

Big Ideas: Content Knowledge	Essential Vocabulary			
ELA – Literary Elements: Plot, Inferences vs. Explicit, Analogies, and Word Choice	Theme Central idea Character Idioms Figures of speech Traits Setting E vents Rhyme Drama Poem Story	Multiplication Multiply Known Unknown Solve Groups times	Chemistry Chemical change Physical change Solvent Solute Solution	Self-advocacy Choices Rights responsibilities Change Vote Parties Governor Mayor Branches of government Legislative Executive Judicial Constitution SGA
Math – Multiplication				
Science –Chemistry				
Social Studies – Rights and Responsibilities; Government				
<p align="center">Learning Targets What do students need to be able to know / do?</p>	<p align="center">Assessment and Data</p>			
Students will develop content knowledge and apply it across curriculum.				

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<p align="center"><u>Literature</u> <u>Use text to understand characters and themes:</u></p>	<p><u>Understand multiplication:</u> 6.3. Solve multiplication problems when groups and size of groups is known but the whole is unknown (a x</p>	<p><u>Understand the affects of forces on motion:</u> EX.7.P.1.1 Identify balanced and unbalanced forces. EX.7.P.1.2 Understand that</p>	<p><u>Rights and responsibilities change:</u> EX.6.C&G.1.1 Describe how rights and responsibilities within the community environment support the concept of the "common good".</p>

<p>6.1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., the text reads, <i>the boy jumped out of bed and ran to school</i>. Explicit = <i>boy jumping and running</i>. Inferred = <i>got dressed, ate breakfast</i>).</p> <p>6.2. Determine the theme or central idea of a text.</p> <p>6.3. Describe the ways that characters respond to a problem or event in a story.</p> <p><u>Understand word choice and use:</u></p> <p>6.4. Determine the meaning of simple idioms and figures of speech as they are used in a text.</p> <p>6.5. Determine how a particular word, phrase or sentence fits into the overall structure of a text and contributes to its meaning.</p> <p>6.6. Identify words that describe what the narrator or speaker in a story is thinking or feeling.</p> <p><u>Use text to understand themes, characters and events:</u></p> <p>7.1. Analyze a text to determine character traits that are stated explicitly and those that must be inferred (e.g., Explicit = <i>the girl is strong, pretty and lonely</i>. Inferred = <i>brave and persistent</i>).</p> <p>7.2. Determine the theme or central idea of a text, and identify the characters and setting.</p> <p>7.3. Determine how two or more events in a story are related (e.g., <i>The cupboard was empty when they looked so they went shopping</i>).</p> <p><u>Use word choice and structure to support meaning:</u></p> <p>7.4. Use rhyme and other repetition of sounds in a text to support reading for meaning (e.g., determine from an array an upcoming word or phrase based on the pattern established by the</p>	<p>b=).</p> <p><u>Understand multiplication and division of integers is an extension of multiplication and division of whole numbers.</u></p> <p>7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>	<p>motion is produced by unbalanced forces.</p> <p>EX.7.P.1.3 Understand that gravity is an unbalanced force that causes objects to fall towards the Earth.</p> <p><u>Understand chemical and physical changes in a closed system:</u></p> <p>EX.8.P.1.1 Identify that a whole object weighs the same as all of its parts together.</p>	<p>EX.6.C&G.1.2 Describe the factors that influence change on rights and responsibilities for different locations.</p> <p>EX.6.C&G.1.3 Describe how the demands of various school settings may impact changes in rules.</p> <p>EX.6.C&G.1.4 Describe how age changes the rights and responsibilities of an individual.</p> <p>EX.6.C&G.1.5 Actively engage in communicative exchanges by supporting an individual's opinion with details.</p>
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author).

7.5. Determine whether a text is a story, drama, or poem.

7.6. Determine what words an author uses to contrast characters in a text.

8.4. Determine the meaning of words and phrases as they are used in a text, including simple analogies.

8.5. Compare and contrast the structure of a story to a drama or poem on the same topic.

8.6. Compare the point of view of a character and the audience or reader in a text with suspense or humor (e.g., the story is funny because the character is interpreting information literally while the reader knows the words have other meanings).

Use key ideas and details to support understanding:

8.1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).

8.2. Determine the theme or central idea of a text and select details that relate to it.

8.3. Determine which incidents in a story lead to a subsequent action or decision (e.g., The storm led the main characters to take cover).

Informational Text

Use text to understand key ideas:

6.1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., Explicit = *Add one egg*. Inferred = *Use raw egg, crack it open*).

6.2. Determine the theme or central idea of a text.

6.3. Identify examples and anecdotes that relate to

<p>key individuals, events, or ideas in a text.</p> <p><u>Understand word choice and use:</u></p> <p>6.4. Determine the meaning of simple idioms and figures of speech as they are used in a text.</p> <p>6.5. Determine how a particular word, phrase or sentence fits into the overall structure of a text.</p> <p>6.6. Determine the purpose of a text.</p> <p><u>Use key ideas and details to support understanding:</u></p> <p>7.1. Analyze a text to determine which ideas are explicitly stated and those that must be inferred (e.g., Explicit = <i>Animals eat plants to live</i>. Inferred = <i>some things die so other things can live</i>).</p> <p>7.2. Determine two or more central ideas in a text.</p> <p>7.3. Determine how two or more events in a text are related (e.g., <i>the severe storm flooded the town so they had to rescue the people in boats.</i>).</p> <p>8.1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).</p> <p>8.2. Determine the theme or central idea of a text and select details that relate to it.</p> <p>8.3. Compare and contrast key individuals, ideas or events in a text.</p> <p><u>Use word choice and structure to support meaning:</u></p> <p>7.4. Determine the meaning of simple idioms and figures of speech as they are used in a text.</p> <p>7.5. Determine how headings, key words, and key phrases relate to the topic of a text.</p> <p>7.6. Compare the purpose of two or more texts on</p>			
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<p>the same topic.</p> <p>8.4. Determine the meaning of words and phrases as they are used in text, including simple analogies.</p> <p>8.5. Determine the topic sentence in a paragraph.</p> <p>8.6. Compare the purpose of two or more texts on the same topic and identify conflicting evidence or information.</p>			
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UDL Suggestions

See Google Docs

Resources & Materials

See Google Docs

ITES

Sources of Information

6.SI.1 Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.

Safety and Ethical Issues

8.SE.1 Analyze responsible behaviors when using information and technology resources.

Life Skills

Decision Making: Right and Wrong



Curriculum Guide

Exceptional Children 6 - 8
November
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