**Disciplinary Understandings**

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|  | **Social Studies/History** |
| **Big Idea/ Enduring Understanding** | * Multiple causation * Change and continuity * The importance of the individual in history * The role of geography in shaping culture, economics, history * Cultural diffusion * States’ rights vs. Federalism |
| **Complex higher order skills** | * Understand multiple, sometimes competing perspectives * Evaluate the credibility of sources * Analyze the short and long-term impacts of…  on… * Differentiate causation vs. correlation * Apply a specific lens (perspective) to explain a phenomenon (e.g., economic, political, social) |
| **Central modes of discourse** and **Authentic rhetorical modes and types of writing central to the discipline** | * Debate * Socratic Seminar * Editorial * Journalistic article * Historical narrative * Research paper * DBQ (Document Based Question) Essay |
| **Discipline-specific literacy skills** | * Use source information (author, date, audience, purpose) to analyze primary and secondary sources; * Compare and cross-check information from different sources on the same topic; * Distinguish fact vs. opinion/perspective; * Read data tables or statistics to analyze patterns or trends over time; * Read a timeline to understand the sequence of events |

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|  | **Science** |
| **Big Idea/ Enduring Understanding** | * Scientific knowledge is ever expanding and changing * The findings of experiments must be replicated before they are credible * The difference between theories and facts * Energy is neither created nor destroyed * The human body is a system * The environment is a delicate system that is affected by human behavior * The role of technology in scientific discovery |
| **Complex higher order skills:** | * Ask a question or define a problem; * Design a test to evaluate a hypothesis or a design; * Generate evidence-based arguments or explanations; * Critique the arguments or explanations of others; * Analyze and interpret data and draw defensible conclusions; * Explain the limitations of methods or results |
| **Central modes of discourse** and **Authentic rhetorical modes and types of writing central to the discipline** | * Lab report * Research report * Research presentation * Journal article |
| **Discipline-specific literacy skills** | * Use source information (author, date, audience) to evaluate a source * Analyze data in tables, charts, graphs * Interpret mathematical/statistical representations of data * Interpret a model of a process, cycle, or system * Understand and apply technical terms appropriately * Identify limitations of a finding |

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|  | **Literature/ELA** |
| **Big Idea/ Enduring Understanding** | * The power of language * Writing is a craft * Understanding the meaning of a text is enhanced by understanding the biographical, historical, cultural, or social context in which it was created * The role of literature and different forms of text in reflecting and shaping culture * Texts can be interpreted in multiple ways |
| **Complex higher order skills:** | * Analyze an author’s point of view/purpose * Critique the interpretations/reasoning of others * Integrate, compare, synthesize ideas from multiple texts * Draw evidence-based conclusions and implications * Use a lens/perspective to analyze or interpret a text (e.g., cultural criticism, feminist, egalitarian) * Make text-to-text, text-to-world connections * Generate multiple possible interpretations of a text |
| **Central modes of discourse** and **Authentic rhetorical modes and types of writing central to the discipline** | * Literature circles * Socratic Seminar * Literary analysis essay * Research paper * Journalistic article * Narrative * Speech |
| **Discipline-specific literacy skills** | * Analyze language, structural, and rhetorical choices (author’s craft) to interpret texts * Understand literary terms used to describe author’s craft * Understand multiple meanings of language |

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|  | **Career Technology Pathways** |
| **Big Idea/ Enduring Understanding** | * Creativity and innovation * Communication and collaboration * Research and information fluency * Critical thinking * Problem solving * Decision making * Digital citizenship * Career Exploration * College and Career Readiness |
| **Complex higher order skills:** | * Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology * Utilize and evaluate digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others * Apply digital tools to gather, evaluate, and use information. * Apply critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources * Analyze human, cultural, and societal issues related to technology and practice legal and ethical behavior * Research, explore, and experience many different career options within their chosen pathway * Ability to work as a team, communicate in many different forms, and understand and applying the skills necessary to become successful in their chosen field |
| **Central modes of discourse** and **Authentic rhetorical modes and types of writing central to the discipline** | * Hands-on project/product development * Technical Report * Lab Report * Debate * Research Proposal * Research Report * Research Presentation * Journal article * 3-D /Project/Presentation * Speech * Procedure-Sequential project that includes charts, figures and graphics – use of text sparingly * Curriculum vitae/resume’/job application with cover letter * Press Release * Memo * Business Plan * Critique Paper |
| **Discipline-specific literacy skills** | * Transformation of Information from one form to another   (Words – Diagrams; Diagrams – Hands on)   * Problem solve for efficiency of design principles in specific pathways * Skim texts to focus on relevant information * Use of boilerplate language to speed up both the writing and reading of materials and texts * Read small pieces – apply hands on – read more – repeat * Little regard for author credentials; text = evidence * Procedural Knowledge (step-by-step process) * Create knowledge through experimentation * Findings are generalizable * Use knowledge to predict, analyze and/or synthesize * Engage with texts that are heavy on infographics, tables and figures * Vocabulary: specific terms critical for working within the profession |