

| Big Ideas: Point of View | Essential Vocabulary | | | |
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| ELA - Informative text: Authors purpose, point of view, and supporting details. Compare information across sources | Idioms Analogies Point of view Purpose Quotation Argument Author Title | Income Work Occupation Saving Time card Schedule Responsibility Paycheck Pay stub Bank statement | Injury First aid Emergency Safety Splint Fainting Shock Burn Cut EMT | Cotton gin Steam engine Communism Socialism Entrepreneur Union Strike Factory |
| Math - Understanding that money comes from work | | | | |
| Science - First Aid | | | | |
| Social Studies – Industrial Revolution | | | | |
| Learning Targets What do students need to be able to know / do? | Assessment and Data | | | |
| Student will identify and understand different points of views to utilize across the curriculum. | | | | |

| ELA Common Core | Math Common Core | Science Essential Standards | Social Studies Essential Standards |
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| Craft and Structure 9-12 Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms, and figures of speech | Financial Management: EX.FM.2 Understand that money comes from working. EX.FM.2.1 Identify individual and family sources of income. | Biology: EX.Bio.2.2 Understand the impact of human activities on the environment EX.Bio.2.2.2 Understand how pollution (e.g. waste dumping, littering, and smog) affects | American History: EX.AH.H.1 Understand the creation and development of the United States over time. |

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| | | natural resources. | |
| <p>Craft and Structure 9-10 Determine which sentences or paragraphs relate to the ideas or claims that an author has made (e.g., Read or listen to the text to tell me which sentences tell about the author's belief that we need better recycling programs).</p> | <p>Financial Management: EX.FM.2 Understand that money comes from working. EX.FM.2.2 Apply processes of documenting time worked and amount of money earned (paper and electronic).</p> | <p>Biology: EX.Bio.2.2 Understand the impact of human activities on the environment EX.Bio.2.2.3 Understand ways humans can work to preserve natural resources (e.g. recycling, conservation of water, carpooling).</p> | <p>Civics and Governance: EX.CE.C&G.1 Understand the roles authorities have in enforcing individual rights, rules and laws for the common good. EX.CE.C&G.1.2 Exemplify ways groups agree on rules and laws for the "common good" of society</p> |
| <p>Craft and Structure 9-10 Determine which sentences and paragraphs in a text reflect an author's point of view or purpose</p> | | | <p>Civics and Governance: EX.CE.C&G.1 Understand the roles authorities have in enforcing individual rights, rules and laws for the common good. EX.CE.C&G.1.3 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>Craft and Structure 11-12 Determine how an author's choices concerning the structure of a text (e.g., sequence, point to emphasize, amount of evidence to provide) contribute to its meaning.</p> | | | <p>Civics and Governance: EX.CE.C&G.1 Understand the roles authorities have in enforcing individual rights, rules and laws for the common good. EX.CE.C&G.1.4 Identify agencies and/or individuals who are responsible for helping to promote freedom and self-</p> |

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| | | | determination (i.e., transition planning, vocational rehabilitation, centers for independent living, representative payee). |
| Craft and Structure 11-12 Determine how the author uses a key term over the course of a text. | | | Civics and Governance: EX.CE.C&G.1 Understand the roles authorities have in enforcing individual rights, rules and laws for the common good. EX.CE.C&G.1.5 Explain circumstances in which rights could be violated. |
| Integration of Knowledge and Ideas 9-10 Analyze various accounts of a subject told in two different artistic mediums (e.g., a person's life story in print and multimedia) and determine what is present and absent in each. | | | Civics and Governance: EX.CE.C&G.2 Analyze how the government helps and protects its citizens. EX.CE.C&G.2.2 Explain the process for changing living documents (rules, laws and rights) based on the needs of the group. |
| Integration of Knowledge and Ideas 9-10 Analyze the argument or specific claims and determine what evidence is provided to support them. | | | Civics and Governance: EX.CE.C&G.2 Analyze how the government helps and protects its citizens. EX.CE.C&G.2.5 Compare pros and cons of issues/choices and make a decision based on multiple factors. |
| Integration of Knowledge and Ideas 9-10 Analyze accounts of U.S. documents and historical and literary | | | Civics and Governance: EX.CE.C&G.4 Understand how democracy depends upon the active |

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| <p>significance and determine what themes are addressed in each.</p> | | | <p>participation of citizens. EX.CE.C&G.4.1 Explain the meaning of various American symbols/traditions (i.e., flag, eagle, anthem, pledge, monuments, Independence Day).</p> |
| <p>Integration of Knowledge and Ideas 11-12 Analyze information presented in different media or formats (e.g., print, visual, auditory) to answer questions or solve problems.</p> | | | <p>Civics and Governance: EX.CE.C&G.4 Understand how democracy depends upon the active participation of citizens. EX.CE.C&G.4.2 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>Integration of Knowledge and Ideas 11-12 Demonstrate understandings of claims and arguments in works of public advocacy presented in print, video, or recounted formats.</p> | | | |
| <p>Integration of Knowledge and Ideas 11-12 Determine the purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, and the Bill of Rights) presented in print,</p> | | | |

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| video, audio, or recounted formats. | | | |
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UDL Suggestions

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| See Google Docs |
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Resources & Materials

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| See Google Docs |
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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

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| Safety |
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