

Big Ideas: Sequencing	Essential Vocabulary			
<b>ELA</b> – Informative texts: Theme and central idea, determine how ideas and events are related	<b>Informative texts</b> <b>Character</b> <b>Relationship</b> <b>Interact</b> <b>Relate</b> <b>Events</b> <b>Facts</b> <b>Opinions</b> <b>Articles</b> <b>Newspaper</b>	<b>Wants</b> <b>Needs</b> <b>Spend</b> <b>Save</b> <b>Budget</b> <b>Management</b> <b>Survive</b> <b>Finances</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>North</b> <b>South</b> <b>Slavery</b> <b>Segregation</b> <b>Freedom</b> <b>Equal</b> <b>Rights</b> <b>Abolish</b> <b>Union</b> <b>Confederate</b> <b>Defend</b>
<b>Math</b> – Needs vs. Wants				
<b>Science</b> – Understanding the impact of human interaction on the environment: Pollution and Conservation				
<b>Social Studies</b> - Civil war				
<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 use sequencing to determine how ideas and events are related to gain understanding of 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	<b>Financial Management:</b> <b>EX.FM.1</b> Understand the difference between wants and needs. <b>EX.FM.1.1</b> Compare	<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	<b>American History:</b> <b>EX.AH.H.1</b> Understand the creation and development of the United States over time.

<p>present and absent in each.</p>	<p>personal and family needs versus wants.</p>	<p>pollution (e.g. waste dumping, littering, and smog) affects natural resources.</p>	
<p><b>Key Ideas and Details</b>  <b>9-10</b> Determine how ideas or events in a text are related.</p>	<p><b>Financial Management:</b>  <b>EX.FM.1</b> Understand the difference between wants and needs.  <b>EX.FM.1.2</b> Make spending decisions based on priority needs and wants.</p>	<p><b>Biology:</b>  <b>EX.Bio.2.2</b> Understand the impact of human activities on the environment  <b>EX.Bio.2.2.3</b> Understand ways humans can work to preserve natural resources (e.g. recycling, conservation of water, carpooling).</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.1.1a</b> Identify authority figures (i.e., police, principal, judge, parent) in various environments.</p>
<p><b>Key Ideas and Details</b>  <b>11-12</b> Analyze specific individuals, ideas, or events and determine how they interact over the course of the 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.1.2</b> Exemplify ways groups agree on rules and laws for the "common good" of society</p>
<p><b>Key Ideas and Details</b>  <b>9-12</b> Determine the theme or central idea of the text and select details that relate to it, or convey the text to recount the 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.1.3</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>Key Ideas and Details</b>  <b>9-12</b> Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student determines one or more quotes that support it).</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.1.4</b> Identify agencies and/or individuals who are responsible for helping to promote freedom and self-determination (i.e., transition planning, vocational rehabilitation, centers for independent living, representative payee).</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>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.2.1</b> Explain how governmental agencies (i.e., police, fire department, courts, and military) protect citizens and their individual rights.</p>
			<p><b>Civics and Governance:</b>  <b>EX.CE.C&amp;G.2</b> Analyze how the government helps and protects its</p>

			<p>citizens.</p> <p><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.</p>
			<p><b>Civics and Governance:</b></p> <p><b>EX.CE.C&amp;G.2</b> Analyze how the government helps and protects its citizens.</p> <p><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>
			<p><b>Civics and Governance:</b></p> <p><b>EX.CE.C&amp;G.4</b> Understand how democracy depends upon the active participation of citizens.</p> <p><b>EX.CE.C&amp;G.4.1</b> Explain the meaning of various American symbols/traditions (i.e., flag, eagle, anthem, pledge, monuments, Independence Day).</p>
			<p><b>Civics and Governance:</b></p> <p><b>EX.CE.C&amp;G.4</b> Understand how democracy depends upon the active participation of citizens.</p> <p><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</p>

			rights, equal rights under the law, rule of law, personal space, right to privacy).
--	--	--	---

**UDL Suggestions**

See Google Docs
-----------------

**Resources & Materials**

<b>See Google Docs</b>
------------------------

**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**

Personal Care
---------------