the motivations behind Shay's Rebellion?</p> <p>What were the effects of Shay's Rebellion on the U.S. Constitution?</p> <p>What are some contemporary examples of the connections between government and the U.S. economy?</p>	<p>What are some ways that government, financial institutions, businesses, and individuals are interdependent?</p> <p>Who decides the role of government in the economy?</p>
The response of government, financial institutions, businesses, and individuals to economic cycles, can determine financial security at all levels (SS09-GR.5-S.3-GLE.2)*, and (SS09-GR.5-S.4-GLE.2-EO.d)	How does the government seek to help secure the financial stability of states and/or its citizens?	What is financial security and what can it provide?



**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Social Studies**

Individuals' wants and needs drive economic decision-making (SS09-GR.5-S.3-GLE.1)	How do local, state, and federal economic policies influence the savings and investments of individuals?	What risks and benefits are associated with spending versus saving? (SS09-GR.5-S.3-GLE.2-IQ.2)* How do individuals make decisions about spending and saving? (SS09-GR.5-S.3-GLE.2-IQ.3)*
---	--	---

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Characteristics of a market economy (SS09-GR.5-S.3-GLE.1-EO.a)</li> <li>• Characteristics of capitalism (SS09-GR.5-S.3-GLE.1-EO.a)</li> <li>• Roles of financial institutions in a market economy (SS09-GR.5-S.3-GLE.1-RA.1)</li> <li>• Government actions affect the services and policies of financial institutions, thereby affecting financial options for individuals (SS09-GR.5-S.3-GLE.1-RA.2)</li> <li>• Products and services of financial institutions, to include but not limited to checking accounts, savings accounts, investments (SS09-GR.5-S.3-GLE.2-EO.b)*</li> <li>• Evaluation methods to determine opportunity costs around financial decisions (SS09-GR.5-S.3-GLE.2-RA.1)</li> <li>• Examples of group and individual actions that illustrate civic ideals in the founding of the United States (SS09-GR.5-S.4-GLE.1-EO.b)</li> <li>• The origins, structure, and functions of the three branches of the U.S. government and the relationships among them (SS09-GR.5-S.4-GLE.2-EO.c)</li> <li>• Decisions of the national government affect local and state government (SS09-GR.5-S.4-GLE.2-EO.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Define a capitalist market economy (SS09-GR.5-S.3-GLE.1-EO.a)</li> <li>• Identify governmental activities that affect financial institutions and the economy at the local, state, and national level (SS09-GR.5-S.3-GLE.1-EO.b)</li> <li>• Identify different financial institutions (SS09-GR.5-S.3-GLE.1-EO.a)</li> <li>• Identify products and services of financial institutions (SS09-GR.5-S.3-GLE.2-EO.b)*</li> <li>• Compare and contrast financial institutions, their products, and services (SS09-GR.5-S.3-GLE.2-EO.c)*</li> <li>• Investigate primary sources that illustrate reasons for the founding of the United States, especially economic incentives</li> <li>• Explain how historical documents defined and distributed power in government (SS09-GR.5-S.4-GLE.2-IQ.3)</li> <li>• Explain the interdependence among the national, state, and local governments (SS09-GR.5-S.4-GLE.2-EO.d)</li> </ul>

**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.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Financially responsible individuals research, analyze and make choices regarding their needs when making financial decisions.</i>
---	--

<b>Academic Vocabulary:</b>	Illustrate, define, compare and contrast, investigate, evaluate, responsibility, resources, needs, wants
<b>Technical Vocabulary:</b>	Interdependence, capitalism, government, savings, investment, scarcity, benefits, risks, opportunity cost, institutions, civic ideals, finance, policy, power, financial security, distribution

\* Denotes a connection to Personal Financial Literacy (PFL)