

Big Ideas: Research	Essential Vocabulary			
ELA - Use supportive information in writing	Persuade Argument Evidence Explanation Credible Sources topic Details	Saving Coupons Overtime Paycheck Paystub Taxes Withholdings Finances Checkbook Balance	Health Department Hospital Family medical practice Pharmacy walk-in clinic Doctor Ambulance Police station Poison control Animal control Personal identification information	Nationalism Imperialism Ally Enemy Trench warfare League of nations Treaty of Versailles Battle
Math – Applying Budgeting Skills				
Science – Identify and using community resources				
Social Studies - World War I and World War II				
Learning Targets What do students need to be able to know / do?	Assessment and Data			
Student will use available sources to examine a variety of topics to develop an informed opinion across the curriculum.				

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
Text, Types, and Purposes 9-12 Write a claim and/or argument to support a claim that results from studying a topic or reading a text. 9-12. Support claim with two reasons or other relevant evidence drawn from the text when appropriate. 9-12 State one opposing or	Financial Management: EX.FM.3 Apply budgeting skills. EX.FM.3.1 Evaluate products and compare quality and value by using	Life Science: EX.LS.2 Apply skills associated with providing simple first aid and obtaining medical treatment when needed. EX.LS.2.3 Identify symptoms and routine home treatments of common non-serious	American History: EX.AH.H.1 Understand the creation and development of the United States over time.

<p>counterclaim. 9-12 Provide a closing or concluding statement. 11-12 State claim clearly 11-12 Use complete, simple sentences, as well as simple compound sentences when appropriate.</p>	<p>various resources.</p> <p>Financial Management: EX.FM.3 Apply budgeting skills. EX.FM.3.2 Set simple financial goals.</p> <p>Financial Management: EX.FM.3 Apply budgeting skills. EX.FM.3.3 Use strategies to manage money to prevent impulse buying.</p> <p>Financial Management: EX.FM.3 Apply budgeting skills. EX.FM.3.4 Identify income and expenses to prepare a budget.</p> <p>Financial Management: EX.FM.3 Apply budgeting skills. EX.FM.3.5 Determine what amount of money earned should be designated for future use</p>	<p>illnesses:</p> <ul style="list-style-type: none"> • Common cold • Fever • Head ache • Stomach ache • Body aches 	
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	<p>Financial Management: EX.FM.3 Apply budgeting skills. EX.FM.3.6 Use various forms of record keeping (paper and electronic) to budget and manage money.</p> <p>Financial Management: EX.FM.3 Apply budgeting skills. EX.FM.3.7 Create a payment schedule to demonstrate that borrowed money must be repaid in the future</p>		
<p>Text, Types, and Purposes 9-12 Write* informative or explanatory texts that convey ideas, concepts and information. 9-12. Write* the topic. 9-12 Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension. 9-12 Develop the topic with three or more facts or relevant and/or concrete details emphasizing those that are most important when appropriate. 9-12 Use domain specific vocabulary.</p>		<p>Life Science: EX.LS.2 Apply skills associated with providing simple first aid and obtaining medical treatment when needed. EX.LS.2.4 Compare community sources of medical care and the services that can be obtained from these agencies: • Health department • Hospital • Family medical practice • Pharmacy</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>9-12 Provide a closing or concluding statement.</p>		<ul style="list-style-type: none"> • Walk-in Clinic 	
<p>Text, Types, and Purposes Write* narratives about personal or imagined experiences or events.</p> <p>9-10 Include a narrator or characters using words to signal event order</p> <p>9-10 Introduce the narrative by stating the problem, situation or event</p> <p>11-12 introduce a narrator or characters.</p> <p>11-12 Use precise words and phrases to convey details.</p> <p>11-12 Use complete, simple sentences, as well as simple compound sentences when appropriate.</p> <p>9-12 Write* about multiple events in a logical sequence using temporal words to signal event order</p> <p>9-12 Use dialogue as appropriate.</p> <p>9-12 Provide a closing.</p>		<p>Life Science: EX.LS.2 Apply skills associated with providing simple first aid and obtaining medical treatment when needed.</p> <p>EX.LS.2.5 Indicate personally identifiable information.</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.</p> <p>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>Research to Build and Present Knowledge: 9-12 Write* to answer and pose questions or solve a problem based on two or more sources of information</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.</p> <p>EX.CE.C&G.1.4 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,</p>

			representative payee).
<p>Research to Build and Present Knowledge: 9-12 Determine if a source provides information that is important to the topic and select quotes that provide relevant information.</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.1.5 Explain circumstances in which rights could be violated.</p>
<p>Research to Build and Present Knowledge: 9-12 Write* about information gathered from literary or informational texts. a. Apply grades 9-12 Extended Reading Standards to literature (e.g., Write* to recount the story). b. Apply grade 9-12 Extended Reading Standards to literary nonfiction (e.g., Write* to describe information provided in the book that was not in the video).</p>	<p>EX.FM.3.6 Use various</p>		<p>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.</p>
<p>Comprehension and Collaboration: 9-12 Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.</p>			<p>Civics and Governance: EX.CE.C&G.4 Understand how democracy depends upon the active participation of citizens. EX.CE.C&G.4.1 Explain the meaning of various American symbols/traditions (i.e., flag, eagle, anthem, pledge, monuments, Independence Day).</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>
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UDL Suggestions

See Google Docs

Resources & Materials

See Google Docs

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

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Life Skills

Self-awareness
