

Big Ideas: Vocabulary	Essential Vocabulary			
<b>ELA</b> – Acquire and use vocabulary: Use resources to gain meaning of new vocabulary	<b>Vocabulary</b> <b>Dictionary</b> <b>Research</b> <b>Alphabet</b> <b>Definition</b> <b>Glossary</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>Total</b> <b>Sum</b> <b>Variables</b>	<b>Living</b> <b>Non-living</b> <b>Cell</b> <b>Plant cell</b> <b>Animal cell</b> <b>Cytoplasm</b> <b>Cell wall</b> <b>Nucleus</b> <b>External body part</b> <b>Internal body parts</b> <b>Organisms</b>	<b>Freedom</b> <b>Patriots</b> <b>War</b> <b>Colonists</b> <b>Tax</b> <b>Redcoats</b> <b>Minutemen</b> <b>Leaders</b> <b>United States</b>
<b>Math</b> – Equivalent Expressions				
<b>Science</b> – Understanding the structures and functions of living organisms				
<b>Social Studies</b> – Revolutionary War				
<b>Learning Targets</b> <b>What do students need to be able to know / do?</b>	<b>Assessment and Data</b>			
Students will use resources to gain meaning of new vocabulary to utilize across 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>Vocabulary Acquisition and Use:</b> <b>4.</b> Demonstrate knowledge of new vocabulary, words, and phrases drawn from English language arts, math, and science content. <b>9-12</b> Use contexts to identify which word in an array of content related words is missing from a sentence.	<b>Algebra:</b> <b>Use equivalent expressions to solve problems.</b> <b>1.</b> Identify the equivalent addition expression from a multiplication expression (e.g., given	<b>Biology:</b> <b>EX.Bio.1</b> Understand structures and functions of living organisms. <b>EX.Bio.1.1</b> Identify that plants make their own food through a process called photosynthesis.	<b>American History:</b> <b>EX.AH.H.1</b> Understand the creation and development of the United States over time.

<p><b>9-12</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p><b>9-12</b> Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases.</p>	<p>3r student identifies equivalent <math>r+r+r</math>).</p> <p><b>2.</b> Evaluate an algebraic expression (If <math>r=2</math>, then the value of <math>4r</math> is <math>4 \times 2=8</math>).</p>		
<p><b>Vocabulary Acquisition and Use:</b></p> <p><b>5.</b> Demonstrate understanding of figurative language and words relationships.</p> <p><b>9-12</b> Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.</p> <p><b>9-12</b> Analyze the meaning of multiple meaning words when encountered while reading or listening.</p>		<p><b>Biology:</b></p> <p><b>EX.Bio.1</b> Understand structures and functions of living organisms</p> <p><b>EX.Bio.1.2</b> Explain function (e.g., Skin- protect; Heart pump blood) of major external and internal body parts, including skin, brain, heart, lungs, stomach, eyes, and ears.</p>	<p><b>Civics and Governance:</b></p> <p><b>EX.CE.C&amp;G.1</b> Understand the roles authorities have in enforcing individual rights, rules and laws for the common good.</p> <p><b>EX.CE.C&amp;G.1.1b</b> Recognize the process that lead to the constitution government (leadership, compromise, cooperation, and creativity).</p>
		<p><b>Biology:</b></p> <p><b>EX.Bio.1</b> Understand structures and functions of living organisms</p> <p><b>EX.Bio.1.3</b> Identify that the cell is the smallest basic unit of life and most living things are composed of many cells.</p>	<p><b>Civics and Governance:</b></p> <p><b>EX.CE.C&amp;G.1</b> Understand the roles authorities have in enforcing individual rights, rules and laws for the common good.</p> <p><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>Civics and Governance:</b></p> <p><b>EX.CE.C&amp;G.1</b> Understand the roles</p>

			<p>authorities have in enforcing individual rights, rules and laws for the common good.</p> <p><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></p> <p><b>EX.CE.C&amp;G.1</b> Understand the roles authorities have in enforcing individual rights, rules and laws for the common good.</p> <p><b>EX.CE.C&amp;G.1.5</b> Explain circumstances in which rights could be violated.</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.2.2</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</p>

			and cons of issues/choices and make a decision based on multiple factors.
			<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.4.1</b> Explain the meaning of various American symbols/traditions (i.e., flag, eagle, anthem, pledge monuments, Independence Day).

### 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.

#### Safety and Ethical Issues

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

**Life Skills**

Etiquette