

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

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| <b>Unit Title</b>  | You, Me, or We?  |  | <b>Length of Unit</b>  | 3-5 weeks  |   |
| <b>Focusing Lens(es)</b>   | Relationships  | <b>Standards and Grade Level Expectations Addressed in this Unit</b> | SS09-GR.HS-S.2-GLE.2<br>SS09-GR.HS-S.2-GLE.3<br>SS09-GR.HS-S.3-GLE.1<br>SS09-GR.HS-S.3-GLE.2 | SS09-GR.HS-S.3-GLE.3<br>SS09-GR.HS-S.4-GLE.2<br>SS09-GR.HS-S.4-GLE.3 |   |
| <b>CCSS Reading Standards for Literacy in History/ Social Studies 9-12</b> | <b>Grades 9-10</b><br>CCSS.RH.9-10.2<br>CCSS.RH.9-10.7   | <b>Grades 11-12</b><br>CCSS.RH.11-12.2<br>CCSS.RH.11-12.7            | <b>CCSS Writing Standards for Literacy in History/ Social Studies 9-12</b>                   | <b>Grades 9-10</b><br>CCSS.WHST.9-10.6<br>CCSS.WHST.9-10.9           | <b>Grades 11-12</b><br>CCSS.WHST.11-12.6<br>CCSS.WHST.11-12.9 |
| <b>Inquiry Questions (Engaging- Debatable):</b>                            | <ul style="list-style-type: none"> <li>Why do countries view global issues from different perspectives? (SS09-GR.HS-S.4-GLE.3-IQ.1)</li> <li>Why do countries and cultures struggle to maintain a national identity? (SS09-GR.HS-S.2-GLE.2-IQ.3)</li> <li>What might happen if we thought locally and acted globally? (SS09-GR.HS-S.2-GLE.2-IQ.4)</li> <li>Why are cultural relationships important? (SS09-GR.HS-S.2-GLE.2-EO.e)</li> <li>What role will globalization play in your life? (SS09-GR.HS-S.3-GLE.1-IQ.2)</li> </ul> |  |  |  |   |
| <b>Unit Strands</b>  | Geography, Economics, Civics   |  |  |  |   |
| <b>Concepts</b>  | 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,                      |  |  |  |   |

| <b>Generalizations</b><br>My students will <b>Understand</b> that...   | <b>Guiding Questions</b>  |   |
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|  | <b>Factual</b>  | <b>Conceptual</b>   |
| 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)<br>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)<br>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)<br>How are financial decisions influenced by culture?<br>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?   |

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| 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? |

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

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| <b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.<br>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> |  |
| <b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>  | <i>Increased globalization drives relationships and interdependence.</i>   |
| <b>Academic Vocabulary:</b>  | Explain, discuss, analyze, evaluate, understand, identify, compare and contrast, differentiate, decision-making  |
| <b>Technical Vocabulary:</b>   | 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 |