

Big Ideas: Compare and Contrast	Essential Vocabulary			
<b>ELA-</b> Literature (Fiction/Non-Fiction): Compare and contrast subjects/topics across mediums and series	<b>Fiction</b> <b>Non-fiction</b> <b>Short Story</b> <b>Illustration</b> <b>Drama</b> <b>Novel</b> <b>Author</b> <b>Title</b> <b>Poetry</b> <b>Letter</b> <b>Newspaper</b>	<b>Equal</b> <b>Greater than</b> <b>Less than</b> <b>Most</b> <b>Least</b> <b>Same</b> <b>Unequal</b> <b>Value</b> <b>Unknown/missing number</b>	<b>Natural resource</b> <b>Man-made resource</b> <b>Pollution</b> <b>Contaminate</b> <b>Atmosphere</b> <b>Chemicals</b> <b>Recycle</b> <b>Conservation</b> <b>Condensation</b> <b>Precipitation</b> <b>Evaporation</b>	<b>Western Settlement</b> <b>Settler</b> <b>Native American</b> <b>Covered wagon</b> <b>Travel</b>
<b>Math –</b> Solving equations and inequalities				
<b>Science-</b> Understanding how things interact with and within their environment: Natural Resources and Pollution				
<b>Social Studies-</b> Western settlements				
<p align="center"><b>Learning Targets</b>  <b>What do students need to be able to know / do?</b></p>	<p align="center"><b>Assessment and Data</b></p>			
Students will compare and contrast information and ideas in various mediums to gain an understanding of the information across the curriculum				

<b>ELA</b> <b>Common Core</b>	<b>Math</b> <b>Common Core</b>	<b>Science</b> <b>Essential Standards</b>	<b>Social Studies</b> <b>Essential Standards</b>
<b>Integration of Knowledge and Ideas</b> <b>9-10</b> Analyze the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration) and determine what is present and absent in each.	<b>Algebra:</b> <b>Solve equations and inequalities in one variable.</b> 1. Use equations to solve problems using	<b>Biology:</b> <b>EX.Bio.2.2</b> Understand the impact of human activities on the environment <b>EX.Bio.2.2.1</b> Identify natural resources (e.g. water, air,	<b>Civics and Governance:</b> <b>EX.CE.C&amp;G.1</b> Understand the roles authorities have in enforcing individual rights, rules and laws for the common good. <b>EX.CE.C&amp;G.1.2</b> Exemplify ways

	<p>addition and subtraction with decimals when a part is unknown (e.g., a can of soda cost \$0.75 and John has \$0.50 how much more money does he need?).</p>	<p>land) impacted by human activity</p>	<p>groups agree on rules and laws for the "common good" of society</p>
<p><b>Integration of Knowledge and Ideas</b>  <b>9-10</b> Determine how an author has drawn upon or included references to another text (e.g., book 3 in a series draws on information from 1 and 2; one author draws upon another author's text).</p>	<p><b>Algebra:</b>  <b>Solve equations and inequalities in one variable.</b>  <b>2.</b> Use inequalities to solve problems using addition and subtraction when a part is unknown (e.g. <math>3 + x &gt; 8</math>).</p>	<p><b>Biology:</b>  <b>EX.Bio.2.2</b> Understand the impact of human activities on the environment  <b>EX.Bio.2.2.2</b> Understand how pollution (e.g. waste dumping, littering, smog) affects natural resources.</p>	<p><b>Civics and Governance:</b>  <b>EX.CE.C&amp;G.1</b> Understand the roles authorities have in enforcing individual rights, rules and laws for the common good.  <b>EX.CE.C&amp;G.1.3</b> Recognize individual rights (i.e., transfer of rights, guardianship, exploitation, neglect and abuse, Americans with Disabilities Act) and the situations in which they can be applied.</p>
<p><b>Integration of Knowledge and Ideas</b>  <b>11-12.</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), comparing and contrasting how each version interprets the source text</p>			<p><b>Civics and Governance:</b>  <b>EX.CE.C&amp;G.1</b> Understand the roles authorities have in enforcing individual rights, rules and laws for the common good.  <b>EX.CE.C&amp;G.1.5</b> Explain circumstances in which rights could be violated.</p>
<p><b>Integration of Knowledge and Ideas</b>  <b>11-12.</b> Determine explicit understanding of accounts of</p>			<p><b>Civics and Governance:</b>  <b>EX.CE.C&amp;G.2</b> Analyze how the government helps and protects its</p>

eighteenth-, nineteenth- and early twentieth-century foundational works of American literature.			citizens. <b>EX.CE.C&amp;G.2.1</b> Explain how governmental agencies (i.e., police, fire department, courts, and military) protect citizens and their individual rights.
			<b>Civics and Governance:</b> <b>EX.CE.C&amp;G.2</b> Analyze how the government helps and protects its citizens. <b>EX.CE.C&amp;G.2.2</b> Explain the process for changing living documents (rules, laws and rights) based on the needs of the group.
			<b>Civics and Governance:</b> <b>EX.CE.C&amp;G.2</b> Analyze how the government helps and protects its citizens. <b>EX.CE.C&amp;G.2.3</b> Recognize the process for how rules and laws are enacted.
			<b>Civics and Governance:</b> <b>EX.CE.C&amp;G.2</b> Analyze how the government helps and protects its citizens. <b>EX.CE.C&amp;G.2.5</b> Compare pros and cons of issues/choices and make a decision based on multiple factors.

			<p><b>Civics and Governance:</b>  <b>EX.CE.C&amp;G.4</b> Understand how democracy depends upon the active participation of citizens.  <b>EX.CE.C&amp;G.4.2</b> Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the others (i.e., Civil rights, equal rights under the law, rule of law, personal space, right to privacy).</p>
			<p><b>EX.AH.H.1</b> Understand the creation and development of the United States over time.</p>

### UDL Suggestions

### Resources & Materials

**Resources will be identified during the 2012-2013 school year**

### ITES

#### Sources of Information

HS.SI.1 Evaluate resources needed to solve a given problem.

#### Technology as a Tool

HS.TT.1 Use technology and other resources for assigned tasks.

**Research Project**

HS.RP.1 Design project-based products that address global problems.

**Safety and Ethical Issues**

HS.SE.1 Analyze issues and practices of responsible behavior when using resources

**Life Skills****Decision Making**



## Curriculum Guide

Exception Children 9-12

December

Revised 2013

### **Life Skills**

Decision Making