Unit Title: **Rescue**

Focus Standards/Benchmarks and Supporting Standards and Benchmarks: Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below may not be applicable in every classroom setting. Teachers should choose the skill and content standards and benchmarks that are most applicable for the courses they teach.

*****In the interest of space, the lowest grade level version of each standard and/or benchmark is listed when the higher grade level iterations differ mainly in complexity. The K12 versions of the ELA standards have been used, but the specific grade level versions may also be used when appropriate.*****

Selected ELA Standards:

- LAFS.K12.R.1.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (DOK2)
- LAFS.K12.R.1.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (DOK2)
- LAFS.K12.R.1.3-Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (DOK2)
- LAFS.K12.R.2.6-Assess how point of view or purpose shapes the content and style of a text. (DOK2)
- LAFS.K12.R.3.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (DOK2)
- LAFS.K12.R.3.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (DOK2)
- LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (DOK2)
- LAFS.K12.W.1.1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (DOK2)
- LAFS.K12.W.1.2-Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (DOK2)
- LAFS.K12.W.1.3-Write narratives to develop real or imagined experiences or events using effective

Social Studies Benchmarks:

- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.
- SS.6.G.2.6-Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.
- SS.7.C.2.3-Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).
- SS.7.C.4.2-Recognize government and citizen participation in international organizations.
- SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.912.A.1.3-Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4-Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.6-Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.5.5-Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.9-Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

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technique, well-chosen details, and well-structured event sequences. (DOK3) • LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (DOK2) • LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (DOK2) • LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK3) • LAFS.K12.W.4.10-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. (DOK2) • LAFS.K12.SL.1.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (DOK2) • LAFS.K12.SL.1.2-Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (DOK2) • LAFS.K12.SL.1.3-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (DOK2) • LAFS.K12.SL.2.4-Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (DOK2) • LAFS.K12.SL.2.5-Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (DOK2) • LAFS.K12.L.3.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (DOK2) <u>Literacy Standards for Social Studies/History:</u>	• SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world. • SS.912.A.6.2-Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act). • SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups. • SS.912.A.6.4-Examine efforts to expand or contract rights for various populations during World War II. • SS.912.A.6.5-Explain the impact of World War II on domestic government policy. • SS.912.G.2.3-Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. • SS.912.G.2.4-Use geographic terms and tools to analyze case studies of how selected regions change over time. • SS.912.G.4.1-Interpret population growth and other demographic data for any given place. • SS.912.G.4.2-Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. • SS.912.G.4.3-Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. • SS.912.G.4.8-Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space. • SS.912.G.4.9-Use political maps to describe the change in boundaries and governments within continents over time. • SS.912.G.6.4-Translate narratives about places and events into graphic representations. • SS.912.H.1.2-Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. • SS.912.P.9.2-Describe the relationship between attitudes (implicit and explicit) and behavior. • SS.912.P.9.3-Identify persuasive methods used to change attitudes. • SS.912.P.9.6-Describe how group dynamics influence behavior.

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• LAFS.68.RH.1.1-Cite specific textual evidence to support analysis of primary and secondary sources. (DOK2) • LAFS.68.RH.1.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (DOK2) • LAFS.68.RH.2.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (DOK2) • LAFS.68.RH.2.6-Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (DOK3) • LAFS.68.RH.3.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (DOK2) • LAFS.68.RH.3.8-Distinguish among fact, opinion, and reasoned judgment in a text. (DOK3) • LAFS.68.RH.3.9-Analyze the relationship between a primary and secondary source on the same topic. (DOK3) • LAFS.68.WHST.1.1-Write arguments focused on discipline-specific content. (DOK3) • LAFS.68.WHST.1.2-Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (DOK3) • LAFS.68.WHST.3.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (DOK4) • LAFS.68.WHST.3.9-Draw evidence from informational texts to support analysis, reflection, and research. (DOK3) • LAFS.68.WHST.4.10-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (DOK3)	• SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination. • SS.912.P.9.9-Describe determinants of prosocial behavior. • SS.912.P.10.1-Define culture and diversity. • SS.912.P.10.2-Identify how cultures change over time and vary within nations and internationally. • SS.912.P.10.3-Discuss the relationship between culture and conceptions of self and identity. • SS.912.P.10.4-Discuss psychological research examining race and ethnicity. • SS.912.P.10.6-Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination. • SS.912.P.10.12-Examine how perspectives affect stereotypes and treatment of minority and majority groups in society. • SS.912.S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community. • SS.912.S.4.2 Identify major characteristics of social groups familiar to the students. • SS.912.S.8.7-Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior. • SS.912.W.7.3 Summarize significant effects of World War I. • SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression. • SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. • SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. • SS.912.W.7.7-Trace the causes and key events related to World War II. • SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas

	about race and nation, and Nazi dehumanization of the Jews and other victims