

"Let's Dare to Try Things" Unit Three

Common Core State Standards

Focus Standards are selected from Common Core State Standards for Grades 9-10.

Lesson plans and activities may be adapted to student ability, grade level and interests.

- **W.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and follow a standard format for citation.
- **SL.9-10.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.6:** Use technology, including the Internet, to produce, publish, and amend individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **W.9-10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Oregon Social Studies Standards

Focus Standards are selected from Oregon Social Studies Standards Benchmark 4, High School. Lesson plans and activities may be adapted to student ability, grade level and interests.

SS.HS.CG.05 Understand the civic responsibilities of U.S. citizens and how they are met.

SS.HS.CG.06 Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.

SS.HS.GE.07.01 Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.

SS.HS.GE.07.02 Identify and understand different methods of extracting and using resources, and analyze and compare the effect on the environment.

SS.HS.HS.01.01 Reconstruct the chronological order of significant events related to historical developments.

SS.HS.HS.07 Understand the causes, characteristics, and impact of political, economic, and social developments in Oregon state history.

SS.HS.HS.07.01 Identify and understand significant events, developments, groups, and people in the history of Oregon after 1900.

SS.HS.SA.01 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

SS.HS.SA.02 Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

SS.HS.SA.03 Understand what it means to be a critical consumer of information.

SS.HS.SA.04 Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.

SS.HS.SA.05 Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

SS.HS.SA.06 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.